

TESOL Practicum Summer 2010

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1

Courses

- 5110-001
 - Required for TESOL certificate
 - 1 credit hour
- 5393-001
 - Required for MATESOL
 - 3 credit hours

2

Requirements

- Teaching hours - slide 4
- Learning reflections - slides 5 - 13
- Observations you do - slide 14
- Observations of you - slide 15
- Meetings with supervisor and class - slide 16
- Writing assignments - slide 17 and 18

3

Teaching Hours

- 5110
 - 15 teaching hours
 - 3 observation hours
- 5393
 - 45 teaching hours
 - 6 observation hours
- Note that I must approve your partner organization and teaching assignment *before* you begin!

4

Reflections

- All students will be expected to reflect on their own personal learning experiences throughout the practicum
 - 5110 = 13 reflections minimum
 - 5393 = 20 reflections minimum
- Some reflection prompts will be required, others will be your choice
- You may choose to either submit electronically (I'll respond by email), or create a blog (it can be either public or private) and post your reflections there (I'll respond in the comments). But be consistent, please! Whichever format you go with, the reflections should be submitted or posted within 3 days of the class you are reflecting on

5

Reflection Format

- Reflections should be...
 - coherent and well-written
 - grammatically correct
 - if sent electronically:
 - 1.5 spaced with Times New Roman size 12 font
 - minimum one page
 - maximum three pages
 - if posted online:
 - between 350 and 1000 words

6

Reflection Content

- Reflections should address...
 - What you learn from your teaching
 - New ideas and implementations and what you learn from them
 - Things that worked (or didn't) & what you learned from them
 - What you learn about students & how to address their needs
 - How you see yourself progressing and growing as a teacher
 - Things you do differently now than you might have before
 - Ways you handle things more smoothly and effortlessly
- Please note: reflections that are simply summaries of lessons will be returned for revision. The point is NOT to talk about what the lesson did (that's a lesson plan!) but about what you LEARNED from it!

7

Required Reflections

- Required, with prompts provided:
 - Three on observations
 - one initial
 - one practicum
 - one final
 - One on a lesson that you videotape and turn in to me
 - One on a lesson that I observe in person
- Optional, but revision comments are often helpful!
 - Professional resume draft
 - Teaching statement draft

8

Reflection Prompt for Initial Observation

- After your initial observation, reflect on the teacher you observed, and respond to the following questions:
 - Overall, what did you think?
 - What was the interaction like between the teacher and students?
 - What did you see that you would like to implement in your own teaching?
 - What did you see that you would like to do differently when you teach?

9

Reflection prompt for Practicum Observation

- Note: the student you observed will get a copy of this reflection!
- For this reflection, your goal is to help the teacher you observed become more effective. You should do the following:
 - Comment on specific aspects of the lesson you thought went well
 - Comment on what the teacher could do to be more effective
 - Comment positively on the overall lesson
- If you would find it helpful to use a specific checklist or a rubric, please let me know at least one week before you plan to do this observation

10

Reflection Prompt for Final Observation

- Observe this lesson with an eye for areas you feel you need to strengthen
 - How does the teacher interact with the students and how does this interaction compare to your own style?
 - In what ways does this teacher handle problems or situations that you may not have known how to handle? Explain.
 - If the teacher handles things in a way that you would not choose to use, why do you think (s)he does it in this way (from a teacher's perspective, why might that approach be necessary, in this particular instance)?
 - How does observation of this teacher help YOU reflect on your own success in the classroom?
- Note: you do not need to answer all of these questions - only those relevant to your own teaching and areas for improvement.

11

Reflection prompt for Video-taped lesson

- Your goal in this reflection is to think critically about your strengths and weaknesses as a teacher. Before writing it, you should watch the video-tape of yourself (several times if you need to), then respond to these 3 questions:
 - Based only on what you see in the video, what do you think your biggest strengths as a teacher are, or in what ways does this video reflect your strong points?
 - Based only on what you see in the video, what do you think are the skills you most need to develop, or in what ways does this video reflect areas in which you should try to improve?
 - Comparing this video with your own personal view of yourself as a teacher, how well do the two match up? In other words, is this video an accurate reflection of you as a teacher? Explain.

12

Reflection prompt for Cindy's observation

- The point of this reflection is to prepare you to discuss this lesson with me. You are not required to video-tape the lesson, but if you would find it helpful to do so, you are welcome to!
- First, think about the prompts for the video lesson you did earlier. In what ways would this response be different from the previous one? (Note, don't respond to all the questions, *unless the answers are different!*)
- Second, discuss the ways that you have incorporated feedback from either the video lesson or any of your other lessons that you have received feedback on. In what ways is this incorporation of feedback evident in this lesson? In what ways are you having trouble incorporating feedback?

13

Observations You Do

Description of Expected Observation	5110	5393
Initial observation to be done BEFORE beginning teaching, in a class similar to the one you plan to teach	1 hour	2 hours
Classmate observations to be done after you have begun teaching but before you finish, in a class taught by another practicum student	1 hour	2 hours
Final observation to be done AFTER you finish your own teaching, in a class similar to the one you were teaching	1 hour	2 hours

14

Observations of You

- Within the first 1/3 of your teaching hours (5110: before your 6th hour, 5393: before your 16th hour), you must record yourself teaching on video and write a reflection based on your own viewing of the video. Then you should provide me with the video (and any hardware necessary to play it if you are not uploading it online), along with the reflection you wrote. Plan for a meeting with me within one week of sending the video.
- After you have met with me regarding your video lesson, you will be observed in person at least once. At your meeting regarding your video lesson, an appropriate schedule for this observation should be discussed, so come prepared with preferred days and times for in-person observation.
- In addition to observation by me, a fellow practicum student may request to come observe your class. Please be accommodating!

15

Meetings with supervisor and class

- You are required to meet with me at least 2 times during the semester:
 - Once after you send me your video lesson
 - Once after I observe you in person
 - Additional observations as requested by either you or me
- In addition, casual get-togethers with fellow practicum students will be arranged on a semi-regular basis. You are not required to attend these, but are encouraged to, as interaction with other TESOL professionals should be a part of your future, and you should learn to enjoy it now :-)

16

Writing assignments

- Professional resume
 - You may follow any resume format you choose, as long as your resume is focused and informative (Google and the career center at UTA may both be helpful resources if you've never created a resume)
 - Length will depend on your own experience (drafting this early and submitting it as a reflection will allow you to get feedback as needed)
- Teaching Statement
 - Many teaching positions will require that you submit a statement of teaching philosophy. While I fully expect this document to grow and change with you as you gain more experience as a teacher, creating one now will give you a baseline from which to work.
 - The teaching statement should follow the same length and formatting requirements as the reflections do

17

Final Writing Assignment

- Required for 5393 students! 5110, you are off the hook on this one!
- The final writing assignment for 5393 is a summary reflection of yourself as a teacher. This should minimally include the following:
 - your strengths as a teacher
 - your weaknesses as a teacher and how you are strengthening them
 - some idea of your growth process as a teacher as you have progressed through the MA TESOL program.
- This assignment should follow the same formatting guidelines as the learning reflections, with at least 3 pages and a maximum of 5 (1000-1700 words).
- This may include some of the same information as your other reflections, as well as comments from your observations, but it should fit together as a coherent document and not simply be pieces cut and pasted to fill the page.

18

Departmental Policies

- **Final Review Week**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the course syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week.

19

Departmental Policies

- **Americans With Disabilities Act**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

As a student, your responsibility rests with informing the instructor in writing or email and providing the official documentation from the Office for Students with Disabilities no later than the end of the second week of classes. According to Department of Linguistics and TESOL policy, "unofficial" or "informal" requests for accommodations (i.e., those not recorded by the Office of Students with Disabilities) cannot be honored.

20

Departmental Policies

- **Academic Dishonesty**

At The University of Texas at Arlington, academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. Students involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from UTA.

According to the UT System Regents' Rules and Regulations, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

While the Department of Linguistics and TESOL hopes to foster a sense of community in which students can enhance their educational experience by conferring with each other about the lectures, readings, and assignments, all work submitted must be the product of each student's own effort. Students are expected to know and honor the standards of academic integrity followed by American universities; ignorance of these standards is not an excuse for committing an act of academic dishonesty (including plagiarism). If you have questions, please speak with your instructor, your academic advisor, or the department chair.

Please be advised that departmental policy requires instructors to formally file charges with the Office of Student Conduct, following procedures laid out for faculty there (<http://www.uta.edu/studentaffairs/conduct/faculty.html>), as well as notify the department chair of the filing of the charges.

21

Departmental Policies

- **Student Support Services Available**

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for information and referrals.

22

Departmental Policies

- **Enrolling in / Withdrawing from this Course**

Students are responsible for making all decisions regarding their enrollment status in UTA courses. Should you decide to withdraw from this course, you must either (1) drop via the internet through the MyMav system or (2) complete an official "add/drop" and file it in the Linguistics and TESOL department office. Any student who stops attending class and/or fails to complete assigned work will not be "automatically" dropped; in such cases, unless you officially withdraw, you will receive a grade of F. (Note: Students enrolled in graduate courses may not "replace" a grade; all grades are permanent.)

A student dropping his/her last (only) course cannot withdraw as above. Rather, s/he must go in person to the UTA Registrar's Office (Davis Hall, First Floor) and complete a request to resign from the university.

23

Departmental Policies

- **Auditors**

The Department of Linguistics and TESOL has a "no audit" policy. Students attending LING classes must be officially enrolled in those courses. Exception: Students who have already fulfilled a degree requirements and would like to sit in on a comparable course to prepare for their comprehensive / diagnostic examination may do so (with the permission of the professor).

24