

TESOL Practicum Requirements

Spring 2011

Courses

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

Requirements

- Teaching hours
- Learning reflections
- Observations you do
- Observations of you
- Meetings with supervisor and class
- Writing assignments

Teaching Hours

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

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, or create a blog (it can be either public or private) and post your reflections there. But be consistent, please! Whichever format you go with, the reflections should be submitted by the relevant dates given

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

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, students in 5393 will have a second observation (5110 second observations can be requested by either students or teacher). 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!

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 or when you finish teaching
 - Additional observations as requested by either you or me
- In addition, students enrolled may wish to arrange casual get-togethers to discuss any issues or problems. I am happy to attend these if you wish, but you (the students) must do the planning and organization. You are not required to either plan or 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 :-)

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)
 - You may submit a draft of your resume as one of your reflections as long as you submit it no later than Friday of Week 10 (April 1) to allow me time for comments.

Writing Assignments

- 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.
 - You may submit a draft of your teaching statement as one of your reflections as long as you submit it no later than Friday of Week 10 (April 1) to allow me time for comments.

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.

Due Dates

- End of Week 5 (Feb 18):
 - Submit 1/3 of reflections (5110 = 4, 5393 = 6)
 - Submit videotape of yourself teaching
- End of Week 10 (April 1):
 - Submit at least 2/3 of reflections (5110 = 9, 5393 = 13)
 - Second observation complete
 - Drafts of teaching statement and resume if relevant
- End of Week 15 (May 6):
 - All reflections submitted (5110 = 13, 5393 = 20)
- Friday of Finals week (May 13):
 - All final writing assignments submitted

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

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

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) and what you learned from them
 - What you learn about students and 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!

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?

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 that you thought were good
 - Comment on what the teacher could do differently 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

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.

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.

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?

Course Policies

- **Grading Policy:** This course is P/NP. In order to receive a P, you must complete your required hours and submit all writing assignments (including reflections).
- **Attendance Policy:** There is no attendance policy for this course, other than the requirement that you complete all service hours required.
- **Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

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.

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.

- **Student Support Services Available:** The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.
- **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.