CIEP 506: ELL PRACTICUM
English Language Teaching & Learning
School of Education
Loyola University Chicago
Spring 2018

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Office Hours: By appointment, with options at Cuneo, WTC, or online
Class Location: Online (asynchronous, i.e., no set class day or time)

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 and learning 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 will be placed in a classroom 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, candidates will:
- Implement a classroom environment and culture plan to support the social, emotional, cultural, linguistic, and academic development of ELLs.
- Implement a long-term instructional plan (i.e., macro-level) for students with goals related to content and language.
- Implement a unit plan (i.e., meso-level) for students with goals, assessments, and instruction targeting content and language.
- Implement lesson plans (i.e., micro-level) for students with objectives, assessment, and instruction supporting content and language.
- Implement instruction that simultaneously supports the four domains of language (i.e., listening, speaking, reading, writing) and teaches rigorous content.
- Utilizes 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.
- Engage in action research to improve the teaching and learning of ELLs.
- 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.

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:

Please note that assignments come together to form a key assessment for the TESOL accreditation: the ELL Teaching Practicum Evaluation. A full rubric will be provided for candidates to target specific criteria of this larger assignment. All assignments will be maintained and posted on an electronic portfolio on LiveText, unless otherwise directed by the professor.

Participation & Professionalism: 20% of final grade

Participation is central to the applied teaching and learning that occurs in this practicum, as mediated in an online format. Participants are expected to complete all components of online learning modules, including watching videos and reading articles, applying learning in classrooms, and sharing and reflecting classroom applications with colleagues. In addition to the asynchronous online modules, candidates will schedule and take part in individual observations and conferences, scheduled at times and places of convenience for the teachers. Since the entirety of this practicum occurs online and off-campus, candidates are expected to maintain consistent electronic communication with the course instructor. Candidates should also plan to log in to Sakai at least once per week to complete learning modules and communicate interactively with colleagues on discussion boards, at their own pace but before expected completion dates listed on the course schedule.

Data Analyses & Long-term Goals: 15% of final grade
Candidates will analyze assessment data from a variety of sources to target ELLs' backgrounds, abilities, strengths, 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. For those in self-contained settings, candidates should collect nuanced data on each labeled ELL student, or possibly span out to include re-classified ELLs and students who speak a language other than English at home. For those who teach multiple sections of students, candidates should take a realistic approach to sharing student information, such as providing larger trends of ELLs across or within particular course sections. Regardless of the approach, candidates will use data to state overall and/or individualized findings to then inform the long-term goals for students' multi-dimensional learning and development.

Design of Classroom Environment: 15% of final grade
Based on preliminary data analyses, candidates will submit a classroom environment plan that outlines the candidates' (planned and/or enacted) social, emotional, cultural, and linguistic supports for students within the classroom environment. Candidates will discuss the ways that s/he (a) builds classroom community and rapport, (b) fosters collaboration and interaction, and (c) supports students' language development through print-rich displays and materials. The design plan can consist of narrative description or bulleted lists of contextual factors of the classroom, paired with photographs or other visuals to illustrate examples in the actual classroom environment. Classroom environments should prioritize students from culturally and linguistically diverse background and take asset-based perspectives on the resources and abilities brought from homes and communities.

Instructional Plan: 20% of final grade
Based on preliminary data analyses, candidates will submit a short-term instructional plan at the unit level, which preferably includes the lesson that will be taught for the second classroom observation in March/April. The short-term unit goals should be aligned to the long-term goals for students' multi-dimensional learning and development outlined in the first assignment. In the spirit of sheltered instruction, the unit should integrate content and language to engage students in listening, speaking, reading, and writing around disciplinary topics and concepts. The unit should incorporate culturally relevant materials and technology as a means to foster students' learning and language development. Teacher candidates can use any template for unit design, such as the one utilized at his/her school or district; however, it is recommended that backward design be utilized, where the unit (a) begins with learning goals (e.g., standards, understandings, knowledge/skill objectives), (b) aligns with classroom assessment (e.g., performance tasks, other evidence), and (c) connects to an interactive and engaging learning trajectory (e.g., focal experiences and activities). While language development should be integrated throughout the

unit plan for all learners, candidates should also differentiate for particular students based on language backgrounds and proficiency levels.

Classroom Observations: 20% of final grade
The professor will visit the classroom on two scheduled dates and times to carry out a clinical practice evaluation of 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. At least 24 hours prior to the scheduled observation, the teacher must send the lesson plan for the scheduled date and time to the professor via email. Within 48 hours following the classroom observation, candidates will submit a self-evaluation and reflection on ELL teaching and learning. This will be based on the previously submitted lesson plan and the instruction observed (i.e., instructional implementation and classroom observation by assessor). Additional follow-up and targeted support related to the classroom observations will occur during individual conferences.

Culminating Reflection: 10% of final grade
At the end of the semester, candidates will submit a self-evaluation and reflection on ELL teaching and learning. This will be based on the submitted environmental and instructional plan, including student learning throughout the unit implementation. Candidates should use data (e.g., anecdotal, classroom assessment) to support their reflection on teaching and learning. Detailed points for reflection are outlined in the rubric for the culminating assignment (i.e., ELL Teaching Practicum Evaluation), including reflections on the role of language and linguistics, language assessment, classroom assessment, and instruction for diverse ELLs.

Dispositions: *No grade attached*
All courses in the SOE assess student dispositions. In this course, the instructor will evaluate you on three key dispositions: ***Professionalism, Inquiry, and Social Justice***. You can locate the rubric on LiveText to understand how you will be evaluated in each of these areas.

Grades:
Turning in assignments is not sufficient to obtain a passing grade. Content and quality of work, as well as its timely completion, will be considered when assigning grades. Late assignments will result in a lower letter grade. Letter grades will be assigned as follows:

A = 100 to 93 percent	B= 87 to 83 percent	C = 76 to 70 percent
A-= 92 to 90 percent	B-= 82 to 80 percent	D = 70 to 65 percent
B+= 89 to 88 percent	C+= 79 to 77 percent	F = 64 and below

Conceptual Framework and Conceptual Framework Standards
The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance

professional education in 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 who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Our mission is social justice, but our responsibility is social action through education. Our conceptual framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs.

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. We emphasize the central role of the teacher in promoting the learning, language development, and achievement of ELs as a means to provide equitable access to educational goals, curricula, and instruction.

As a part of this course, candidates will complete an ELL practicum evaluation, a core assessment for TESOL accreditation that incorporates *Conceptual Framework Standard 2: Candidates apply culturally responsive practices that engage diverse communities.* In the core assessment, candidates are expected to design classroom instruction and environment that are culturally and linguistically responsive to the unique backgrounds and needs of students in their classrooms. Additionally, the instructor will look for these culturally responsive practices in both environment and instruction during classroom observations.

IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice.* The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link: www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education.***

ELL Practicum Schedule

This is an asynchronous online class, meaning there are no set meetings. In this way, candidates are free to complete the course content at their own pace, while attending to the date ranges listed below. For example, participants can complete Lessons 2.1, 2.2, and 2.3 and data analysis/long-term goals at any time prior to February 9th, but they must be completed by the final date listed in the date range. The professor reserves the right to make changes to the schedule at any time, including concomitant tasks, projects, and supports.

Dates & Topics	To-Do Tasks	Focal Project Facets	Individualized Supports
Jan 16 – 19 Introduction	Lesson 1.1: Responsive Practice Lesson 1.2: Course Introduction	n/a	n/a
Jan 22 – Feb 9 Data Analysis & Goal Setting	Lesson 2.1: Looking within Labels Lesson 2.2: Multiple Dimensions Lesson 2.3: Linguistic Dimensions	Data Analysis & Long-term Goals	Meetings with Professor
Feb 12 – Mar 2 Classroom Environment	Lesson 3.1: Community Lesson 3.2: Collaboration Lesson 3.3: Print Scaffolds	Design of Classroom Environment	Classroom Visits with Environmental Focus
Mar 12 – Apr 13 Classroom Instruction	Lesson 4.1: Academic Language Lesson 4.2: Language Objectives Lesson 4.3: Language Assessments Lesson 4.4: Language Instruction Lesson 4.5: Differentiated Instruction	Backward Design ELL Unit Plan	Classroom Visits with Instructional Focus
Apr 16 – 27 Reflection & Conclusion	n/a	Reflection	n/a
April 27	ELL Teaching Practicum Evaluation Due to LiveText		