

CIEP 506: ELL PRACTICUM
English Language Teaching & Learning
School of Education
Loyola University Chicago
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Name: Mandy Roudebush
Email: aroudebush@luc.edu
Office: Lewis Towers 1061 (WTC)
Office Hours: Mondays before/after class
Class Day/Times: Mondays, 5:00 – 8:00PM
Class Location: Cuneo Hall, Room 302 (LSC)

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.
- Learning how to find, evaluate, and use resources to explore a topic in depth

At the conclusion of the course you will complete the course evaluation at <http://luc.edu/idea/> using the ***Student IDEA Log In.***

Course Assignments:

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

<http://www.luc.edu/education/admission/tuition/course-management-fee/>

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, as well as individual conferences scheduled at times and places of convenience for the teachers. 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: 25% 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 lessons that will be taught for the classroom observations, and (3) classroom culture, community, and environment plan that outlines the social, emotional, and linguistic supports for students in the classroom environment. Following the end of the unit, candidates will submit a self-evaluation and reflection on ELL teaching and learning. 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. A detailed rubric for this assignment is provided at the end of this syllabus.

Classroom Observations: 25% of final grade

The professor will visit the classroom on one scheduled date and time 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 instructor/supervisor 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.

Reflection Paper and Reflective Presentation: 25% of final grade

Following the end of the unit, candidates will submit a self-evaluation and reflection on ELL teaching and learning. 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. The reflection will be shared with the class participants and other colleagues through a short presentation during the last formal meeting of the class for the semester.

School of Education Information and Policies

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.

- CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.
- CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

Diversity:

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

Policies and information related to Academic Honesty, Accessibility, Conceptual Framework, the EthicsLine Reporting Hotline, and the Electronic Communication and Guidelines can be found at: <http://luc.edu/education/syllabus-addendum/>

Tentative Practicum Schedule

Date	Topic	Reading	Assignments
Class 1 May 23 th	Practicum Introduction ELL Data Analysis Data-Driven Practice	TBD	Bring ELL data to class
Week of May 30 th (ongoing)	Classroom Observations Individual Conferences on Teaching & Research		Classroom Observation Lesson Plan & Reflection
Class 2 June 6 th	Classroom Environment ELL Teaching & Learning Workshops	TBD	Preliminary Data Analyses
Weeks of June 6 th and 8 th (ongoing)	Classroom Observations Individual Conferences on Teaching & Research		Classroom Observation Lesson Plan & Reflection
Class 3 June 13 th	Classroom Instruction ELL Teaching & Learning Workshops	TBD	Classroom Environment (Instructional Plan)
Week of June 13 th (ongoing)	Individual Conferences and Support (as needed)		n/a
Class 4 June 20 th	Practicum Conclusion Reflective Presentation	TBD	Reflection Paper and Reflective Presentation
Final June 27 th			Instructional Plan

TESOL Assessment Rubric:

Criteria	Target	Acceptable	Unacceptable
Before			
Long-term Plan TESOL 3A	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.	Candidate sets rigorous goals for content or language learning. Candidate plans standards-based instruction for ELLs to integrate content and language skills.	Candidate sets goals for student learning. Candidate demonstrates familiarity with integration of language skills (i.e., speaking, listening, reading, and writing).
Short-term Plan TESOL 3A	Candidate systematically designs content and language instruction that is student centered. Candidate designs lessons such that students work collaboratively to meet learning objectives.	Candidate plans based on standards-based programs and instructional models appropriate to individual student needs.	Candidate plans instruction with the recognition of ELLs' various approaches to learning.
Classroom Environment TESOL 3A	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.	Candidate designs classroom instruction to be supportive of some of the needs of ELLs. Candidate considers procedures and strategies to foster positive classroom environments.	Candidate plans instruction with the recognition of ELLs' needs in regards to supportive learning environments.
During			
Instructional Implementation TESOL 3B	Candidate implements content and language instruction that is student centered. Candidate implements lessons such that students work collaboratively to meet learning objectives.	Candidate implements instruction using standards-based programs and instructional models appropriate to individual student needs.	Candidate implements instruction with the recognition of ELLs' various approaches to learning.
Integrated Language 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			
Language & Linguistics TESOL 1A	Candidate deeply reflects on teaching as related to students' language development across all domains (i.e., listening, speaking, reading, writing) as explicitly connected to components and elements of academic language (e.g., lexicon, syntax, discourse).	Candidate reflects on teaching as related to students' language development across some domains (i.e., listening, speaking, reading, writing) as implicitly connected to components and elements of academic language (e.g., lexicon, syntax, discourse).	Candidate does not reflect on teaching as related to students' language development. Candidate demonstrates basic understanding of language (e.g., domains, components, elements).
Language Assessment TESOL 4B	Candidate deeply reflects on teaching and learning as connected to standards-based language proficiency instruments. Candidate clearly explains the identification, placement, and reclassification of students using norm-referenced assessments and other data sources.	Candidate reflects on teaching and learning as connected to standards-based language tests to inform instruction. Candidate explains some facets of identification, placement, and reclassification of students using varied assessment measures.	Candidate does not reflect upon teaching and learning as connected to standards-based language tests. 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 performance-based assessment tools and techniques to inform instruction. Candidate clearly describes consistent use of criterion-based assessments and rubrics to measure progress in content and language.	Candidate reflects on teaching and learning as connected to assessment tools and techniques to inform instruction. Candidate describes use of criterion-based assessments and rubrics to measure progress in content and language.	Candidate does not reflect upon teaching and learning as connected to authentic assessments. Candidate demonstrates awareness of the role of classroom assessment to inform instruction.
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 awareness of the role of teachers in impacting educational change for ELLs.