Course description: Observation and instruction in public schools or other appropriate settings. Students are responsible for arranging their own transportation to designated or assigned sites.

Expected Learning Outcomes:
- Students will complete 30 hours of ESL classroom observation/teaching in a designated setting. These 30 hours should be spread out during a period of no shorter than one month. For those completing the ESL endorsement, they will do this in a public school setting. During these 30 hours, students will apply theories and methods of second language acquisition, practice integrating state/national learning standards in the classroom, assess students’ performance, and receive professional feedback and evaluation.
- Students will also investigate areas relevant to the classroom such as parent involvement, working with mainstream teachers, professional development, language proficiency assessment, technology, culture, and legislation—areas all relevant for their experience in the classroom.

Kentucky Teacher Standards/TESOL Standards
This course addresses the following Kentucky Teaching Standards:
1. Content Knowledge
2. Designs/Plans
3. Learning Climate
4. Manages Instruction
5. Assessment
6. Reflection
7. Collaboration
8. Content Knowledge
9. Technology
10. Leadership

This course addresses the following TESOL Standards
1. Language: Describing Language; Language Acquisition and Development

2. Culture: Nature and Role of Culture; Cultural Groups and Identity

3. Instruction: Planning for Standards-Based ESL and Content Instruction; Managing and Implementing Standards-Based ESL and Content Instruction; Using Resources Effectively in ESL and Content Instruction

4. Assessment: Issues of Assessment for ESL; Language Proficiency Assessment; Classroom-Based Assessment for ESL

5. Professionalism: ESL Research and History; Partnerships and Advocacy; Professional Development and Collaboration
Course texts


Additional readings are required. I will either hand these out to you or send them to you over e-mail. They are listed below.


Evaluation

Portfolio: 40% total

**Part I:** This will be an introduction to the setting in which you are teaching. You are to interview the lead teacher(s) and obtain the following information. You are not to write this as a list, but rather in expository form. This should be two to three pages long, double-spaced, 12-point font, Times New Roman.

A) The teacher’s educational background and teaching experience
B) The teacher’s philosophy of teaching ESL. What theories of second language acquisition guide them? What methods do they use?
C) The school’s profile: number of students, number of ESL students, L1s in the school
D) Teaching and learning goals for this grade in terms of language and content
E) Assessment procedures and tests used for placement, standardized assessment, and exiting that are used
F) **This portion is worth 5% of the portfolio.**

**Part II:** Lesson plans. Five hours of the total 30 may be devoted to observing your teacher's classroom. In such cases, you must follow the format below for writing up the teacher's lesson. However, the other 25 hours must involve direct instruction with ESL students. Direct
instruction can include teaching whole class lessons and/or working with individual students and/or small groups. In terms of format, the right-hand side of each lesson plan must contain your name, the date, and the time duration of the lesson. Each lesson plan must contain the information below. For each section, center the title and put it in bold. Include copies of any worksheets or handouts that are used. Each lesson must be separated by a yellow (or green, or blue, or red) binder separator with tags stating "lesson one," "lesson two," "lesson three," etc. Then put the information below it.

A) General overview of each lesson
   • In two to three sentences, describe the motivation and goals of the lesson.

B) Linguistic focus of each lesson
   • Is the focus on reading, writing, listening, speaking, pronunciation, grammar, vocabulary, spelling or a mixture of more than one of these? You must be very specific and describe the linguistic focus using technical terms. So, if you are working with grammar, you can't just say,"we worked on descriptive words," but rather you must say, "we worked with adjectives." Likewise, if you are working with pronunciation, you can't just say, "we worked with the 'b' sound," but rather you must say, "we worked with the voiced bilabial stop." Finally, if you are working with reading strategies, you can't just say, "we worked on reading comprehension," but rather you must be very specific and say, "we worked with the cognitive strategy of guessing the meaning of unknown words," or "we worked with the metacognitive strategy of previewing the text." The point is this: You must apply the ideas and use the terminology you learned about in English 407G, 408G, 565, and 566. If the teacher you are working under is not specific about the linguistic focus, you must infer what it is and then state it explicitly here.

C) TESOL standards addressed
   • Using either the texts by Gottlieb (endorsement students) or Bitterlin (certificate students), you must list the standards addressed by this lesson followed by an explanation of how it does so. You must do this in bullet form.

D) Kentucky standards addressed
   • You must list the Kentucky standards addressed in the lesson followed by an explanation of how the lesson addresses them. If the teacher you are working under is not specific about these standards, you must infer what they are.

E) Methods used to implement the lesson
   • You must list the methods/approaches used to carry out the lesson. Of course, you must specifically state the method/approach used and explain how you used it. If you are asking yourself "What does he mean by method/approach?", I mean those which are listed in the Richards and Rodgers text used in English 565 and 470; for example, Communicative Language Teaching, the Audiolingual Method, and the Natural Approach. You must use methods/approaches that are used in ESL. If you want to use
methods/approaches from other disciplines, that's no problem, but they must be in addition to an ESL one. Of course, a lesson can use more than one method/approach (most do), and that is perfectly acceptable. If the teacher you are working under is not specific about what methods they are using, you must infer them.

F) Materials used to implement the lesson (paper and computer-based)
- You must list and explain the materials used to carry out the lesson. Why were these materials used? Was it because they were mandated by a certain method? Was it because they were mandated by the state? Was it because they were the only things available and were used in lieu of more ideal materials?

G) Mode of assessing student learning
- You must list and explain the ways in which you assessed student learning during and after the lesson. When doing this, you must explain the assessment techniques using proper language testing terms, such as formative, summative, portfolios, direct observation, self-assessment, checklists, interviews, dictation, cloze tests, multiple-choice tests, writing samples, etc.

H) Results of the assessment
- Here you explain what the assessment(s) revealed about student learning. Second, speculate on what factors led to these results, regardless of whether or not they are positive (student interest, previous knowledge, for example) or negative (fatigue, lack of proficiency, etc.).

I) Description of learners' grammatical, lexical, pronunciation, reading, and/or writing errors
- For each lesson, describe the errors that were committed by students with regard to any of the above-listed areas. Of course, when describing such errors, you must use the technical terms when doing so. Refer to your course texts from English 407G, 408G, 565, and 566 when doing this.

J) This portion is worth 20% of the portfolio

Part III: Reflection
After you have finished all of your teaching, you are to write a (two pages, double-spaced, 12 point Times New Roman) reflective essay about your experiences. In this you are to address the following issues:
- Your overall success in the classroom
- What you learned about the academic needs of your students
- What you learned about the effectiveness of the methods you used
- What you learned about the methods of assessing your students
- What you learned about TESOL standards and Kentucky learning standards
- How this experience will guide your future career choices and professional development
• This portion is worth 5% of the portfolio

Part IV: Teaching Observation
• Each student will be observed once by the faculty supervisor. This observation will evaluate your ability to effectively use methods, materials, and implement standards, among other things. By the third week of class, you should have arranged an observation time. You must send me your lesson plan for that day two days before it is to take place. **This portion is worth 5% of the portfolio.**

Part V: Teacher Evaluation
• Each student will be evaluated by the teacher with whom they are working. They will evaluate your ability to effectively use methods, materials, implement standards, assess students, and show cultural sensitivity. I will send this to them near the end of the semester. **This portion is worth 5% of the portfolio.**

**Portfolio presentation:** (1) You need to have a title page containing your name, the course, the date, and the school you’re teaching at. (2) Then, you need to have a table of contents with the following items listed in this order: portfolio (subtitles of subsections one, two, three, four and five need to be listed); critical book review (Bailey et al.); critical book review (Moran); critical article reviews; survey. (3) Each section must be separated from the other by a binder separator with a labeled tab.

It is important to note that even though some of these items will already be graded by the time you hand in your portfolio, you should hand them (the graded copies) in anyway.

**Administrative Information:** First, when working with your teacher, be polite, and be flexible. Your supervising teacher may not have all of the information you need for the portfolio on hand; they probably don’t plan using the same format that the portfolio requires. Therefore, it is incumbent upon you to use your knowledge as a student and teacher to fill in the gaps. In other words, you will have to translate their lesson plans to fit the requirements of the portfolio. So, if the teacher doesn’t list the methods they are using, then you have to infer which ones they are. Also, if the teacher does not list what standards they are covering in a certain lesson, you have to see which standards are best met with this lesson.

**Critical Book Review (Bailey et al.): 20% total**
This is a 7-page critical book review of the Bailey, Curtis, and Nunan text. It covers the topics of professional development, collaboration, and leadership. It must be double-spaced, Times New Roman, 12-point font.

**Critical Book Review (Moran): 20% total**
This is a 7-page critical book review of the Moran text. It covers the issue of culture and identity in the classroom. It must be double-spaced, Times New Roman, 12-point font.

**Critical Article Reviews: 20% of total**
You will write four, 3-page (double-spaced, Times New Roman, 12-point font) article reviews (5% each) on articles covering the following topics relevant to classroom teaching:

- Language rights and laws
- Working with parents
- Language proficiency assessment
- The use of technology in the classroom

**Tentative Course Calendar**

Week One: Discussion of portfolio

Week Two: Technology in the classroom; reading—Leahy article; article review due; students must provide me with the contact details of the teaching with whom they are working (e-mail and phone number)

Week Three: Language proficiency assessment; reading—Abedi article; article review due

Week Four: Culture; Moran text; critical review due

Week Five: Part one of portfolio due

Week Six: Rough draft of lesson plans due

Week Seven: Working with parents; reading—Ramirez; article review due

Week Eight: Language rights and laws; reading—Ovando; article review due

Week Nine: Professional development, collaboration, and leadership; Bailey, Curtis, and Nunan text; critical review due

Week Ten: Guest speaker

Week Eleven: Review of portfolios

Week Twelve: Survey

Week Thirteen: Praxis discussion

Week Fourteen: **Portfolios due (you must give me two copies; one of these will be returned to you, one will be used for program assessment)**

Week Fifteen: Portfolios returned

**ADA Notice**

Students with disabilities who require accommodations (academic and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 6
A200, Downing University Center. The OFSDS telephone number is (270) 745-5004 V/TDD. Please do not request accommodations directly from the instructor without a letter of accommodation from the Office for Student Disability Services.