



SCHOOL OF EDUCATION
Teaching English as a Second Language Program

PRACTICUM IN ESOL HANDBOOK

This handbook is only for the Online TESL Program

2013-2014



Overview of Practicum in ESOL

At Webster University, the practicum provides an opportunity for students to work in professional relationships with experts in the field of education for an extended period of time. The practicum gives students an opportunity to analyze pedagogical competencies and to begin building a conceptual framework for effective teaching and learning. Reflective thought, observation, discussion, and teaching experiences will prepare the practicum student for apprentice teaching. Students enrolled in this advanced practicum are expected to have a well-defined knowledge of teaching and learning. This field experience offers the student an opportunity to increase his/her knowledge of educational practices. The handbook is intended to prepare all members of the team for the practicum experience. It outlines the expectations and responsibilities of each participant. We expect that you will have questions. Please do not hesitate to contact the MA in TESL Program Coordinator, DJ Kaiser at djkaiser@webster.edu or 314-246-7153; the Practicum Supervisor for the Webster Groves campus, Michelle Sencibaugh at asencibaugh44@webster.edu; or the Coordinator of Field Placements, Tracey Brenner at traceybrenner31@webster.edu or 314-968-7103.

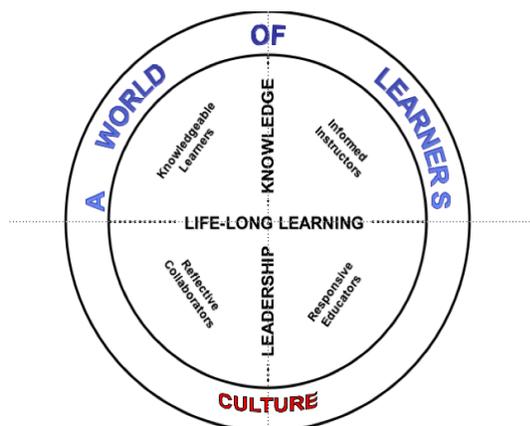
Note that the TESL Online Program is a new option beginning Fall 2013. Every attempt has been made to clarify as many of these policies and procedures as possible in this handbook. Different teaching situations may require some adjustments. Stay in close contact with your adviser and the practicum supervisor to work through any of these exceptional situations and to make special arrangements when needed. The Webster faculty are here to help you succeed!

Learning Outcomes for TESL 5040 Practicum in ESOL

Course Outcomes	Standards Addressed
Students will:	
a) develop and teach a unit of material for the ESL/ELL classroom	TESOL 3.a SoED 1.1, 1.2. 2.1, 2.2, 2.3
b) include a variety of activities into developed materials	TESOL 3.b SoED 1.1, 1.2. 2.1, 2.2, 2.3
c) incorporate technology and other materials into developed lesson plans	TESL 3.c SoED 2.2, 2.3, 4.4
d) account for a diverse classroom when developing and teaching lessons	TESOL 4.a SoED 2.4
e) develop tasks that assess both content and language skills	TESOL 4.b SoED 2.4
f) describe effective ways to check for comprehension and understanding during instruction	TESL 4.c SoED 2.1, 2.3, 4.1, 4.2, 4.3, 4.4
g) pull from current ESOL methodology and Second Language Acquisition theory when developing materials	TESOL 5.a SoED 3.3, 3.4, 4.2
h) collaborate with other teachers and administrators	TESOL 5.b SoED 3.3, 3.4, 4.2

The above objectives and goals align with TESOL standards and the School of Educations goals.

The School of Education continues to develop a world of learners through Knowledge, Leadership, and Life-long Learning.



School of Education Mission Statement

The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that enable them to guide both themselves and others toward lifelong learning. The School is a community of teacher-scholars who apply critical reflection and creative energies to enhance learning in schools and other educational settings. The faculty strives to do this by modeling effective teaching practices based on sound theory and research. The personalized approaches make for a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School encourages its faculty and students to work actively toward this end, keeping in mind that the actions must be rooted in visionary yet realistic thinking. This thought and action process underscores the development of an inner directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Goals of the School of Education

- Webster University education candidates demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
- Webster University education candidates incorporate multiple assessment and instructional strategies to support effective education practices based on research and theory.
- Webster University education candidates reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities.
- Webster University education candidates demonstrate respect for diversity through responsive teaching and learning that values individual differences.

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Section I: The Practicum Student

Video Submissions of Lessons

All Online TESL candidates completing their Practicum through a classroom placement must submit two 20-30 minute long videos (from two different class sessions) to Webster faculty for review, comments, and assessment. It is your responsibility to obtain and manage the appropriate equipment needed.

Permissions

Before class begins, you must obtain permission from the school or institute to video record in the classroom that you will be working in. On the first day of class, you should begin securing permission from the students in your class. Note that if any students have not granted permission, then arrangements will need to be made for those students to leave the room while you are being recorded. If any students do not wish to appear on camera then you will need to arrange the classroom in such a way that they will not appear on camera. Permission forms for all students must be scanned and submitted to the Practicum Coordinator as evidence of student permission. If any special arrangements must be made, please include a statement of how those arrangements will be made.

Test your Video Camera

Several weeks before you plan to record yourself teaching, ask your CT to record a short video of him or her teaching to test the video and sound. Be certain that you can hear well enough. If you cannot, then record another test video (you may need to try different equipment). Once you have your test video, upload it to YouTube. Then make the video **Private** and share the video with webstermatesl@gmail.com (see <http://support.google.com/youtube/bin/answer.py?hl=en&answer=157177> for assistance with making videos private and sharing them). An e-mail will be sent to webstermatesl@gmail.com to let us know that a video has been shared. (**Note:** if you are in a country that blocks YouTube, special arrangements will need to be made. Contact your adviser months before starting your Practicum to make proper arrangements.)

Recording your Lessons

Remember that it is your responsibility to take care of recording. Your Cooperating Teacher should not be used as your personal videographer. Simply inform your students that you will be turning on the video recorder and then after 20-30 minutes take a moment to shut it off. Upload your video to YouTube, make the video private, and share the video with webstermatesl@gmail.com. If your lesson starts later in the video, please send a follow-up e-mail letting the Webster faculty know when to begin viewing your video.

Upload your video and share it on YouTube as quickly as possible so that you can receive feedback as quickly as possible. To upload a video longer than 15 minutes, check this site for instructions: <http://support.google.com/youtube/bin/answer.py?hl=en&answer=71673>. Long videos will take longer to upload. If you use an iPhone or smart phone to record, you may want to transfer the file to your computer first and then upload it to YouTube. Use the Help feature on YouTube to receive assistance. Search on eBay (a month or two before your Practicum) for an iPhone or smartphone tripod (to assist with recording). You may also test your laptop if it has a webcam to see if will record video.

After submitting your video, send an e-mail to the Practicum Supervisor and include the following:

- A copy of your **completed lesson plan** (include any **handouts** that you used)
- A list of **three things** that you want the Practicum Supervisor to look for in your video (these may be goals, areas for improvement, things that you were uncertain about, etc.) [please make this list **concise** and **observable**]

Special Note

Plan ahead and test out all technology in advance. If you are unable to record and upload your videos, you cannot complete and receive credit for TESL 5040 Practicum in ESOL. It is your responsibility to plan and prepare accordingly.

It is inappropriate to ask a student in the class to take care of the video recording. You may ask your cooperating teacher to assist you outside of class time to receive permissions and to set up equipment, but during your lesson your CT should be focused on watching you teach and focused on providing feedback (not aiming or moving a video recorder).

Portfolio Requirements

The following are the requirements for your Practicum portfolio. Your Portfolio is due within two weeks of your final scheduled day in the classroom. Be certain to review the Key Assessment assignment and rubric for TESL 5040. You must upload a copy of your portfolio to Tk20. Please organize your documents to make it easier for the Practicum Supervisor to grade (points will be deducted for disorganization). This should be **one** Word file. Any additional files should be labeled properly and referenced in your portfolio.

Remember that this is what will be used to generate your grade for TESL 5040. Any missing elements will reduce your grade.

Practicum Checklist for Practicum Students

- **Two unit lesson plans** (label each unit with a title)
 - o Each unit must include **2-4 individual lessons** to make a **total of 6 lessons** between the two units (more than six total is allowed)
- A **reflective summary** (approximately 3-5 double-spaced pages)
- **Two one-page observation write ups** from other ESL/EFL/ELL classrooms
 - o In addition to your practicum classroom, you must observe **two other** ESL/EFL/ELL classrooms (taught by two different instructors other than your cooperating teacher) and write up a one-page observation of each class that you observed
- A **one-page teaching philosophy statement**

You also need to e-mail a copy of your **time log** of time spent in the classroom and on work directly related to class prep and grading (be certain to copy your Cooperating Teacher on this e-mail).

TESL 5040 PRACTICUM IN ESOL
ESOL Teaching Portfolio and Reflective Summary of Field Experiences
Key Assessment Assignment Description

Objectives

- To develop and teach a unit of material for the ESL/ELL classroom
- To include a variety of activities into developed materials
- To incorporate technology and other materials into developed lesson plans
- To account for a diverse classroom when developing and teaching lessons
- To develop tasks that assess both content and language skills
- To describe effective ways to check for comprehension and understanding during instruction
- To pull from current ESOL methodology and Second Language Acquisition theory when developing materials
- To collaborate with other teachers and administrators

Assignment

Create an electronic portfolio of either your practicum experience (for the Practicum in ESOL) or of materials from one of your own ESL classes (for Credit by Exam). Formatting instructions for the unit and lesson plan are included in the Practicum and Credit by Exam handbooks, but may be done using a format approved by both the instructor and (in the case of the Practicum) cooperating teacher. The expected length and components of the unit for each option is specified in each handbook, but there must be at least one complete unit with four lessons. For the Practicum, a Webster faculty member will observe you; for Credit by Exam, letters of recommendation will serve as the observation. Please share the assessment rubric with reviews so that they may comment on features on which you will be assessed.

A reflective summary is required for both the Practicum and Credit by Exam (these are the narrative portions specified in each handbook). Be certain to cover all required summary topics in addition to your completed unit lesson plan.

Other Specifications

All activities must be created using a word processor. Turn in a hard copy to your instructor *and* upload an electronic copy to Tk20. Any hand-drawn elements must be neat, clean, and clear and be scanned and submitted electronically with other files.

Special Note

This assignment serves as a Key Assessment for the TESL Program. TESOL specifies 11 standards all TESL candidates should be able to demonstrate upon completion of their program. Each Key Assessment assignment is aligned with several of these standards. Your instructor may articulate additional and/or more specific requirements for this assignment to also meet the goals and/or requirements of this course. Refer to this assignment description, the accompanying rubric, and any additional instructions provided by your instructor when completing this assignment.

[For the Key Assessment Rubrics see
<http://webstermatesl.wikispaces.com/3.+Important+Policies#Practicum>]

Guidelines for Working with the Cooperating Teacher

First and foremost, you have been placed in a classroom to observe your Cooperating Teacher and to have the opportunity to teach several lessons under the guidance of an experienced instructor. Your presence in the classroom should never compromise the education of the students. If issues of professionalism, tardiness, or coming unprepared become an issue, you will be removed from the practicum classroom and receive a grade of NC for the practicum. Always remember that you are representing Webster University when you enter your practicum classroom, and to the students you are also representing the school or institution where you are teaching. You must uphold the standards of both institutes.

The following is a series of guidelines intended to help you succeed in your practicum experience:

- Consult with your academic advisor one semester prior to registering in the practicum class. Make sure that you are ready to take the practicum and that you have filled out all proper forms. Note that you **must** have completed TESL 5230 Second Language Acquisition, TESL 5139 ESOL Methods; and TESL 5220 Curriculum Development in Second Language Classrooms in order to start your practicum.
- All online TESL candidates must set up their own practicum placements and Webster University cannot be responsible if that placement falls through. If problems arise, the TESL candidate will be responsible for finding another appropriate practicum placement.
- Maintain good contact with your Cooperating Teacher (CT) and practicum supervisor. Contact them both several weeks before the course begins to touch base. Exchange contact information (a reliable e-mail address and cell phone number) with these individuals.
- Review the handbook and share the requirements with your cooperating teacher. After consultation with him/her and the practicum supervisor, develop a tentative schedule of your teaching schedule (so that the practicum supervisor has a general idea when video recordings will be submitted for review).
- Fulfill the mandatory hours required for your practicum – a minimum of 45 contact hours per credit hour. A log of practicum hours should be kept during the semester. (An Excel document will be provided to you.)
- Write detailed lesson plans for the classes you teach. Review these plans with your cooperating teacher. Your CT may set deadlines for submitting your lesson plan and materials, which you must adhere to. If your CT gives you specific feedback on revisions that are needed before teaching, these revisions must be made before teaching.
- Keep a record of your hours working on the Practicum. These hours include (1) your time spent in the classroom observing and teaching, (2) your time spent preparing materials and grading, and (3) your time spent in meetings directly related to your practicum classroom.
- You should be in the classroom at times best suited to active learning. **Keep your appointed times and be punctual.** Maintain a log of dates, times, and total hours. **You are expected to be in your assigned classroom every day that class meets for the entire time, including after your final video recorded lesson.**
- Your primary responsibilities are to the pupils and to the school where you are teaching. You **MUST** notify your cooperating teacher, preferably the night before, if for some reason you cannot get to your school on a particular day. This is for emergencies only. Your cooperating teacher often plans lessons expecting your assistance.
- Be prompt, cooperative, diligent and willing to learn.

- You are in the school as a practicum student. You are there to learn by working closely with a professional educator. Although you are not an employee, you are a participating member of the faculty team, and therefore, you should work with all school personnel in a cooperative and professional manner.
- Practice professional ethics. Demonstrate professional courtesy and confidentiality in interactions with students, parents, and colleagues.
- Listen to your cooperating teacher and your practicum supervisor. They are experienced professionals interested in helping you become the best teacher you can be. Trust their judgment and advice and give their suggestions a fair trial.
- Have a positive attitude.
- As a practicum student you should be supervised at all times. A classroom teacher must be present. If you are being used as a substitute teacher to relieve your CT or cover when he/she is not available, please contact the Practicum Supervisor right away.

The relationship between the Cooperating Teacher and the Practicum Student is at the center of the Practicum experience. Please review these guidelines so that you understand the importance of this relationship:

- The primary role of the Practicum Student is **to observe** the Cooperating Teacher.
- The CT will set all the rules for his/her classroom. You are expected to adhere to and honor the policies, procedures, and curriculum of the CT.
- CTs may approach teaching their classes differently than you would or differently than you may have learned in your TESL Program. Regardless, you will be expected to adapt to the methods that the CT sets up in his/her classroom. You are not here to challenge or change the CT's teaching methods; you are here to observe and learn from a qualified and experienced ESL/EFL/ELL instructor. Exposure to new methods will only strengthen you as a teacher. **Questioning or challenging a CT's teaching methods in front of learners will result in you being removed from the CT's classroom and assigned a grade of NC for TESL 5040.**
- Show your CT respect both in and out of the classroom. CTs are not required to take on Practicum students; you are a guest in his/her classroom.
- You may share ideas that you would be willing to develop and teach in the classroom, but the CT will always have the final call on whether to admit any changes or additions. The CT's decisions for his or her class are always to be respected. Remember that the CT is ultimately responsible for the instruction of his/her students and has additional knowledge informing his/her decisions.
- Note that your CT is not required to—nor will your CT have time to—teach you everything that you may want to learn about teaching. For purposes of time, your CT may select fewer topics or concepts for you to work on.
- Show respect for your CT's time and understand that your CT has many other obligations. Be mindful of not taking up too much of your CT's time. Sending multiple e-mails a day or leaving multiple voicemails takes up a lot of your CT's time. If a CT reports that a Practicum Student is taking up too much of his or her time, the Practicum Supervisor will address this issue.
- You must keep all materials received from your CT in a safe place. All curriculum and materials from the Practicum are the property of the CT's institution and the CT, and may NOT be used elsewhere for any purpose unless written consent is obtained. If permission is

granted to use any of those materials at a later date, you must credit those materials appropriately (“created by _____,” “adapted from materials by _____,” etc.).

- Note that materials that you create for the practicum, including the lessons plans turned in with your portfolio, *may* be used in future courses. Please note that these lessons and materials must be original and the use of any published or prior existing material in your lesson plans for your Practicum course(s) and portfolio must be properly credited. Failure to give appropriate credit constitutes plagiarism and is a violation of Webster University’s Statement of Ethics (see <http://www.webster.edu/students/plagiarism/>) and will result in failing the Practicum.
- Please respect the timelines of your CT. Your CT may not have a full schedule or syllabus until the first day of class and may choose to leave certain portions of the course less developed. This means that you will need to be flexible in the same way that instructors must be flexible as they modify and adjust schedules to meet their students’ needs.
- The number of times and amount of time that you will spend in front of the classroom will be determined by the CT. This may vary depending on the nature of the course, the Practicum student’s skills and experience, and other factors. Every attempt will be made to ensure that Practicum students receive enough time teaching to fulfill the requirements of their Practicum.
- The majority of your time will be spent observing your CT. You should use this time to write notes on what you see and to reflect upon what you are learning from the decisions made.
- Please note that some CTs will not allow their students to use laptops in the classroom. In these cases, you may be asked to take all notes by hand. If you wish to use a laptop, please discuss this with your CT and respect his/her decision.
- You should dress in an appropriate manner for your assigned teaching situation. Note that K-12 schools do not allow blue jeans or shorts (summer school *may* be an exception, but you must ask first). K-12 schools usually do not allow teachers to have tattoos visible and may have additional regulations on piercings (other than earrings) and other issues of appearance. In all teaching situations, clothing should be neat, clean, and professional—no torn clothing, overly wrinkled, stained, or revealing clothing should be worn. In all teaching situations, practicum students should adhere to general hygiene (showering before classes, maintaining hair and facial hair, avoiding strong perfumes or cologne, etc.). Regardless the teaching situation, you should consult with the CT on proper attire for the classroom and any other expectations.
- In addition to proper dress and hygiene, general professionalism is expected. This includes treating all students, instructors, and staff at the assigned school with respect. Remember that you are representing Webster University.
- Any problems that may arise in the classroom or with your CT should be addressed to your practicum supervisor right away. Never contact a CT’s supervisor under any circumstances. Contacting a CT’s supervisor will result in immediate dismissal from the Practicum and receiving an NC for TESL 5040.
- Treating a CT with disrespect will be grounds for being removed from Practicum and being assigned an NC.

Attendance:

- You are expected to attend all class meetings for your assigned class(es) and to arrive on time. If you need to miss a class for any reason, contact your CT right away (ahead of class

time) and your Practicum supervisor. Arriving late disrupts class and sets a bad example for students.

- Multiple absences from an assigned class may result in you being removed from your practicum placement and receiving an NC for the Practicum. (Note that students *do* notice when a Practicum Student misses class and have reported that it affects the quality of their education.)
- This means that you need to plan appointments and vacations around the practicum class(es).
- Practicum Students who are found to skip class, arrive late, or make excuses about missing or arriving late will be removed from their practicum classroom and assigned an NC for the Practicum.

Guidelines for Unit Lesson Plans

Each lesson plan needs to include:

- A **description of setting**
- A **description of learners**
- The lesson's **goals and/or objectives**
 - o These should have both content and language objectives when appropriate
 - o When writing objects and goals, makes these **specific** and **student centered**
 - o Break down general objectives into more specific ones
 - o Example: SWBAT count from 1-10 → SWBAT count of from 1-10 verbally; SWBAT write out the numbers 1-10 in both number and spelled out forms; SWBAT identify numbers (numeral and spelled out) and place them in numeric order
- Any **standards** that must be met
 - o Grade level expectations (GLEs), Common Core Standards, objectives from the course syllabus
- The **amount of time allotted** for each section of the lesson (in minutes)
- **Instructional Process**
 - o Avoid writing long dense paragraphs
 - o Numbered or bullet lists are easier to read
 - o Along with the instructional process, estimate the amount of time needed for each task
- **Assessment procedures**
 - o Discuss how tasks, goals, and objectives will be formally and/or informally assessed during this lesson
- Any **materials or technology** that are needed
 - o This may include handouts
- **Reflection**
 - o If you taught this lesson, reflect on what worked and why might need improvement
 - o If you did not teach this lesson, discuss what portions you are uncertain of (that might need revisions after teaching)

NOTE:

- While there is no one specific format that you must use, please use the same format and layout for all lesson plans (but not necessarily handouts and in-class materials)
- Using the same format will help the Practicum Supervisor understand your organization process

SUGGESTION:

- You probably will not get to teach two full units of lessons
- Consider looking at your practicum class's syllabus or class schedule and developing your own lesson plans for other days in the same unit that you are teaching
- By developing your own lesson plan ahead of your CT you can see how he or she approached the same material (what was the same and what was different)
- Note that you may **not** turn in your CT's lesson plan (this would be plagiarism), but you may revise your own lesson plan to reflect things that you learned from watching your CT teach the same material (provided that you include an explanation of what you originally developed and what you modified based on your CT's instruction of the same material)

Guidelines for the Reflective Summary

When writing your reflective summary (which should be 3-5 pages, double spaced), please cover the following topics:

- Describe the classroom you worked in
 - o The physical properties
 - o The available technology
 - o The composition of students (language backgrounds, proficiency levels, etc.)
- Describe how ELL/ESL/EFL instruction fits into the school/institution where you did your practicum
- Describe the teaching methods of your CT(s)
 - o You should be writing your general observations of your CT(s) and trying to describe his/her/their methods using terminology from your methods, SLA, and assessment coursework
 - o Also discuss how your CT(s) prepared lessons
- Describe how your own teaching methods differ from your CT(s)
- Then discuss how your teaching methods changed through this process
 - o In other words, how did you change as a teacher from this process

Guidelines for the Observation Write Ups

You will need to write up **two** one-page observations. The purpose is to give you additional perspectives on teaching.

It will be **your responsibility** to contact schools and to schedule these observations. If you are currently teaching at a school, you are expected to do your observations at a different school. You may observe other ESL/EFL/ELL instructors at the same school where you are completing your practicum. You may start by contacting the director of the program at the school (use the Internet to research schools and contacts). You may also contact instructors directly if you have their information.

Start out by contacting the instructor or supervisor and introducing yourself as a teacher candidate at Webster University pursuing a master's degree (or certificate) in Teaching English as a Second Language. Ask for permission to come observe one full class (forty-five minutes to two hours). Be certain to let the instructor know that your purpose is to write a one-page observation for your Practicum portfolio of teaching strategies or techniques that you could learn from.

This requires that you **plan ahead**. Do not wait until the end of the term. You should set up these observations at the very beginning of the term and try to complete them as quickly as possible.

Each one-page observation should include:

- In the header include
 - o The name of the school
 - o The name of the instructor observed
 - o The name of the course
 - o The date and time of the observation
- Briefly describe the classroom you observed
 - o The physical properties
 - o The available technology
 - o The composition of students (language backgrounds, proficiency levels, etc.)
- Discuss three observations you made during the lesson that may help inform your own teaching
 - o These may be good uses of ESOL methodology,
 - o A specific difficult situation that was handled well by the teacher,
 - o An innovative approach used in the classroom, etc.

Guidelines for the One-Page Teaching Philosophy Statement

Beginning June 1, 2012, all new teacher candidates in TESL programs at Webster University must write a one-page teaching philosophy on the following topics: describe your teaching philosophy in terms of the kind of knowledge and values that will make a teacher a more effective English as a Second Language/English as a Foreign Language instructor.

The Practicum Portfolio serves as a culminating project for your TESL program. Employers may ask for your teaching philosophy statement. To prepare you for this, you will write a one-page teaching philosophy statement.

There is no outline or checklist of topics to cover for this. This is your opportunity to reflect on the entire TESL program, your practicum experience, and any other experience you may have to articulate your own personal teaching philosophy statement.

Avoid general statements that any teacher could make, rather focus on your own unique perspective and approach to teaching English Language Learners.

This statement is **limited to one page**. This will require that you be concise. As you write this, consider that you may submit this statement with job applications or submit it to your supervisor. Take time to write this and edit it many times. It would be a good idea to work with the Online Writing Center (<http://www2.webster.edu/writingcenter/online.shtml>) on this statement.

Recommendations for Classroom Teaching

The following list of recommendations comes from observing several practicum lessons taught by Practicum Students. Please review these thoroughly.

- Be mindful of how you speak in class.
 - o Smile and work on using good intonation (intonation highlights important information and your learners will remember more; flat intonation is harder to focus on)
 - o Be certain to project your voice so that everyone can hear you.
- Always connect new material to prior knowledge.
 - o Rather than start out with “today I’m going to,” begin with “remember when you/we covered...”
 - o Students should always have a context for new material that you are presenting.
- When you assign students to work in groups or to work individually, be certain to walk around the classroom and check on everyone.
 - o Students are more likely to ask questions when you walk around.
 - o Students are also more likely to stay on task and to do work when you are walking around and checking in on them.
 - o Walking around also allows you to check on students’ progress, who is done, who needs more time, etc.
- Work on moving around the classroom
 - o Students listen better to someone who is moving, because their eyes must follow you to maintain attention.
 - o Students will more easily tune you out if you stand in one place.
- Remember that many students cannot hear what other students say.
 - o If a student is speaking too softly, rather than get closer to the student and enable this practice of speaking too softly (this is very common), try moving further away from the student (to the opposite end of the room) and ask the student to repeat what he or she said. This prompts the student to speak louder rather than the teacher enabling the student to speak more quietly.
 - o You may also need to repeat what a student says to make certain that everyone can understand what he or she said.
- Whenever possible, work in opportunities for reading, writing, listening, and speaking.
 - o While it may take a little more time, it may be more effective to ask a complex question and ask your students to write down their answer, then to share their answer with a neighbor, and then report back to the class.
- Whenever possible, help build literacy and academic literacy (through the use of meta-language).
 - o Raise your students’ awareness to parts of speech (nouns, verbs, adjectives, etc.)
 - o Remind students about important academic terms (thesis statement, quotient, content words, etc.)
- Come prepared with additional steps for activities.
 - o More advanced students may finish quickly, while less advanced students may need more time.
 - o Have prepared additional steps (such as “justify your answer” or “write five sentences using these words”) for these more advanced students
- Be mindful of teacher wait time.
 - o After you ask a question, always allow students several seconds to think and have time to respond.

- You may need to repeat a question to give your students more time and an additional chance to hear the question.
- When unfamiliar vocabulary words come up in a lesson, first ask your students if someone can define the word.
 - This utilizes the resources that students already have.
 - This also promotes students trying to infer the meaning of words rather than relying on the teacher or dictionary to give them the answer.
- When students are not paying attention and begin talking with their neighbor, try saying “Do you have a question?”
 - This can be a more effective method of getting students’ attention because you are not chastising students and you are subtly reminding them to pay attention and to stay on task.
 - This also works for when students begin speaking in their native language during class.
- When writing on the board, keep in mind sight lines.
 - Be certain to write large enough and high enough for everyone in the class to see.
 - Rather than waste time writing multiple things on the board, come prepared with a handout or with a power point slide.
 - Use writing on the board for brainstorming and reviewing material (not for your initial presentation of material—unless it has already been written on the board before class).
- Even the most teacher fronted of activities can become more student centered.
 - If you have to present a long lesson on grammar or some other topic that requires that it be more teacher fronted, work in moments of students involvement whenever possible.
 - Ask students to read example from your slides.
 - Use choral repetition of key words or examples.
 - Include cloze passages or matching exercises that students need to quickly complete.
- When you show a video in class, please always use the following formula:
 - **Preview** the video. Tell students what they should be looking for while watching the video. (This is called *schema activation* and it will make your use of the video more effective.)
 - **View** the video. Be mindful of how long the video is. In many cases, you only need to show two minutes of the five-minute clip. Make a note of starting and stopping points for the video in your lesson plan. Shorter clips may give you the opportunity to watch the clip a second time.
 - **Review** the video. Discuss the concept and topics you touched on during your preview of the video.
- When using video, always be aware of what is projecting on the screen.
 - Learn to use the blank screen function on A/V equipment.
 - Many practicum students end up playing videos but project a blank screen because they are not looking at the projection screen.
 - Be certain to use the blank screen when video is not in use. There is nothing worse than watching a lesson while a blue screen is being projected onto the board.
- Work on listening skills and if you do not understand someone, ask them to repeat.
 - Do not get caught into the trap of listening for only one thing. This can cause you to ignore other good responses or to assume that a student has said what you wanted them to say and not what you expected them to say.
 - If you have trouble hearing, you may need to go to your doctor and get hearing aids (you would not be the first practicum student to need this).

- If you ask students to report back to the class or to give a short presentation, be prepared to provide on-the-spot comments.
 - o Try to come up with at least one positive thing to say about each contribution and, when appropriate, one suggestion for improvement.
- Be certain to provide a source (URL) for all images that are not in the public domain.
 - o Many of our learners come from countries where intellectual property is not recognized the same way that it is in the United States. It is your responsibility to model good practices in the use of anything that may be copyrighted.
 - o In Power Points and handouts you can often give the URL directly below the image. If URLs are too long, give the shortened version (everything up through .com, .org, etc.) and then provide the full URL(s) at the end of your slide presentation.
 - o If you are using images in the public domain, it is a good idea to mention that the images are in the public domain. This helps remind learners about the issue of public domain and images that are copyrighted.
- Be aware of your learners and be sensitive in the material that you choose.
 - o It is advisable to avoid using material that is sexual in nature, involves nudity or partial nudity, makes reference to the genitalia, or that is graphic in terms of violence or trauma (just to name a few topics that have come up in practicum lessons).
 - o Remember that learners may come from diverse cultures and differ greatly in religious background, concepts of morality or what is right or wrong, topics that may be taboo, etc. This does not mean that you should avoid topics that would otherwise be appropriate for the classroom, rather you may need to do more work to introduce topics that may be sensitive or controversial to your learners.
- Avoid overgeneralizations for rules in the English language.
 - o One common overgeneralization is that all questions have a rising intonation (this is not true).
 - o Note that “What is your name?” has a falling intonation, not a rising intonation.
 - o In fact, most information questions beginning with a “wh” word ends in a falling intonation.
- Teaching grammar is usually the most difficult part of teaching in an ESL/EFL/ELL classroom, so do extra work to prepare yourself.
 - o If you are assigned a grammar point (or more) to present, you will want to do additional work to make certain that you understand this point as well as possible.
 - o Seek out additional sources on your grammar point so that you walk in with expert knowledge of the concept.
 - o You may have taken the Grammar class (TESL 5710), but it is impossible to cover all of the grammar topics that you will need to teach as an instructor.
 - o Come prepared with examples and avoid overgeneralizations. Students will get very confused if you are not able to provide specific and correct examples on these points.

IMPORTANT INSTITUTIONAL POLICIES FOR THE PRACTICUM

REMOVAL OR WITHDRAWAL FROM PRACTICUM

Any student who receives a grade below B will be considered as having had an unsuccessful placement. The student will receive either the grade earned, or a “withdrawal”, depending on individual circumstances, date of action, and University policy. A student who is removed from or withdraws from practicum must successfully complete practicum with a B or above during the second placement arranged, or he/she is no longer eligible to pursue teacher certification through Webster University. (*Approved by UEICCC 5/1/06; Adopted by the Department of Teacher Education 7/6/06; amended May 2010*). Any student who has an unsuccessful initial placement must successfully complete a remediation program before he/she will be placed for the second time. (See policy below). Failure to successfully complete both remediation and a second placement will result in the student’s permanent removal from the teacher education program.

REMEDIATION POLICY FOR PRACTICUM

Any student who is removed from Practicum by the host school or by Webster University, or who withdraws from Practicum, or who receives a grade below B in Practicum as an undergraduate or as a graduate student, must successfully complete a semester of remediation prior to being placed for a second time in Practicum. In consultation with the Director of Apprentice Teaching and Field Experiences, the student will work with a selected Webster University mentor during the semester following the unsuccessful placement, focusing on the skills, content, or other deficits identified during the practicum teaching experience.

During the semester of remediation, the student may request in writing a second placement from the Director of Apprentice Teaching and Field Experiences. The Director of Apprentice Teaching and Field Experiences will determine if the remediation has been successful and if a second placement for Practicum is appropriate and desirable. Failure to satisfactorily complete the remediation program will prevent any further placements in Webster University’s program at any subsequent time.

Any student who receives a second unsatisfactory grade in Practicum, or who is removed from a 2nd placement, or who withdraws from the second placement, will be considered as having had a second unsuccessful placement. The student will receive either the grade earned, or a “withdrawal”, depending on individual circumstances, date of action, and University policy. The student will be removed from the teacher education program and will not be assigned another placement in the University’s teacher education program.

(Approved by the Teacher Education Department, May 2009; amended May 2010)

Section II: The Cooperating Teacher

The following is a series of general suggestions and guidelines intended to help you make the practicum experience productive and meaningful.

The cooperating teacher will:

- Introduce the practicum student to your students and other personnel as appropriate.
- Help the practicum student become acquainted with the school's schedule, policies, rules, and expectations for student and teacher behavior in the district or school.
- Set a weekly schedule with the student that meets your needs and accommodates the students' schedule. The practicum student should be in the classroom at times best suited to active learning. Once set, this schedule should be followed throughout the semester unless you approve a change.
- Practicum Students may **not** be used as substitute teachers. You should always be in the classroom while the practicum student is teaching.
- The requirements for the practicum are in this handbook. Review the requirements with the student and discuss the options for practicum activities.
- Plan a few days of observation for the practicum student to become acquainted with your daily procedures, classroom management techniques, and lesson presentation style.
- Gradually involve the practicum student in a more active role. As the preparation for apprentice teaching, practicum students should be actively involved in on-going teaching activities (tutoring, small group instruction and whole class instruction, grading, etc.)
- Co-plan and co-teach with your practicum student when appropriate.
- Ideally the practicum student would be able to teach four to six times (more if time and skills allow), which will allow for two video recordings to be submitted to the practicum supervisor.
- Provide the practicum student with appropriate feedback concerning lesson plans, teaching behaviors, and interpersonal relations with students and faculty. You will be provided with a simple-to-use observation form that you may use for these observations. You may choose to write up your own observations or provide more feedback face to face. In any case, **do not assign a grade** to any lesson (that is the responsibility of the practicum supervisor). Please provide your feedback directly to the Practicum Student (it is not necessary to send copies of feedback to the practicum supervisor after every lesson).
- CTs will be asked to complete one formal evaluation of their practicum student **at the end** of the practicum experience that will focus on strengths and areas for improvement. This form will be shared with both the Practicum Supervisor and the Practicum Student.
- Report any problem situations that might affect the successful completion of this practicum to the practicum supervisor. The practicum supervisor will develop a plan of assistance.
- The practicum student should be supervised at all times. A classroom teacher must be present.

Helpful Advice for the Cooperating Teacher

- Some practicum students come with a lot of teaching experience, others with very little or none. Additionally, some practicum students come with a lot of experience working with English Language Learners, others with very little.
- Many CTs have had great success using practicum students for smaller group work and/or for teaching shorter portions of lessons (perhaps a particular segment that gets repeated throughout the term).
- Some practicum students can get overwhelmed at the idea of learning and mastering every element of a class. You may want to choose one or two elements of your class that you want the practicum student to focus on and suggest that the practicum student simply observe the other portions.
- Do not feel responsible for teaching your practicum student every element of your class or your job. If a practicum student begins to place too many expectations on you or your time, please alert the practicum supervisor right away.
- Set specific deadlines for practicum students to turn in copies of their lesson plan and materials before teaching in your class (at least 48 hours). Provide feedback and if the practicum student does not heed your feedback let the student *and* practicum supervisor know.
- Practicum students are here to improve. Do not be afraid to give feedback on everything and anything. If something may affect a teacher in the classroom or on the job, please feel free to comment and/or provide feedback.
- If a practicum student is in any way disrespectful to you, students, or staff, please alert the practicum supervisor right away. Disrespectful behavior will not be tolerated.
- If you have any questions, do not hesitate to contact the practicum supervisor.

Section III: The Practicum Supervisor

The practicum supervisor provides the vital link between the cooperating school and Webster University.

The practicum supervisor will:

- Contact the practicum student and the cooperating teacher before the practicum begins to make certain that everything is set up correctly.
- Support the practicum student when possible in the development of effective teaching strategies and skills.
- Confer with the cooperating teacher to discuss the student's progress and answer questions concerning the process of the practicum.
- Encourage practicum students to participate as much as possible in teaching activities. Confer with the cooperating teacher as necessary to ensure that the practicum student is given opportunities to teach.
- Report any problem situations that might affect the successful completion of the practicum. The practicum supervisor, in consultation with the TESL program coordinator may develop a plan of assistance or may recommend termination of the placement.
- View and provide formal feedback on two submitted video recorded lessons.
- Complete the Key Assessment rubric for each practicum student.
- Assign a final course grade for the Key Assessment rubric and teaching observations.

Code of Ethics of the Education Profession
NEA: National Education Association

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student

7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly
<http://www.nea.org/aboutnea/code.htm>

PRACTICUM OBSERVATION FORM

This form is designed to be used by the Cooperating Teacher (CT) when observing lessons taught in his or her classroom.

Practicum Student: _____

Cooperating Teacher: _____

Date of Observation: _____

	Disagree	Somewhat Agree	Agree	Strongly Agree
1) Practicum Student (PS) was well prepared to teach this lesson				
2) PS adds value to the assigned classroom				
3) PS handled the lesson with great professionalism				
4) PS appears ready to handle a class on his/her own				

Please list 1-3 strengths observed in this lesson:

Please list 1-3 areas for improvement based on this lesson:

Any other comments:

Cooperative Teacher Agreement Form

This form is to be filled out by the Cooperating Teacher. The following information is needed to make any honorarium payment. Please provide all information requested to avoid delays.

Name: _____ School: _____

Address: _____ Phone: _____

City: _____ State: _____ Zip: _____ Country: _____

Social Security #: _____ E-mail: _____

Practicum Student: _____ Student's ID #: _____

Dear Cooperating Teacher, thank you for agreeing to work with a Webster University student on his/her Practicum in ESOL in your classroom. Many practicum placements have resulted in great collaboration and have significantly enhanced the classroom experience for learners. Many Cooperating Teachers remark how much they learn from the Practicum Students. Your role is vital to this process.

Please read the following and sign below to show that you understand the expectations for the Practicum in ESOL:

- Practicum Students are expected to follow the class for the entire semester, from beginning to end.
- Practicum Students are expected to teach at least a total of three hours, but are encouraged to teach more if it works with your classroom schedule.
- Practicum Students will be required to video record themselves teaching on two different occasions for 20-30 minutes. Any assistance from the Cooperating Teacher that does not disrupt classroom instruction would be greatly appreciated.
- The Cooperating Teacher must be in the classroom at all times that students are (in other words, the Practicum Student may not be used as a substitute).
- The Cooperating Teacher should complete at least three formal observations of the Practicum Student and provide written feedback to both the Practicum Student and the Practicum Coordinator (your Practicum Student has a simple observation form that you may use).
- The Cooperating Teacher sets all of the rules, regulations, and the curriculum for the course and the Practicum Student is expected to follow all of expectations set by the Cooperating Teacher and the school or institute.
- The Cooperating Teacher is asked to contact the TESL Coordinator, DJ Kaiser, at djkaiser@webster.edu or 314-246-7153 should any problems arise with the Practicum Student.

Thank you again and we hope that working with a Webster University TESL student will be a great experience for you and your students.

Cooperating Teacher Signature

Date