SEMESTER: FALL/SPRING

DEPARTMENT: GRADUATE EDUCATION

COURSE # SECTION EDU 548:

TITLE: TESOL STUDENT TEACHING SEMINAR
        CHILDHOOD/ ADOLESCENT (0 credits)

Course Description:

Weekly seminars provide TESOL student teachers with the opportunity to discuss field experiences and share problem-solving techniques. Personal reflection on students’ emerging teaching techniques is an important component of this seminar. Additionally, guest speakers will provide input on current topics relevant to the educational field. A highlight of the student teaching seminar is a full-day workshop which includes student participation in seminars and mock interviews.

Co-requisite: CHILDHOOL: EDU 545 AND EDU 551A OR 552A
             ADOLESCENT: EDU 545 AND EDU 555A OR EDU 556A

Benchmarks

Reflection on Disposition for Teaching
Reflection of Professional Practice

- 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.
**Course Objectives:**

Teacher candidates will:

1. discuss field experiences related to TESOL;
2. provide peer support related to issues in the ESL classroom;
3. share techniques directly related to classroom experiences with ELLs;
4. discuss interviewing strategies useful in the field of TESOL;
5. update and refine resumé, cover letter, and statement of teaching philosophy;
6. become familiar with a variety of report cards and evaluation instruments used in local school districts;
7. continue to update their professional portfolios;
8. address the importance of parent-teacher relations, especially communication with parents of ELLs;
9. consider the needs of diverse learners in the classroom, i.e., gifted, learning disabled, culturally diverse, etc.
10. enhance questioning skills that will benefit ELLs;
11. expand reflective teaching practices;
12. share experiences on the use of technology in the classroom and its integration into lesson plans.

**Course Requirements and Evaluation:**

1. Punctual attendance at weekly seminar.
2. Active participation in seminar discussions.
3. Updated professional portfolio and presentation to peers.
4. Updated resumé, cover letter, statement of teaching philosophy.
5. Benchmark submission: Reflection on Disposition for Teaching and Reflection of Professional Practice.

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

**Recommended Readings**


**Recommended Websites**

Dave’s ESL Café  
ESL Café’s Idea Cookbook  
ESL Resources  
International Reading Association  
National Association for Bilingual Education  
National Center for ESL Literacy Education  
National Clearinghouse for Bilingual Education  
National Council of Teachers of English  
Lessonstop  
TESOL
Seminar Course Calendar
Mondays at 3:30 p.m. to 4:30 p.m.

The listed topics are only suggestions.

Introduction and Instructional Planning

Complete Cooperating Teacher Form with pertinent information concerning your student teaching and give to your College Supervisor.

Review this course outline and the process of keeping a daily Plan Book. (To be brought each week to seminar for supervisory review.)

Classroom Management - Introduction

Review classroom management techniques and discuss strategies for increasing positive behavior in the classroom. Discuss character education values of honesty, tolerance, compassion, and cooperation.

Classroom Management-- Continued

Opportunity to discuss further strategies, review a film on management, or discuss specific management issues.

Questioning Skills

Portfolio Update - revised philosophy statement/resume/cover letter submitted to Field Supervisor for review.

Interview Strategies and Techniques

Portfolio Update - revised philosophy statement/resume/cover letter corrected and returned to teacher candidates by Field Supervisor

Interview Strategies and Techniques continued
Application Procedures

OPEN DISCUSSION

**Benchmark Submission** - Reflection on Disposition for Teaching to Field Supervisor

Parent/Teacher Relationships

**Technology in the Classroom**
Share websites and instructional software

**Benchmark Submission** – Reflection of Professional Practice submitted to Field Supervisor

Assessments

**Final Seminar** - Each student to share his/her personal reflection of professional growth as an educator through the 3 phases of Field work.

Student Teacher Workshop (Date will be announced)
8am-3pm – Multi-Purpose Room, Wilbur Arts Center
Inform your cooperating teacher you will not be in the field school this day.