



School of Education TESOL Practicum Handbook

Handbook for Teacher Education Candidates,
Clinical Supervisors and University Supervisors.



Fall 2017

Dear TESOL Practicum Students and Supervisors

As the Faculty Advisor for the Fall 2017 TESOL Practicum, I am the KU professor housed in the Department of Curriculum & Teaching who oversees all activities related to the administration of the TESOL Practicum.

As the Faculty Advisor, my role is a supportive one that complements that of the Clinical Supervisor (i.e. Cooperating Teacher) and University Supervisor (typically a KU TESOL doctoral student with extensive teaching experience). Though Melissa Robinson administers the placements of our TESOL students within school districts, I serve as the point of contact between KU/Department of Curriculum & Teaching and the Schools / School District where our students are placed. Additionally, I serve in an instructive and evaluative capacity and I can provide input on final course grades based on evidence of teaching and quality of assignments. Occasionally, I serve in the role of University Supervisor and I conduct classroom observations of our TESOL students.

Enclosed is the TESOL Practicum Handbook. The handbook provides an overview of the practicum, its onsite components, as well as a list of the assignments that make up the instructional component of the course. Yes, there is course work associated with the practicum! The coursework is designed around three course objectives: *1) to support development of the TESOL content and professional skills as identified by the State of Kansas ESOL Program Standards, 2) to reinforce the technical knowledge and pedagogical skills introduced in C&T 330, 3) to engage in reflective practice on the skills and professional practice of working with English language learners.*

An Appendix of documents critical to the Practicum is included at the end of this Handbook. In the Appendix you will find documents such as the Formative and Summative Observation forms and more.

Do not hesitate to email me if you have any questions, comments or concerns about the practicum or requirements of the practicum.

Warm regards,

Dr. Thomas

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Introduction to C&T 491 TESOL Practicum:

for Kansas State Endorsement

Part I

University of Kansas School of Education Mission. The primary mission of the School of Education at the University of Kansas is to prepare leaders in education and human services fields. As stated in the School Code:

Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework. Learn more about this framework online at <http://soe.ku.edu/about>.

Accreditation & State Standards. This course helps meet the standards for CAEP Accreditation and the State of Kansas Professional Educational Standards through the following learning objectives that underlie the TESOL Practicum:

- Demonstrate the content, pedagogical and professional knowledge, skills and dispositions necessary to help all students learn.
- Demonstrate their knowledge of TESOL and exhibit competency as a classroom teacher
- Participate in ongoing professional dialogue with a cooperating teacher and/or university supervisor
- Investigate key TESOL issues in the classroom setting
- Reflect on a wide variety of experiences within the classroom and, when appropriate, beyond
- Enact the professional competencies associated with Kansas ESOL endorsement standards
- Demonstrate through Summative Observations their ability to meet the professional, state and institutional standards

ABOUT THE TESOL PRACTICUM

The TESOL Practicum allows individuals to gain supervised experience in Teaching English to Speakers of Other Languages (TESOL) for a professional KSDE ESOL endorsement and advancement. It is designed to provide direct teaching experiences with learners of English in accredited K-12 educational contexts at an age and language level suited to the Practicum Student's initial license and professional interests. The practicum is designed to support the *Kansas Educator Preparation Program Standards for English for Speakers of Other Languages (ESOL) Educators* (Updated May 9, 2017) (See Appendix). It is specifically designed to reinforce the Content Knowledge communicated in these Standards and to support student development of the Professional Skills identified in the Standards.

The TESOL Practicum for endorsement purposes is typically completed by pre-service teachers completing initial licensure and the ESOL endorsement concurrently. The practicum also fulfills the requirements for C&T 491. With few exceptions, TESOL Practicum students must complete the following courses as prerequisites to the Practicum:

- C&T 330, 331, 820 or a comparable course in TESOL methods. These courses introduce you to the TESOL Content Knowledge and Pedagogical Content Knowledge you need to successfully implement a Content-Based approach to Instructing English Language Learners.
- C&T 423 or 821 or a comparable course in language assessment and testing. These courses introduce you to practices of assessment of ELLs.
- C&T 424 or 822 or a comparable course in second language acquisition. These courses introduce you to the theories and approaches to second language acquisition that impact how, how quickly, and to what degree ELLs acquire English as a second language.

KEY TERMS YOU WILL ENCOUNTER IN THE PRACTICUM

<i>Practicum Student</i>	The KU student participating in the practicum experience.
<i>Clinical Supervisor</i>	An ESOL-endorsed Mentor, Host teacher or Site supervisor (also known as the Cooperating Teacher)
<i>University Supervisor</i>	A KU supervisor from the Department of Curriculum and Instruction who coordinates the practicum requirements. The supervisor may be a faculty advisor or an advanced graduate student with TESOL experience.
<i>Faculty Advisor</i>	<i>The KU TESOL faculty member who is instructor of record.</i>

HIGHLIGHTS OF THE TESOL PRACTICUM

- **Concurrent TESOL Practicum with Student Teaching.** Interactions between practicum student and KU instructors will be facilitated online and through Blackboard. The University Supervisor / Faculty Advisor will visit the practicum student at least once during the student's placement.
- **Mandatory Observations.** Both an informal (Formative) and formal (Summative) observation will be conducted by both your Clinical Supervisor and University Supervisor/Faculty Advisor during the weeks of your TESOL Practicum. Though your University Supervisor/Faculty advisor will come to visit you face-to-face during your Practicum, the mandatory observations they will evaluate will be based on your self-recordings of your teaching. You will record and upload these self-recordings as part of your course homework. Informal and formal evaluations of your teaching assessed by your University Supervisor/Faculty Advisor will be based on these recordings.
- **Required Course Work.** This course requires completion of several pedagogical tasks designed to encourage you to reflect deeply and critically about what you are observing and practicing in your work with English Learners.
- **45-hour Time Requirement.** Endorsement requires a mandatory documentation 45 hours of TESOL-related activities during the Practicum. These hours will be recorded on a time sheet and submitted to your Faculty Advisor

TESOL PRACTICUM PLACEMENT AND SUPERVISION

The practicum placement is arranged by the Director of Field Experiences (Melissa Robinson) at the University of Kansas, School of Education in conjunction with partnering school districts. The placement is a contractual agreement in which the Clinical Supervisor signs a written agreement for fulfillment of the duties outlined for compensation by the School of Education.

Additionally, the practicum is completed under the guidance of a Clinical Supervisor who holds an ESOL endorsement and who can model the expected professional conduct for K-12 educators and in a classroom with no fewer than three English Language Learners (ELLs).

GENERAL GUIDELINES FOR THE PRACTICUM

The unique context of each practicum placement will dictate to a large degree the nature of the experience. Ideally, the specifics would be determined in a process in which the Clinical Supervisor, University Supervisor, Practicum Student, and Faculty Advisor work in concert. The following guidelines are offered as a summary of the above and to facilitate that process. This set of guidelines is neither prescriptive nor exhaustive, but the more structured, varied and authentic the practicum student's experience, the greater the opportunity for significant and meaningful professional development:

1. The Practicum Student can observe more than one level and/or more than one skill, but should ultimately target one class for the purposes of getting to know the curriculum and students as much as possible before taking over some of the classroom instruction.
2. The Practicum Student can grade tests and/or homework assignments.
3. The Practicum Student can teach lessons using existing plans but should eventually be involved in creating lesson plans of their own.
4. The Clinical Supervisor can assist the Practicum Student in the creation of new materials.
5. The Practicum Student should assist the Clinical Supervisor in a variety of classroom tasks that are representative of the work that teachers typically do, such as passing out papers, making copies, proctoring exams, and the like.
6. The practicum should segue from controlled activities to more autonomous activities in which the Practicum Student is actually involved in teaching a class or part of a class.
7. To the extent possible, the Practicum Student should be oriented to ways to incorporate appropriate technology in their instruction

The following pages provide specific instructions about the roles and responsibilities of the Practicum Student, Clinical Supervisor, University Supervisor and Faculty Advisor.

INSTRUCTIONS FOR THE: *Practicum Student*

Part II

Roles & Responsibilities. The roles and responsibilities of the Practicum Student will vary depending on the nature of the ESOL practicum and the prior experience of the Practicum Student. In general, though, this experience may begin with observation but must also include actual classroom teaching. The amount and nature of the classroom teaching is negotiated between the Clinical Supervisor, the University Supervisor, and the Practicum Student and is based on the Clinical Supervisor's and University Supervisor's judgment of the student's level of preparedness.

Course work. This ESOL practicum includes course work designed to encourage the development of your professional and technical skills as an ESOL professional. The course assignments are posted on Blackboard. Though there are specific dates by which assignments are due, you should feel free to work on the assignments at your own pace as long as you meet the deadlines.

Time requirement & Submission of Time Sheet. The specified amount of time in the practicum field experience is 45 hours, although the actual amount of practicum time may exceed 45 hours at the clinical supervisor's discretion. The bulk of the time requirement should be spent on classroom activities related to working with ELLs, including grading papers and lesson preparation, but can be rounded out by other professional activities that contribute to the development of knowledge and skills pertaining to the education of English Language Learners.

The timesheet and list of suggested and allowable activities are available electronically on Blackboard. The list is not all-encompassing. If there is an activity that you do on behalf of your ELLs, email the Faculty Advisor in advance of submitting the hours to see if this activity can be counted toward the 45-hour requirement. In addition, a suggested schedule of how to parse out practicum activities over 45 hours is included.

For students completing the TESOL practicum at the same time as their initial license during student teaching or internship, the 45-hour requirement may overlap their regular content area classroom assignment as long as those activities involve work related to TESOL. Finally, note that the 45 hours DOES NOT include time spent completing required assignments.

Observations and Evaluations of TESOL Skills and Professional Practice. It is expected that the Practicum Student will implement a minimum of 3 lessons over the course of the Practicum—one formative (part way through the practicum and conducted by the University Supervisor/Faculty Advisor) and two summative (at the conclusion of the practicum and conducted by the Clinical Supervisor and University Supervisor/Faculty Advisor). These will take place via some combination of face-to-face observations and self-recorded observations of student lessons.

INSTRUCTIONS FOR THE: *Clinical Supervisor*

The Clinical Supervisor (who is either an ESOL endorsed cooperating teacher or ESL professional) has a crucial role in providing the Practicum Student with a safe classroom environment in which to fulfill their 45-hour commitment that is also conducive to developing appropriate knowledge and skills in the area of TESOL. This role is described in the “Clinical Supervisor Agreement” (see Appendix). It includes participation in the following activities:

- **Modeling and Mentoring.** This includes model and creating experiences during the practicum that promote an intellectually and professionally engaging practicum experience. Suggestions for such activities are included on Blackboard for the Practicum Student and in the Appendix of this syllabus for Supervisors. This also includes signing and adhering to the Clinical Supervisor Agreement.
- **Observation and Evaluation.** Endorsement seeking Practicum Students will be formally observed by both their Clinical Supervisor and their University Supervisor. The Clinical Supervisor is responsible for conducting the following two observations:
 - *The Formative Observation.* This is an informal assessment that should be conducted by the Clinical Supervisor midway through the practicum (about 4 weeks into student teaching). Any problematic issues that arise in the course of the formative observation should be addressed in a timely fashion so as to the give the Practicum Student the opportunity to improve their performance. If there are any issues of grave concern, the Clinical Supervisor should contact the University Supervisor or Faculty Advisor. Provide feedback.
 - *The Summative Observation.* This is a formal assessment that must be conducted by the Clinical Supervisor before the end of the practicum. After conducting the assessment, review it with the TESOL Practicum student. Both you and they should sign the evaluation. The evaluation should be copied and a copy given to the student to upload to Blackboard to submit as part of the Practicum requirements.
 - *Tips for marking the Summative Evaluation.* The Summative evaluation is based on the 10 Standards of TESOL Professionalism as identified by KSDA. Evaluation is based on a 4 point scale:
 - 1 – Introductory. Extremely limited or basic level skills
 - 2 – Developing. Currently developing expected beginning skills
 - 3 – Skilled. Meets expected skills of a beginning teacher
 - 4 – Exemplary. Exceeds expected skills of a beginning teacher

Most students will fall within the area of “Skilled” (3) for most of the categories identified with the 10 skills. However, it is not usual for students to also fall within the area of Exemplary (4) or Developing (2) in one or two categories within the scale.

Also, there may be skills that simply were not observed during the Practicum experience. For such skill areas, you can provide a ranking based on related skills the student has demonstrated that foretell a student’s skillfulness in an area. Details on how you made this evaluation should be provided on page 2 of the evaluation.

Submit Clinical Supervisor Agreement & Write and Submit Final Letter. In addition to completing the evaluation instruments, we ask that Clinical Supervisors submit the “Clinical Supervisor Agreement” to KU by the third week of the student teaching/TESOL Practicum. This agreement can be mailed or photographed and emailed to Melissa Robinson. Her contact information is provided on the Clinical Supervisor Agreement form.

In addition, we ask that the Clinical Supervisor write and submit via email (mbthomas@ku.edu) a letter addressed to the Practicum Student’s Faculty Advisor at the conclusion of the experience. The letter should document the amount of time served in the practicum and provide a short narrative of the candidate’s performance in teaching. The Clinical Supervisor may also be asked to write a letter of recommendation from the Practicum Student as part of their professional portfolio.

INSTRUCTIONS FOR THE:

University Supervisor / Faculty Advisor

Roles and Responsibilities. The University Supervisor has a supportive role that complements that of the Clinical Supervisor. The University Supervisor reports directly to the Faculty Advisor and serves as a liaison between the Practicum Student, the Clinical Supervisor, and the Faculty Advisor. The University Supervisor is not responsible for serving as the go-between between KU and the school district, but may coordinate that contact. The University Supervisor also serves in an evaluative capacity and provides the Faculty Advisor the completed materials required for the practicum, as well as facilitating the evaluation of those materials.

In addition to the above, the University Supervisor should:

- Make contact with the Practicum Student and Clinical Supervisor early in the practicum for the purpose of introductions and ensuring that each party has received the necessary information.
- Facilitate the scheduling of the Practicum Student’s experience to ensure the completion of the 45-hour requirement.

- Serve as the main contact person for the Clinical Supervisor for most matters, and referring the Clinical Supervisor to the Faculty Advisor when necessary.
- Keep the Faculty Advisor up-to-date on any issues of concern regarding any practicum matters.
- Be available to the Practicum Student for classroom support, when and if necessary.

Observation and Evaluation. The University Supervisor is responsible for conducting **the same observations as the Clinical Supervisor.** However, the actual number of observations may vary depending on the experience of the Practicum Student and the circumstances of the placement; for example, Practicum Students with a split placement between a regular classroom and an ESOL classroom may require just one summative observation by the University Supervisor.

C&T 491 TESOL PRACTICUM: *Course Syllabus*

Part III

In addition to your TESOL placement with an ESOL-endorsed professional, the TESOL Practicum includes course work designed to support your classroom interactions with ELLs and your integration of educational and linguistic theory with pedagogical practice. The coursework consists of 7 graded tasks. These tasks include discussion posts, submission of time sheets, video self-recording of teaching, submission of a lesson plan, and creation of a resume/cover letter.

The course interactions will take place online via Blackboard, Google Docs, and KU email. These interactions will include online/email interactions with your University Supervisor / Faculty Advisor (Dr. Thomas), Blackboard Discussion Board with fellow practicum participants, and uploading and disseminating course assignments through Blackboard and Edthena.

In addition, do take note of the following:

1. **Course Overview:** The TESOL Practicum is an online course that runs concurrently with your student teaching placement. All assignments and communications with the course instructor will be mediated through Blackboard.

Note: All assignments must be submitted via Blackboard in order to receive course credit.

2. **Required Course Text:** No textbook is required for this course. Short readings will be periodically assigned to accompany various tasks. These readings will be posted to Blackboard.
3. **Grades & Grading Scale:** The total possible points available for assignments in this class is 100 points. The Grading Scale follows: 94-100 = A, 90-93 = A-, 87-89 = B+, 84-86 = B, 80-83 = B-, etc.
4. **Graded Course Requirements:** The course consist of 8 graded tasks. These tasks include discussion posts, submission of time sheets, video self-recording of teaching, submission of a lesson plan, and creation of a resume/cover letter.

5. Tasks-At-a-Glance

Professional Task 1. Introduction to the Practicum

Class Meeting Dates: Before Aug. 21

Tasks Due: By Aug. 21

Assigned Tasks: Upload teaching resume/ cover letter; review the course website (12 pts)

Professional Task 2. Reading & Storytime

Class Meeting Dates: Aug. 21, Aug 28, Sept. 4

Tasks Due: Tuesday, Sept. 12 @ 11:59 pm

Assigned Tasks: Reading, Audio Recording, Reflective Writing, Formative (Informal) Evaluation (17pts)

Professional Task 3. Guided Instruction

Class Meeting Dates: Sept. 11, Sept. 18, Sept 25

Tasks Due: Tuesday, Oct. 3 @ 11:59 pm

Assigned Tasks: Reading, Audio Recording, Reflective Writing, Formative (Informal) Evaluation (17pts)

Professional Task 4. Activity of Your Choosing

Class Meeting Dates: Oct. 2, Oct. 9 (practicum ends), Oct. 16

Tasks Due: Tuesday, Oct. 24 @ 11:59 pm

Assigned Tasks: Reading, Audio Recording, Reflective Writing, Summative (Formal) Evaluation (17pts)

Professional Task 5. Communicating Your Professional Skills

Class Meeting Dates: Oct. 23, Oct. 30, Nov. 6

Tasks Due: Tuesday, Nov. 14 @ 11:59 pm

Assigned Tasks: Video, Resume, & Cover Letter (17pts)

Professional Task 6. Respond to your Supervisory Evaluations

Class Meeting Dates: Nov 13, Nov 20, Nov 27

Tasks Due: Tuesday, Dec. 5 @ 11:59 pm

Assigned Tasks: Reflective Writing (12pts)

Professional Task 7. Final Exam Quiz

Class Meeting Dates: Dec 4, Dec. 11

Tasks Due: Dec. 15 @ 8am

Assigned Tasks: Final Exam Quiz (8pts)

Appendix

Kansas Educator Preparation Program Standards for English for Speakers of Other Languages (ESOL) Educators K-6, 5-8, 6-12, PreK-12

Overview of the 7 Standards

<p>Standard 1: Language as a System; Candidates demonstrate knowledge of language as a system, including phonology, morphology, syntax, pragmatics and semantics, in order to support ELLs as they acquire receptive and productive skills, English language proficiency and literacy in the content areas.</p>
<p>Standard 2: Language Acquisition and Development; Candidates know theories and research in language acquisition, including the role native literacy plays in SLA, and apply appropriate instructional strategies for effectively increasing English language proficiency and literacy in the content areas.</p>
<p>Standard 3: Role of Culture in Student Learning; Candidates demonstrate knowledge of the cultural dynamics of themselves, individual learners, school, and community and their influence on classroom practice and learning.</p>
<p>Standard 4: Planning Instruction; Candidates have knowledge and understanding of research-based pedagogy for the differentiation of classroom instruction in order to meet grade-level content and language standards.</p>
<p>Standard 5: Implementing Instruction; Candidates know and effectively implement a variety of research-based pedagogy for the differentiation of classroom instruction in order to meet grade-level content and language standards.</p>
<p>Standard 6: Language Proficiency and Content-Based Assessments: Candidates demonstrate understanding of language proficiency and content-based assessments. They know and can use a variety of language proficiency instruments and content-based assessments to evaluate language and academic growth, to guide instruction and communicate results. Candidates demonstrate understanding of assessment issues impacting ELs.</p>
<p>Standard 7: Professionalism; Candidates demonstrate knowledge of history, educational public policy and current research in the field of ESOL. Candidates are involved in professional growth opportunities and apply knowledge gained to inform teaching and learning.</p>

Kansas Educator Preparation Program Standards for English for Speakers of Other Languages (ESOL) Educators

K-6, 5-8, 6-12, PreK-12

***Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Language as a System; Candidates demonstrate knowledge of language as a system, including phonology, morphology, syntax, pragmatics and semantics, in order to support ELLs as they acquire receptive and productive skills, English language proficiency and literacy in the content areas.

Function 1: Knowledge of the Phonological System

Content Knowledge	Professional Skills
1.1.1 CK Candidates know the order of acquisition of phonemes (consonants and vowels). For example, stops are acquired before fricatives, etc. Candidates have knowledge of phonological concepts such as stress patterns, intonation, English syllabic and phonological structures, etc.	1.1.3 PS Candidates use their knowledge of different languages' phonological systems and it is reflected in their planning and instruction. They are able to analyze ELs' speech as they develop their proficiency in language and content.
1.1.2 CK Candidates know phonological processes such as "stopping", consonant cluster reductions, phonotactic constraints from one language to another, etc.	1.1.4 PS Candidates use appropriate methodologies in planning and instruction to develop the phonological competence of their ELs through the use of students' L1 phonological knowledge and the transfer to language development and academic learning.

Function 2: Knowledge of the Morphological System.

Content Knowledge	Professional Skills
1.2.1 CK Candidates know how words are formed in the English language and are able to conduct morphological analyses. Candidates know morphological processes and word structure.	1.2.2 PS Candidates use students' L1 morphological processes to communicate similarities and differences between it and English morphological processes and word structure. They are able to teach and develop ELs content vocabulary as a system.

Function 3: Have knowledge of the Semantic System.

Content Knowledge	Professional Skills
1.3.1 CK Candidates know the semantic system including concepts, order of acquisition, and are able to identify semantic processes at both the word and sentence level.	1.3.2 PS Candidates observe students' semantic processes and how culture and L1 influences concept development in L2. They use effective techniques and brain-based methodologies to teach content-specific vocabulary and lexical items that allow ELs to develop their cognitive academic proficiency skills at the word and sentence levels.

Function 4: Knowledge of the Syntactic Structure of the English Language.

Content Knowledge	Professional Skills
1.4.1 CK Candidates know the order of acquisition and concepts related to syntax and are able to identify syntactic structures.	1.4.3 PS Candidates conduct linguistic analysis to identify key structures that express target language functions in the various content areas.

	They identify students' L1 syntactical influences to scaffold students' acquisition and concepts in the English language.
1.4.2 CK Candidates know the importance of linguistic and curriculum analysis to identify language functions and how they are expressed through specific structures and lexical items (content vocabulary).	1.4.4 PS Candidates are able to conduct linguistic and curriculum analysis of content-area text and language demands and identify the target language functions and structures that express them. Knowledge acquired is used to provide appropriate content and language instruction for students based on their L2 proficiency.
Function 5: Knowledge of the pragmatic and sociolinguistics of the English Language.	
Content Knowledge	Professional Skills
1.5.1 CK Candidates know concepts in the area of pragmatics and sociolinguistics.	1.5.2 PS Candidates use research-based strategies and techniques to help ELs develop their pragmatic and sociolinguistic competence to use language appropriately in various social and academic contexts and purposes. They model appropriate and correct use of language in various contexts and for various pragmatic purposes.

Standard 2: Language Acquisition and Development; Candidates know theories and research in language acquisition, including the role native literacy plays in SLA, and apply appropriate instructional strategies for effectively increasing English language proficiency and literacy in the content areas.	
Function 1: Candidates know major First and Second Language Acquisition (SLA) theories.	
Content Knowledge	Professional Skills
2.1.1 CK Candidates know the limitations as well as strengths of major research theories of second language acquisition.	2.1.2 PS Candidates are able to demonstrate their understanding of SLA from a critical perspective by designing developmentally-appropriate instruction and assessment of language and core academic content for ELLs.
Function 2: Candidates understand the role of native language literacy in SLA.	
Content Knowledge	Professional Skills
2.2.1 CK Candidates know the influence of native language literacy skills in the development of SLA.	2.2.2 PS Candidates collect information regarding native language literacy and use this knowledge in their planning, instruction, and assessment of ELL students. Candidates encourage parents and caregivers of ELs to strengthen development of native language literacy to support SLA.
Function 3: Candidates know the stages of second language acquisition.	
Content Knowledge	Professional Skills
2.3.1 CK Candidates know the stages of second language development and the characteristics related to each stage.	2.3.2 PS Candidates reflect knowledge of second language development in their planning, instruction, and assessment of ELL students by using developmentally-appropriate language to make the core content accessible to ELs.

Standard 3: Role of Culture in Student Learning; Candidates demonstrate knowledge of the cultural dynamics of themselves, individual learners, school, and community and their influence on classroom practice and learning.	
Function 1: Candidates know the cultural pluralism of the United States and can identify similarities and differences within those cultures.	
Content Knowledge	Professional Skills
3.1.1 CK Candidates know the history of and perspectives toward various cultures and the implications on educational policies and practice.	3.1.2 PS Candidates use their knowledge of cultural pluralism to evaluate current curricular and instructional practices.
Function 2: Candidates know how the cultural dynamics of themselves, individual learners, school, and community influence teaching and learning.	
Content Knowledge	Professional Skills
3.2.1 CK Candidates know and can identify cultural factors and how they influence language development, cognitive processing and academic achievement.	3.2.2 PS Candidates document the unique cultural characteristics of the learner and utilize these for planning, delivering and assessing instruction.

Standard 4: Planning Instruction; Candidates have knowledge and understanding of research-based pedagogy for the differentiation of classroom instruction in order to meet grade-level content and language standards.	
Function 1: The candidate remains current on research-based practices and strategies to accelerate language and academic learning.	
Content Knowledge	Professional Skills
4.1.1 CK Candidates know how to write clear objectives that are appropriate for developmental levels and levels of language proficiency to meet core content standards.	4.1.3 PS Candidates write clear developmentally-appropriate instructional objectives that are aligned with core content standards and ESOL standards and reflect the SLA developmental stages of their ELs.
4.1.2 CK Candidates know developmentally-appropriate, meaningful activities that are relevant to their EL students and aligned with core content standards, ESOL standards and their instructional objectives.	4.1.4 PS Candidates design developmentally-appropriate, meaningful, and relevant activities that are aligned with core content standards, ESOL standards, and their instructional objectives. The activities reflect the SLA developmental stages of their ELs and their linguistic and cultural diversity.
Function 2: Candidates reflect on the language proficiency of the EL and how they will meet the objective and core content standards.	
Content Knowledge	Professional Skills
4.2.1 CK Candidates identify content knowledge and procedural skills embedded in core content standards. They accumulate research-based strategies that are appropriate for ELs' varying levels of language proficiency.	4.2.1 PS Candidates write lessons using research-based strategies to help scaffold and differentiate instruction for varying levels of ELs and reflect on the success of this for all learners.
Function 3: Creation of supportive social and academic classroom ecology (the structure, arrangement and events that influence the action and reactions in the classroom).	
Content Knowledge	Professional Skills

4.3.1 CK Candidates know each student, and how the structure, arrangement, human interaction and events influence the action and reactions in the classroom.	4.3.2 PS Candidates plan and create a classroom ecology that builds on the potential of learners by setting conditions that engage and support student social and academic success.
Function 4: Acquire appropriate resources to facilitate student learning and mastery of grade level content and language standards.	
Content Knowledge	Professional Skills
4.4.1 CK Candidates know the resources available and can determine their appropriate use to facilitate student learning and mastery of grade level content and language standards.	4.4.2 PS Candidates select appropriate resources that best support student learning and mastery of grade level content and language standards as evidenced in lesson planning.

Standard 5: Implementing Instruction; Candidates know and effectively implement a variety of research-based pedagogy for the differentiation of classroom instruction in order to meet grade-level content and language standards.	
Function 1: Knowledge and use of a broad range of core content and ESOL research-based instructional approaches, methods, strategies and techniques to develop students' critical thinking skills.	
Content Knowledge	Professional Skills
5.1.1 CK Candidates know research- based second language approaches and methods that frame lesson delivery.	5.1.4 PS Candidates articulate the history of approaches and methods and their influence on current lesson planning and implementation of lessons as evidenced by decisions made during lesson delivery.
5.1.2 CK Candidates know research-based instructional strategies and techniques based on approaches and methods for contextualizing lessons while situationally monitoring learning.	5.1.5 PS Candidates plan and implement research-based strategies and techniques for differentiation of instruction to successfully meet learning objectives. Candidates will adjust lessons as needed to ensure engagement, language and academic growth is occurring.
5.1.3 CK Candidates understand critical thinking processes and know how to help learners at all levels of English proficiency develop critical thinking skills to promote their independent learning.	5.1.6 PS Candidates engage learners at all levels of English proficiency in critical thinking processes such as questioning, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems and developing original work.
Function 2: Reflect on instruction to determine the effective implementation of research-based pedagogy for the differentiation of classroom instruction in order to meet grade-level content and language standards.	
Content Knowledge	Professional Skills
5.2.1 CK Candidates know how to conduct action research and how to reflect critically upon the differentiation and scaffolding of instruction.	5.2.3 PS Candidates design action research and collect data for critical reflection and improvement of instruction.
5.2.2 CK Candidates understand the teaching methods and the diagnostic and prescriptive activities which are appropriate for ELs with special needs.	5.2.4 PS Candidates adapt instructional strategies and existing content materials and collaborate with teachers of students with exceptionalities to meet the needs of all ELs.

Function 3: Candidates are familiar with technology and other instructional resources.	
Content Knowledge	Professional Skills
5.3.1 CK Candidates know how language and content development can be supported by technology and other instructional resources.	5.3.4 PS Candidates design and implement lessons incorporating technology and other instructional resources for meeting content and language standards.
5.3.2 CK Candidates know how to select and evaluate appropriate technology and other instructional resources for quality, accuracy and effectiveness in the classroom.	5.3.5 PS Candidates design and implement lessons incorporating appropriate technology and other instructional resources that are accurate and effective for all learners.
5.3.3 CK Candidates know and understand how to select challenging, culturally appropriate and motivating technology and other instructional resources for active engagement in the learning process.	5.3.6 PS Candidates design and implement lessons with challenging and culturally appropriate technology and other instructional resources for maximum learner engagement including a wide range of resources.

Standard 6: Language Proficiency and Content-Based Assessments: Candidates demonstrate understanding of language proficiency and content-based assessments. They know and can use a variety of language proficiency instruments and content-based assessments to evaluate language and academic growth, to guide instruction and communicate results. Candidates demonstrate understanding of assessment issues impacting ELs.	
Function 1: Candidates know a variety of language proficiency instruments and can use the results to determine the level of English language proficiency and determine appropriate instructional strategies.	
Content Knowledge	Professional Skills
6.1.1 CK Candidates know language proficiency assessments used for identification, placement, and reclassification of ELs.	6.1.4 PS Candidates effectively administer, analyze language proficiency assessment results and communicate results with the appropriate audience.
6.1.2 CK Candidates know how to evaluate language proficiency assessments and determine validity and reliability of the assessment for the population served.	6.1.5 PS Candidates determine and communicate factors of the assessment that may impact student performance such as cultural and linguistic bias.
6.1.3 CK Candidates know how to use assessment results to determine appropriate instructional strategies.	6.1.6 PS Candidates plan appropriate instructional strategies to support language development and academic growth.
Function 2: Candidates can assess learners' content-area achievement independently from their language ability.	
Content Knowledge	Professional Skills
6.2.1 CK Candidates know that classroom assessments may give inaccurate content knowledge results for ELs due to cultural and linguistic factors.	6.2.3 PS Candidates adapt classroom tests and tasks for each stage of ELs' language proficiency.
6.2.2 CK Candidates know appropriate authentic	6.2.4 PS Candidates design and implement

tools for the pre-instructional, formative and post-instructional assessment of learning.	appropriate authentic assessment tools to accurately assess grade-level content knowledge at each level of proficiency.
Function 3: Candidates impact the flow of events on decisions that may lead to EL students' placement in special education.	
Content Knowledge	Professional Skills
6.3.1 CK Candidates know the current research on culture, language acquisition and effective practices and the process for supporting EL students struggling with academics and/or behavior.	6.3.2 PS Candidates use current research on culture, language acquisition and effective practices to advocate for the needs of ELs.

Standard 7: Professionalism; Candidates demonstrate knowledge of history, educational public policy and current research in the field of ESOL. Candidates are involved in professional growth opportunities and apply knowledge gained to inform teaching and learning.	
Function 1: Candidates are familiar with the history of ESL instruction and current research, approaches, methods, strategies and techniques used in the field.	
Content Knowledge	Professional Skills
7.1.1 CK Candidates know the impact of legal decisions (e.g. Lau v. Nichols) and state and/or national legislation on current educational practices.	7.1.4 PS Candidates use the information gained from legal decisions to make informed recommendations for the educational needs of EL students and their families.
7.1.2 CK Candidates know the guidelines set forth by the Office for Civil Rights regarding the educational rights of ELs.	7.1.5 PS Candidates make informed recommendations based on the guidelines set forth by the Office for Civil Rights.
7.1.3 CK Candidates know current research, approaches, methods, strategies and techniques used in the field.	7.1.6 PS Candidates demonstrate appropriate planning and implementation of instruction based on current research, approaches, methods, strategies and techniques used in the field.
Function 2 : Candidates are involved in professional growth opportunities and apply knowledge gained to impact teaching and learning	
Content Knowledge	Professional Skills
7.2.1 CK Candidates know the professional resources and opportunities available in the field of ESOL.	7.2.3 PS Candidates actively participate in professional development opportunities, reflect and document the impact on future teaching and learning.
7.2.2 CK Candidates know the process of action research to assess their own effectiveness as a teacher and improve student learning.	7.2.4 PS Candidates design action research in their own classrooms and conduct pre- and post-assessment to collect data for critical reflection and improvement of instruction and assessment of ELs.

Function 3 : Candidates advocate for ELs and their families.	
Content Knowledge	Professional Skills
7.3.1 CK Candidates know how to build partnerships between stakeholders (i.e. students' families, schools, and communities).	7.3.3 PS Candidates work collaboratively with stakeholders to establish mutual expectations and ongoing communication to support learner development and achievement.
7.3.2 CK Candidates are knowledgeable about	7.3.4 PS Candidates work with stakeholders to
community resources available to EL students, families, and school personnel to enhance the well-being of the student and family.	establish a network of community resources to enhance the well-being of the student and family.

KU Clinical Supervisor Agreement: TESOL Practicum¹

Clinical Supervisor's Name: _____

School District: _____

School Name and Address: _____

Clinical Supervisor's Email: _____

Practicum Student's Name: _____

Dates of Placement: _____ / _____ / _____ to _____ / _____ / _____
month day year month day year

Dear Clinical Supervisor:

We appreciate your willingness to accept a TESOL Practicum Student for this period. In the following brief paragraphs we have tried to outline some expectations that we feel help ensure a good experience for all concerned. **Please sign this document (no later than the third week of the Practicum) and return it to the address below.**

- Allow the Practicum Student to gradually assume full time teaching by encouraging him/her to assume varied and partial roles, proceeding from preliminary tasks to larger undertakings; do so only after you have assured yourself of the Practicum Student's competency to assume such responsibility.
- Initiate corrective action at the time a need is observed, communicating immediately with the University Supervisor in those instances where student performance and/or personal conduct raises any concern for the well-being of either the students in the classroom or the Practicum Student.
- Permit the Practicum Student to assume full control of all classes for the maximum period of time possible, consistent with the ability of the Practicum Student, the classroom and school schedule, and the philosophy of your particular district.
- Hold regularly scheduled conferences with the Practicum Student in which plans and objectives are discussed and performance is objectively evaluated.
- Complete the necessary evaluation forms.

If you have any questions or concerns, please contact:

Melissa Robinson, Director of Field Experiences

School of Education
Joseph R. Pearson Hall
1122 West Campus Rd., Rm. 217
Lawrence, KS 66045-3101
(785) 864-9601
mherm@ku.edu

Signature of Clinical Supervisor

Date

¹ Clinical Supervisors should scan, email or mail this agreement to Melissa Robinson no later than the 3rd week of Student Teaching.

KU SoE Summative Assessment for English for Speakers of Other Languages (ESOL) Teacher Practicum

NOTE: This summative assessment is a *cumulative* evaluation of the ESOL candidate over the course of the 45-hour practicum. Any competency listed that was not observed directly in the classroom *must be assessed through a face-to-face conversation with the candidate*. This can be accomplished through questions that require the candidate to explain *how their practice will demonstrate mastery of the standard*.

Evaluation completed by (check one): University Supervisor ___ Clinical Supervisor ___ Faculty Advisor ___

Name of ESOL Practicum Student: _____ Period of Assessment: _____

School and District: _____ Subject and Grade: _____

Clinical Supervisor: _____ University Supervisor: _____

Kansas Standard (5.09.201)	Standard Description <i>Does the ESOL teacher...</i>	4 Exemplary: Exceeds expected skills of a beginning teacher	3 Skilled: Meets expected skills of a beginning teacher	2: Developing Currently developing expected beginning skills	1 Introductory: Extremely limited or basic level skills
1	Demonstrate knowledge of the phonological system	4	3	2	1
1	Demonstrate knowledge of the morphological system	4	3	2	1
1	Demonstrate knowledge of the semantic system	4	3	2	1
1	Demonstrate knowledge of the syntactic structure of the English language	4	3	2	1
1	Demonstrate knowledge of the pragmatic and sociolinguistics of the English language	4	3	2	1
2	Demonstrate knowledge of major first and second language acquisition (SLA) theories	4	3	2	1
2	Demonstrate an understanding of the role of native language literacy in SLA	4	3	2	1
2	Demonstrate knowledge of the stages of second language acquisition	4	3	2	1
3	Demonstrate knowledge of cultural pluralism of the US; identify similarities/differences within cultures	4	3	2	1
3	Demonstrate understanding of cultural dynamics on self, learners, school, & community in teaching/ learning	4	3	2	1
4	Demonstrate current knowledge of research-based practices and strategies to accelerate language and academic learning	4	3	2	1
4	Demonstrate reflection on the language proficiency of the EL and how best to help student meet learning objectives and core content standards	4	3	2	1
4	Demonstrate ability to create supportive social and academic classroom ecology (the structure, arrangement and events that influence the action and reactions in the classroom)	4	3	2	1
4	Demonstrate ability to acquire appropriate resources to facilitate student learning and mastery of grade level content and language standards	4	3	2	1
5	Demonstrate use of a broad range of core content and ESOL research-based instructional approaches, methods, strategies and techniques to develop students' critical thinking skills.	4	3	2	1
5	Demonstrate ability to reflect on instruction to determine the effective implementation of research-based pedagogy for the differentiation of classroom instruction in order to meet grade-level content and language standards	4	3	2	1
5	Demonstrate familiarity with technology and other instructional resources	4	3	2	1
6	Demonstrate knowledge of a variety of language proficiency instruments and ability to use the results to determine the level of English language proficiency and determine appropriate instructional strategies.	4	3	2	1
6	Demonstrate ability to assess learners' content-area achievement independently from their language ability	4	3	2	1
6	Demonstrate ability to impact the flow of events on decisions that may lead to EL students' placement in special education	4	3	2	1
7	Demonstrate familiarity with the history of ESL instruction and current research, approaches, methods, strategies and techniques used in the field	4	3	2	1
7	Demonstrate involvement in professional growth opportunities and apply knowledge gained to impact teaching and learning	4	3	2	1
7	Demonstrate ability and willingness to advocate for ELs and their families	4	3	2	1

**Summative Assessment for English for Speakers of Other Languages (ESOL)
Teacher Practicum Qualitative Summary**

Please explain any of the above standards that were not met at the “skilled” level or above:

For any standard that was not observed directly, please provide an explanation of how you gauged the ESOL candidate’s preparedness to meet that competency.

Additional comments about the ESOL Practicum Student’s level of knowledge and performance:

Clinical Supervisor Signature: _____ Date: _____

ESOL Candidate Signature: _____ Date: _____

For the TESOL Practicum Student Suggestions on How to Meet the 45 Hour Time Requirement

The specified amount of time in the practicum field experience is 45 hours, although the actual amount of practicum time may exceed 45 hours. The bulk of the time requirement (minimum 30 contact hours with ELLs) should be spent on **classroom activities related to educating and assessing English Language Learners**, including grading papers, preparing lessons, holding meetings in support of the ELL, and other professional activities. Other activities can include:

- Observing English Language Learners in your school setting
- Meeting ELL students and learning about their backgrounds; this is especially important for teachers who do not have ELLs in their classroom
- Meeting and talking with other educators who work and / or provide services to support English Language Learners
- Reviewing the KSDE Standards for K-12 ESOL teachers and reflecting on how these are represented in the classroom
- Getting familiar with classroom materials, curriculum, lesson formats and transforming them for use in working with English Language Learners
- Scheduling observations or meetings with Clinical Supervisor or University Supervisor
- Planning for lesson implementation; reviewing lesson plan with Clinical Supervisor and/or University Supervisor

These activities can be rounded out by other professional activities that contribute to the development of knowledge and skills pertaining to the education of English Language Learners, such as:

- Attending TESOL related Conferences, such as MIDTESOL, district ESOL meetings, SIOP workshops.
- Tutoring English Language Learners in English or a content area
- Conducting home visits of ELLs
- Reading research articles or books pertaining to TESOL
- Giving a presentation at a workshop or staff meeting about working with English Language Learners

If you are engaging in an activity related to the education and assessment of ELLs and it is not reflected above, do not hesitate to contact your Faculty Advisor to discuss whether that activity can count toward the 45 hour requirement.

Note: The 45 hours **does not** include time spent writing up the required homework assignments.

For the Clinical Supervisor: A Suggested Schedule for TESOL Practicum Activities

This schedule of practicum activities provides an hourly guide for how practicum students can be brought into increasing levels of teaching responsibility and practice over the course of the 45 hour practicum requirement. Because each Practicum Student will have a schedule unique to their site, the guidelines follow completed hours rather than a typical calendar. Students may want to fill this schedule in with specific dates to help them keep on track.

Practicum Hours	Activities
1 – 5	<p>Initial Meeting with Clinical Supervisor, Orientation</p> <ul style="list-style-type: none"> • Setting up the Practicum Timesheet and logging all activities • Review the KSDE Standards for K-12 ESOL teachers and begin to reflect on how these are represented in the classroom • Building and classroom orientation • Meeting students and learning about their backgrounds • Getting familiar with classroom materials, curriculum, lesson formats • Participating in other TESOL-related activities as appropriate
6 – 10	<p>Observations and “Controlled” Activities</p> <ul style="list-style-type: none"> • Making schedule with Clinical Supervisor for formative and summative lesson implementations • Making schedule with University Supervisor for formative and/or summative lesson implementations • Getting familiar with Kansas State requirements for ESOL students and educators via KSDE website • Participating in other TESOL-related activities as appropriate
11 – 15	<p>From “Controlled” to “Guided” Activities</p> <ul style="list-style-type: none"> • Beginning to plan for first lesson implementation • Participating in other TESOL-related activities as appropriate
15 – 25	<p>From “Guided” to “Autonomous” Activities</p> <ul style="list-style-type: none"> • Planning for lesson implementation; reviewing lesson plan with Clinical Supervisor and/or University Supervisor • Implementing first formal lesson toward the end of the 25th hour • Reviewing lesson with Clinical Supervisor and/or University Supervisor • Participating in other TESOL-related activities as appropriate
26 – 35	<p>“Autonomous” Activities</p> <ul style="list-style-type: none"> • Assuming a greater role in classroom instruction • Participating in other TESOL-related activities as appropriate
36 - 45	<p>Demonstrating Competencies</p> <ul style="list-style-type: none"> • Planning for second and third lesson implementations; reviewing lesson plans with Clinical Supervisor and/or University Supervisor • Implementing formal lessons (summative) toward the end of the 40th hour • Reviewing lesson with Clinical Supervisor and/or University Supervisor and Faculty Advisor • Participating in other TESOL-related activities as appropriate • Wrapping up practicum activities; creating closure with students and teachers

For the Clinical Supervisor: Suggestions for Promoting an Intellectually and Professionally Engaging Practicum Experience

The following are examples of the ways in which the Clinical Supervisor can provide the most intellectually and professionally engaging practicum experience possible for the ESOL endorsement candidate.

- Providing an overview of the professional expectations of the ESOL site, such as appropriate dress, the use of languages other than English, issues of confidentiality regarding student records, and the like.
- Familiarizing the Practicum Student with the curriculum, the textbook and/or other materials used in the program and provide sets of materials for the Practicum Student to use for the duration of the practicum.
- Reviewing with the Practicum Student the ESOL class schedule, and determining together, in conjunction with the University Supervisor, an appropriate plan for the Practicum Student to observe and teach ELLs in the most realistic contexts. The University Supervisor should be informed of this arrangement early in the semester.
- Reviewing with the Practicum Student the various policies and procedures enacted by the school district and school to ensure the equal participation of ELLs in the classroom, including the ways in which the school accommodates the linguistic and cultural diversity that ELLs bring.
- Reviewing with the Practicum Student the patterns of immigration prevalent in the school and district to give insight into the kinds of students in the ESOL program, their language, culture, and educational backgrounds, and their levels of English and academic preparation.
- Modeling lesson plan preparation and delivery, including the ways in which instruction is differentiated for ELLs of differing language abilities, the ways that content knowledge is made comprehensible and accessible, and the ways in which all language skills—listening, speaking, reading and writing—are promoted.
- Modeling ways in which ELLs language abilities and content knowledge are assessed, and allowing the Practicum Student to take part in those assessments.
- Including the Practicum Student in parent-teacher conferences and/or home visits, to help the Practicum Student make connections between the students and the families and communities that they come from.
- Informing the University Supervisor / Faculty Advisor of any concerns about the student teacher/intern's performance.
- When absent, ensuring that a licensed substitute teacher is called upon to supervise the pre-service teacher. An unlicensed Practicum Student should not be allowed to teach unsupervised.