Course Outline

Semester: Fall/Spring

Department: Graduate Education

Course #: Section EDU 545

Title: TESOL Student Teaching PK-12* (3 credits)

Course Description:
During the TESOL student teaching experience, teacher candidates will have the opportunity to apply the knowledge and skills gained during course work—in learning theory, second language acquisition, linguistics, diversity, methodology, curriculum, materials development, and assessment—in actual ESL classrooms. Student teachers are required to follow a full-time teaching schedule in an elementary and secondary school under the direct supervision of a cooperating TESOL teacher from the field and a college supervisor with TESOL expertise. During this student teaching experience, teacher candidates will develop and practice successful classroom management strategies, instructional techniques, and grouping strategies to provide effective learning experiences for English Language Learners (ELLs) and to ensure the simultaneous conceptual and linguistic development of these students. Teacher candidates will utilize journal writing, and portfolio development to promote reflective practices.

Prerequisites: Completion of 50 hours of field experience with English Language Learners in elementary and secondary schools and 24 graduate education credits including EDU 513, 521, 537, 540, 541, 542, 543, 544.

Co-requisites: *For Childhood/TESOL- EDU 551A OR EDU 552A (3 credits) and EDU 548 (Seminar)
**For Adolescent/TESOL- EDU 555A OR EDU 556A (3 credits) and EDU 548 (Seminar)

*DUAL CHILDHOOD/TESOL TEACHER CANDIDATES MUST STUDENT TEACH IN BOTH A REGULAR EDUCATION CHILDHOOD EXPERIENCE AND A TESOL EXPERIENCE AT THE CHILDHOOD LEVEL

**DUAL ADOLESCENT/TESOL TEACHER CANDIDATES MUST STUDENT TEACH IN BOTH A REGULAR EDUCATION ADOLESCENT EXPERIENCE AND A TESOL EXPERIENCE AT THE ADOLESCENT LEVEL
Course Objectives

Teacher Candidates will:

1. be present in the field school five full days per week and gradually become responsible for teaching English language, literacy, and content-based ESL classes;
2. experience “hands-on” language, literacy, and content-based TESOL activities in grades PK-12;
3. plan, present, and evaluate comprehensive interdisciplinary content-area lessons in which the objectives are evidenced through assessment of students’ learning and improvement of English language skills;
4. incorporate into teaching practices alternate provisions for (a) addressing the needs of ELLs at various language acquisition stages and of linguistically and culturally diverse backgrounds, (b) remediation and assistance for included English Language Learners with special needs, and (c) enrichment extensions for gifted students;
5. establish and foster a classroom atmosphere in which effective second-language learning strategies, efficient management of materials, cooperative learning, and courtesy and respect are evident;
6. utilize traditional forms of evaluation as well as performance and outcomes based assessment to measure ELLs’ language development and academic progress;
7. incorporate technology to support ESL and content-area curricula and enrich learning experiences for ELLs;
8. motivate ELLs and sustain their interest to maximize language learning potential;
9. attend parent-teacher conferences, school board meetings, and faculty meetings;
10. participate in a weekly seminar during which previously learned ESL teaching strategies, methodologies, and lesson adaptations are related to classroom experiences in field placements;
11. complete a Student Teaching Portfolio which encompasses growth experiences and reflective analysis throughout all phases of preparation as a TESOL professional.
Diversity will be highlighted in this course in the following ways:
1. The student teaching experience is designed to prepare teacher candidates to respond to the needs of diverse English Language Learners in the inclusive classroom.

Technology will be highlighted in this course in the following ways:
1. Websites related to cultural and linguistic diversity will be accessed as sources of information for lesson plans, teaching strategies and curricular material development.
2. Translation websites may be utilized in the preparation of materials adapted to the first languages of ELLs.
3. Computer software adapted to the special academic needs of ELLs may be utilized.

Course Requirements and Evaluation

1. Attend field school five full days per week for half of the 14-week student teaching experience. (Second half in a regular education Childhood classroom --grades 1-3 or 4-6 OR Second half in a regular Adolescent classroom 7-9 or 10-12 depending on certification area)
2. Present informal lessons, small group activities, and tutoring to be observed by the TESOL Molloy College field supervisor.
3. Present a minimum of FOUR formal lessons to be observed and evaluated by the TESOL field supervisor. (Benchmark: One Molloy College Lesson Plan and One Teaching Performance in TESOL PLUS One Molloy College Lesson Plan and One Teaching Performance in Childhood experience or Adolescent experience)
4. Address the needs of diverse ELLs by means of remediation, assistance to students with special needs, and extensions to gifted students.
5. Demonstrate expertise in a variety of ESL teaching strategies and classroom management techniques.
6. Utilize both traditional and nontraditional TESOL assessment techniques and procedures.
7. Incorporate technology to support and enrich the TESOL curriculum.
8. Attend a variety of professional meetings to broaden involvement in the TESOL field.
9. Attend and participate in discussions with other TESOL teacher candidates held during weekly seminars.
10. Create and develop an on-going reflective portfolio which demonstrates professional growth and cumulative development of the TESOL teacher candidate.
11. Credit for Benchmark Performances will only be given if uploaded to Chalk and Wire by the required date. Failure to upload by the required date will result in no credit and may result in a failing grade for the course.

For additional information on the TESOL field experience, field evaluation forms and assessment rubrics, see the *Molloy College TESOL Handbook*.

**E-MAIL POLICY**

It is mandatory that every candidate have a Molloy College e-mail account and check it daily. Information re: the programs as well as communication from course professors utilize this media. This Molloy e-mail account must be activated immediately. If not utilized within 30 days, the account becomes defunct and needs to be reinstated.

**E-PORTFOLIO**

All Molloy teacher candidates **must purchase an e-portfolio account through the Molloy bookstore**. All benchmarks assignments must now be submitted electronically through e-portfolio as part of our assessment system. Teacher candidates must keep an up-to-date portfolio, which will be used during each advisement session.

**Attendance at Professional Workshops And Conferences:**

Participation in professional workshops and conferences is an integral part of being a well informed teacher. All teacher candidates are required to attend one **Molloy College sponsored** workshop/conference each semester. These conferences are presented by Nassau Reading Council, Phi Delta Kappa, Molloy Chapter of Kappa Delta Pi, LI ESOL Institute, etc.

Workshops and Conferences which teachers are required to attend as part of their teaching contractual obligations (such as Superintendent’s Conference Days and district sponsored conferences) **may not** be considered to fulfill this Molloy College Professional Workshop/Conference requirement. Workshops in *Training in the Identification and Reporting of Child Abuse and Neglect, Principles of Chemical Dependency and School Violence Prevention and Intervention* required by New York State Education Department for teacher certification **do not** fulfill this Molloy College requirement.
Course Outline:

1. Instructional Planning
   a. Lesson plan book
   b. New York State Learning Standards
   c. PreK-12 ESL Standards
   d. Preparation and presentation of lessons

2. Classroom Management
   a. Discipline
   b. Routines
   c. Physical environment of classroom

3. Motivation
   a. Ability to use a variety of motivational techniques to capture and maintain ELLs’ attention and interest
   b. Use of materials and strategies to encourage student participation and language acquisition
   c. Provision of student-centered learning opportunities

4. Questioning Skills
   a. Ability to use a variety of questioning techniques, i.e., divergent, convergent, probing, prompting, focusing, and redirecting.
   b. Addressing error correction and feedback

5. Content Knowledge
   a. English Language Arts
   b. CALLA approach to content areas, i.e., mathematics, science, social studies.
   c. Sheltered content approach (SIOP) to teaching ELLs with diverse abilities.

6. Teaching Communication and Language Skills
   a. Listening
   b. Speaking
   c. Reading
   d. Writing

7. Effective Communication
   a. Spelling
   b. Voice and diction
   c. Speech rate
   d. Grammar

8. Evaluation and Assessment
   a. Test preparation and administration
   b. Rubrics
   c. Alternative performance assessment
9. Responsibility and Involvement
   a. Attendance
   b. Punctuality
   c. Collaboration with other TESOL teacher candidates
   d. Professional demeanor

10. Interview Strategies
    a. resume
    b. cover letter
    c. practice interview questions

11. Parent-Teacher Relationships
    a. mock parent teacher conferences
    b. open house
**Recommended Readings**


**Recommended Websites**

- Dave’s ESL Café: [http://www.eslcafe.com](http://www.eslcafe.com)
- ESL Café’s Idea Cookbook: [http://www.pacific.net](http://www.pacific.net)
- ESL Resources: [http://www.hbuhsd.k12.ca.us/esl.htm](http://www.hbuhsd.k12.ca.us/esl.htm)
- International Reading Association: [http://wwwира.org](http://wwwира.org)
- National Association for Bilingual Education: [http://www.nabe.org](http://www.nabe.org)
- National Center for ESL Literacy Education: [http://www.cal.org/nclc](http://www.cal.org/nclc)
- National Clearinghouse for Bilingual Education: [http://www.ncbe.gwu.edu](http://www.ncbe.gwu.edu)
- National Council of Teachers of English: [http://www.ncte.org](http://www.ncte.org)
- Lessonstop: [http://www.lessonstop.org](http://www.lessonstop.org)
- TESOL: [http://www.tesol.org](http://www.tesol.org)