

CIEP 506: ELL PRACTICUM
English Language Teaching & Learning
School of Education
Loyola University Chicago
Fall 2015

Instructor Information:

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Course Information:

Dates: Fall semester 2015

Days: Mondays (*4 formal meetings during semester*)

Times: Mondays, 6:00 – 8:30pm

Location: Cuneo Campus at 1350 North Milwaukee Avenue, Vernon Hills, Illinois

Course Description:

In this practicum, the culminating experience for the English Language Teaching and Learning (ELTL) and English as a Second Language (ESL) programs, candidates demonstrate competence and effectiveness in teaching English language learners (ELLs) in daily classroom practice. The practicum experience serves to integrate program content within the authentic teaching and learning environment. The crux of the course involves formal observation, support, and evaluation during candidates' classroom teaching with ELLs, based on specific practicum assignments that center on macro-, meso-, and micro-levels of backward instructional planning.

Depending on the candidate enrolled in the practicum, there are various options for completion. Candidates may complete the practicum in their own classrooms, if the classroom has at least 5 ELLs and the teacher independently develops and teaches lessons to ELL students. Alternatively, candidates can be placed in classrooms with an ESL endorsed teacher for 100 hours (flexible based on overall hours already completed for the Illinois ESL endorsement; determined on a case-by-case basis). The course instructor supervises the practicum, working with candidates to analyze data, plan instruction, and evaluate progress on teaching and learning.

Course Goals & Outcomes: As a part of this practicum, teacher candidates will:

- Develop and implement a classroom environment and culture plan to support the social, emotional, cultural, linguistic, and academic development of ELLs.
- Develop and implement a long-term instructional plan (i.e., macro-level) for students with goals related to content and language.
- Develop and implement a unit plan (i.e., meso-level) for students with goals, assessments, and instruction targeting content and language.
- Develop and implement lesson plans (i.e., micro-level) for students with objectives, assessment, and instruction supporting content and language.
- Develop and implement instruction that simultaneously supports the four domains of language (i.e., listening, speaking, reading, writing) and teaches rigorous content.
- Utilize instructional materials, resources, technology, and texts that are culturally relevant and linguistically appropriate for ELLs in the classroom.
- Utilize various assessments (e.g., standardized, traditional, alternative, formative) to target students' abilities and needs to plan macro-, meso-, and micro-level instruction.

- Engage students in self- and peer-assessments of language and content to support the instructional planning at all levels of backward design.
- Collaborate with candidates, teachers, and administrators around ELL related topics.

TESOL Professional Teaching Standards:

- **1.a.1.** Demonstrates knowledge of components of language and language as an integrative system.
- **1.a.2.** Apply knowledge of phonology, morphology, syntax, semantics, and pragmatics to help ELLs develop oral, reading, and writing skills in English.
- **1.a.3.** Demonstrate knowledge of rhetorical and discourse structures as applied to ESOL learning.
- **1.a.4.** Demonstrate proficiency in English and serve as a good language model for ELLs.
- **3.a.1.** Plan standards-based ESL and content instruction.
- **3.a.2.** Create supportive, accepting classroom environments.
- **3.a.3.** Plan differentiated learning experiences based on assessment of students' English and L1 proficiency, learning styles, and prior formal educational experiences and knowledge.
- **3.a.4.** Provide for particular needs of students with interrupted formal education (SIFE).
- **3.a.5.** Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for students to successfully meeting learning objectives.
- **3.b.1.** Organize learning around standards-based subject matter and language learning objectives.
- **3.b.2.** Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material.
- **3.b.3.** Provide activities and materials that integrate listening, speaking, reading, and writing.
- **3.b.4.** Develop students' listening skills for a variety of academic and social purposes.
- **3.b.5.** Develop students' speaking skills for a variety of academic and social purposes.
- **3.b.6.** Provide standards-based instruction that builds on students' oral English to support learning to read and write.
- **3.b.7.** Provide standards-based reading instruction adapted to ELLs.
- **3.b.8.** Provide standards-based writing instruction adapted to ELLs. Develop students' writing through a range of activities, from sentence formation to expository writing.
- **3.c.1.** Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.
- **3.c.2.** Select materials and other resources that are appropriate to students' developing language and content-area abilities, including appropriate use of L1.
- **3.c.3.** Employ a variety of materials for language learning, including books, visual aids, props, and realia.
- **3.c.4.** Use technological resources to enhance language and content-area instruction for ELLs.
- **4.b.1.** Understand and implement national and state requirements for identification, reclassification, and exit of ELLs from language support programs.
- **4.b.2.** Understand the appropriate use of norm-referenced assessments with ELLs.
- **4.b.3.** Assess ELLs' language skills and communicative competence using multiple sources of information.
- **4.c.1.** Use performance-based assessment tools and tasks that measure ELLs' progress.
- **4.c.2.** Understand and use criterion-referenced assessments appropriately with ELLs.

- **4.c.3.** Use various instruments and techniques to assess content-area learning for ELLs at varying levels of language and literacy development.
 - **4.c.4.** Prepare ELLs to use self- and peer-assessment techniques when appropriate.
 - **4.c.5.** Use a variety of rubrics to assess ELLs' language development in classroom settings.
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IDEA Objectives:

As a part of this course, teachers will...

- Learn to apply course material (to improve thinking, problem solving, and decisions).
 - Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
 - Learn how to find and use resources for answering questions or solving problems
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Course Assignments:

- **Participation & Professionalism: 15% of final grade**
 - Participation is central to the applied teaching and learning that occurs in this practicum. Participants are expected to attend all formal practicum sessions. Additionally, since much of this practicum occurs in classrooms away from the university, candidates are expected to maintain consistent electronic communication with the course instructor/supervisor.
- **Preliminary Data Analyses: 10% of final grade**
 - Candidates will analyze assessment data from a variety of sources to target ELLs' abilities and needs. Candidates will use formal assessment data from standardized tests (e.g., ACCESS, ISAT), summative classroom assessments (e.g., content area tests), and formative classroom assessments (e.g., progress monitoring). Additionally, candidates will collect informal assessment data targeted to individual ELLs' sociocultural, linguistic, cognitive, and academic dimensions. Candidates will use data to state overall and individualized findings, which will then be used to inform the long-term instructional plan in the next assignment.
- **Instructional Plan: 35% of final grade**
 - Based on preliminary data analyses, candidates will submit a three-prong, data-driven plan: (1) long-term instructional plan that includes year-level and unit-level content and language goals for students, (2) short-term instructional plan that targets the specific lesson that will be taught for the classroom observations (described below), and (3) classroom culture, community, and environment plan that outlines the social and emotional supports for students in the classroom environment.
- **Classroom Observations: 20% of final grade**
 - The assessor will visit the classroom on at least two scheduled dates and times to carry out a formal teaching practicum evaluation of the candidate engaging in teaching and learning with ELLs. Grounded in language and content lesson-level objectives, the observed classroom instruction should simultaneously target and scaffold language and content, including the four domains of language, appropriate materials and resources, and engaging technologies.
- **Lesson-level Reflection: 10% of final grade**
 - Following the classroom observation for the clinical practice evaluation, candidates will submit a self-evaluation and reflection on ELL teaching and learning at the lesson level. This will be based on the submitted lesson plan and the

instruction observed (i.e., instructional implementation and classroom observation by assessor).

- **Unit-level Reflection: 10% of final grade**

- Following the end of the instructional unit, candidates will submit a self-evaluation and reflection on ELL teaching and learning at the unit level. This will be based on the submitted unit plan and the overall student learning throughout the unit implementation. Candidates should use data (e.g., anecdotal, classroom assessment) to support their reflection on teaching and learning.

- All assignments will be maintained and posted on an electronic portfolio on LiveText, unless otherwise directed by the course instructor.
- Note that many assessments come together to form a key assessment for the TESOL accreditation. A full rubric will be provided for candidates to target specific criteria.

University and School Information and Policies

Academic Honesty: Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility: Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

EthicsLine Reporting Hotline: Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. www.luc.edu/ethicsline

Electronic Communication Policies and Guidelines: The School of Education faculty, students

and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

School of Education Conceptual Framework: The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Diversity: As the culminating practical experience for the ELTL/ESL graduate program, this practicum centers specifically on teaching and learning with ELLs and other culturally and linguistically diverse students, families, and communities.

Technology: This practicum experience relies upon technology for applied teaching and learning. Teacher candidates are expected to maintain all course assignments in an electronic portfolio, as well as maintain consistent electronic collaboration with colleagues and instructors. Additionally, candidates will utilize technology in PK-12 classrooms with ELLs to enhance instruction.

Dispositions: In addition to the knowledge and skills central to this course, you will be assessed on your dispositions related to *professionalism*, *fairness*, and the *belief that all students can learn*. *Professionalism* will be **assessed** using the class participation and attendance rubric. *Fairness* and the *belief that all students can learn* will be connected to and assessed as part of your final mini-inquiry project.

Addendum

You are encouraged to visit the following website which provides information related to academic honesty, accessibility, the SOE conceptual framework, ethics reporting, and electronic communication policies: www.luc.edu/education/syllabus-addendum/

Tentative Practicum Schedule

Date	Topic	Assignments
Monday, August 31	Formal Class #1: Introduction to the Practicum; Preliminary Data Analysis Classroom Environment Unit Plan	Bring your personal and school calendars to set dates for classroom observations
Week of September 7	Site Observations	Submit Environment/Culture Plan
Week of September 14	Site Observations	
Week of September 21	Site Observations	Preliminary data analyses: Submit summative paragraph about data and list of individual student goals
Week of September 28	Site Observations	Initial draft of Unit Instructional Plan
Monday, October 5	Formal Class #2: Unit Plan Unpacking Academic Language	Continue to develop Instructional Plan
Week of October 12 through October 26	Guided Classroom Application of ELL Practicum	Continue to develop Instructional Plan
Monday, November 2	Formal Class #3 Unit Plan Language Assessment Discussion Classroom Library	Submit Final Unit Instructional Plan
Week of November 9	Site Observations	Submit lesson reflection paper after your observation
Week of November 16	Site Observations	Submit lesson reflection paper after your observation
Week of November 23	Site Observations/Thanksgiving	Submit lesson reflection paper after your observation
Week of November 30	Site Observations	Submit lesson reflection paper after your observation
Monday, December 7	Formal Class #4 Conclusion to the Practicum: Sharing Work & Reflections	Submit unit reflection paper

Week of December 14		All assignments uploaded to e-portfolio on LiveText.
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Overall TESOL Assessment Rubric:

Criteria	Exceeds	Meets	Approaches
Before: PLAN			
<p>Long-term Instructional Plan TESOL 3A</p>	<p>Candidate sets rigorous goals for content and language learning. Candidate designs standards-based instruction for ELLs to integrate content and language through inquiry-based units.</p>	<p>Candidate sets rigorous goals for content or language learning. Candidate plans standards-based instruction for ELLs to integrate content and language skills.</p>	<p>Candidate sets goals for student learning. Candidate demonstrates familiarity with integration of language skills (i.e., speaking, listening, reading, and writing).</p>
<p>Short-term Instructional Plan TESOL 3A</p>	<p>Candidate systematically designs content and language instruction that is student centered. Candidate designs lessons such that students work collaboratively to meet learning objectives.</p>	<p>Candidate plans based on standards-based programs and instructional models appropriate to individual student needs.</p>	<p>Candidate plans instruction with the recognition of ELLs' various approaches to learning.</p>
<p>Classroom Environment TESOL 3A</p>	<p>Candidate designs classroom instruction to provide a supportive learning environment for multi-faceted needs of ELLs. Candidate plans procedures and strategies to foster supportive and accepting classroom environments.</p>	<p>Candidate designs classroom instruction to be supportive of some of the needs of ELLs. Candidate considers procedures and strategies to foster positive classroom environments.</p>	<p>Candidate plans instruction with the recognition of ELLs' needs in regards to supportive learning environments.</p>
During: IMPLEMENT			
<p>Instructional Implementation TESOL 3B</p>	<p>Candidate implements content and language instruction that is student centered. Candidate implements lessons such that students work collaboratively to meet learning objectives.</p>	<p>Candidate implements instruction using standards-based programs and instructional models appropriate to individual student needs.</p>	<p>Candidate implements instruction with the recognition of ELLs' various approaches to learning.</p>

Integrated Language Domains TESOL 3B	Candidate designs and implements standards-based instruction that provides opportunities for students to engage in listening, speaking, reading, and writing.	Candidate plans standards-based instruction to provide opportunities for students to practice listening, speaking, reading, and writing.	Candidate demonstrates awareness of the need to provide students with opportunities to practice multiple language domains.
Materials & Resources TESOL 3C	Candidate incorporates texts and materials that build on students' culture and language and support and promote language development and academic achievement.	Candidate incorporates texts and materials that build on students' needs and support language development or academic achievement.	Candidate demonstrates awareness of text and material selection to support students' learning.
Technology TESOL 3C	Candidate designs and implements instruction to assist students in learning how to evaluate and use technological resources for their academic purposes.	Candidate plans instruction to use technological resources to enhance, create, and adapt instruction to meet ELLs' language and content needs.	Candidate demonstrates awareness of ways in which computers and other technological resources can improve ELLs' learning.
After: REFLECT			
Instructional Reflection TESOL 5B	Candidate deeply reflects on teaching and learning by describing professional development and growth and targeting goals and plans to improve practice for ELLs.	Candidate reflects on teaching and learning by listing professional history and targeting goals to improve practice for ELLs.	Candidate demonstrates understanding of the role of teachers in impacting educational change for ELLs.
Language & Linguistics TESOL 1A	Candidate deeply reflects on teaching and learning through a clear description of pertinent components and elements of language.	Candidate reflects on teaching and learning through a description of components and elements of language.	Candidate demonstrates understanding of language (i.e., phonology, morphology, syntax, semantics, pragmatics).
Language Assessment TESOL 4B	Candidate deeply reflects on teaching and learning as connected to standards-based language proficiency instruments to show growth and inform instruction.	Candidate reflects on teaching and learning as connected to standards-based language tests to inform instruction.	Candidate demonstrates awareness of the role of language proficiency assessments in instruction.
Classroom Assessment TESOL 4C	Candidate deeply reflects on teaching and learning as connected to	Candidate reflects on teaching and learning as connected to assessment	Candidate demonstrates awareness of the role of

	performance-based assessment tools and techniques to inform instruction.	tools and techniques to inform instruction.	classroom assessment to inform instruction.
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