



**Master of Education in TESOL
Practicum Manual**

Master of Education in TESOL Practicum Manual

TSL-560

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Introduction

During the practicum, introspection, personal change, professional growth, and self-assessment will empower the student's sense of development as a professional. The opportunity to work as an independent practitioner within the student's field, coupled with supportive guidance from the university instructor and a peer mentor will give a strong sense of professional self-growth.

Please read this manual carefully as it is a practical guide to experiencing and enjoying a successful practicum. Practicum hours: 60.

The Student as a Representative of GCU

Students have the responsibility of representing Grand Canyon University to the population being served in a professional manner. Our goal is for the student to be an exemplary professional model for Grand Canyon University; therefore, while completing the practicum, students must be mindful of the student role as a representative of the university. For more information concerning conduct and university expectations, please refer to the Grand Canyon University University Policy Handbook.

Practicum Outcomes

At the end of the practicum, students will have demonstrated or accomplished application of the following skills and/or professional products:

- Designed a professional development plan that is future-oriented.
- Experienced and demonstrated proficiency in reflective practices/habits developed through journaling, recordkeeping, and maintaining a professional activities log.
- Demonstrated significant professional growth in knowledge and skill application.
- Identified various factors that pose learning challenges to English language learners (ELL).
- Analyzed the differences between ELD, SDAIE, and bilingual programs along with the potential impact of each type of instruction on ELL academic achievement.
- Developed instructional strategies to decrease the impact of the four types of loads (cognitive, culture, language, and learning) that impede instruction for ELLs.
- Applied knowledge of the principles of second language acquisition to ELL students with varying levels of English proficiency.

- Exhibited instructional practices that integrated teachers of English to speakers of other languages (TESOL) standards or state English language development standards into daily instruction.
- Applied foundational principles of lesson design and differentiated instruction in lesson plan development to promote both English language development and content learning.
- Analyzed the impact of standardized testing on academic achievement among ELLs.
- Developed formative assessments that align with the student's English proficiency level for appropriate monitoring of academic progress.
- Applied knowledge of the cognitive challenges of ELL students to instructional planning.
- Supported the importance of meaningful opportunities for social interactions in English language learning.
- Evaluated cultural influences on individual learning styles and behavior.
- Evaluated and adapted the instructional environment for effectiveness in promoting high expectations for ELL student achievement.
- Differentiated between typical second language acquisition error patterns and atypical language disordered error patterns.
- Identified informational resources regarding special education services for English language learners.
- Applied the basic elements of scaffolding to promote both language and content learning.
- Evaluated the effectiveness of parent, community, and school involvement activities for culturally and/or linguistically diverse populations.
- Analyzed the influence of multicultural classroom elements on student achievement.
- Experienced and demonstrated proficiency in reflective practices/habits developed through journaling, recordkeeping, and maintaining a professional activities log.
- Demonstrated significant professional growth in knowledge and skill application.
- Demonstrated comprehension of and the ability to successfully apply professional and ethical standards governing their profession.

Professional Conduct

The practicum success will be largely determined by the student's actions. You are responsible for making the practicum successful. Become familiar with the culture and professional ethics apparent within the practicum site. Most importantly meet all deadlines, keep daily notes, and make sure the log/journal is always up to date.

Student Activities/Functions

Student activities/functions are based on models or examples provided in the textbook. The required hours for the practicum include planning and designing, preassessment, lesson design and delivery, formative assessment, and summative assessment for English as a second language (ESL) students.

Selecting a Peer Mentor

Each student will identify an administrator, district supervisor or peer teacher, who will serve as a peer mentor. Peer mentors are expected to be more experienced than the student in certain areas, thus, the peer mentor will serve as a coach for the professional development of the student. This peer mentor will meet intermittently with the student throughout the practicum and will use the TESOL Practicum Evaluation Rubric to document an observation of the student while he or she works with selected requirements for the practicum.

Practicum

The practicum will be divided into distinct components that will take the student through a series of specific steps designed to provide organizational structure as well as prepare for the next phase in the practicum. There are specific due dates and timelines associated with each component that must be successfully completed before proceeding to the next step in the practicum process. It is important to adhere to these guidelines to ensure a successful practicum. The components of the practicum for students are:

| Week | Assignment Summary (Refer to Syllabus for Further Details) | Practicum Phases | Peer Mentor/Actions |
|-------------|--|--|--|
| 1 | Record hours of classroom involvement and self-reflections using the TESOL Weekly Practicum Activity Log Develop a practicum plan | Develop practicum plan | Review and accept peer mentor role and review practicum plan |
| 2 | Continue documenting in the TESOL Weekly Practicum Activity Log and self-reflections | Begin implementation of instructional lesson | Review and discuss practicum plan implementation |

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| | Week 2 assignment (see Syllabus) | plans | |
| 3 | Continue documenting in the TESOL Weekly Practicum Activity Log and self-reflections Week 3 assignment (see Syllabus) | Continue implementation of instructional lesson plans | Review and discuss practicum plan implementation |
| 4 | Continue documenting in the TESOL Weekly Practicum Activity Log and self-reflections | Continue implementation of instructional lesson plans | Review and discuss practicum plan implementation |
| 5 | Continue documenting in the TESOL Weekly Practicum Activity Log and self-reflections Week 5 assignment (see Syllabus) | Continue implementation of instructional lesson plans | Review and discuss practicum plan implementation |
| 6 | Continue documenting in the TESOL Weekly Practicum Log and self-reflections Week 6 assignment (see Syllabus) | Continue implementation of instructional lesson plans | Review and discuss practicum plan implementation |
| 7 | Continue documenting in the TESOL Weekly Practicum Activity Log and self-reflections Week 7 assignment (see Syllabus) | Complete implementation of instructional lesson plans | Final review and TESOL Practicum Evaluation Rubric Final signatures |
| 8 | Week 8 assignment (see Syllabus) Final assignment (see Syllabus) | Taskstream submission | |

Practicum Plan Information

A practicum plan is a "blueprint" that maps out what you hope to learn/accomplish because of your practicum. It includes specific learning objectives that provide some means of measuring progress toward completion of educational goals. Learning objectives are brief statements that define results expected in a specific period of time. They should:

- Be specific as to what is to be accomplished.
- Be scheduled for accomplishment in a defined period of time.
- State results to be accomplished in measurable terms.
- Be realistic, but challenging.

Discuss this plan with your supervising teacher. Both of you should have input into this plan and each of you should sign it and retain a copy for your records. It is your responsibility to ensure that this is done. If you require further assistance, please contact your course instructor.

Grading

In order to earn a final grade for the practicum, students must make sure that all projects, forms, evaluations, and documents needed to fulfill course requirements have been accurately and professionally completed and returned in a timely manner. The university instructor will submit a course grade using the grading scale, assignment percentage plan, and project or learning activity rubrics identified in the syllabus to determine the final grade.

Appendix

Practicum Forms

The following forms are to be used to complete a series of learning activities or to document activities during the practicum. Students will use these forms as a method of documenting their experiences throughout the practicum and as reflection on personal growth as a professional.

- TESOL Weekly Practicum Activity Log
- Practicum Activity Log Summary
- Observation Reflection Form
- Classroom Teacher Evaluation Feedback Form
- TESOL Practicum Evaluation Rubric



TESOL Weekly Practicum Activity Log

Student Name _____

Course Name/Number _____

Name of School _____

Classroom Teacher Name and Phone _____

| Date | Time Spent (Hours: Minutes) | Activity <i>(Include descriptions of instructional activities aligned to course assignments as necessary, planning and assessment observations, academic standards, and self-reflections, minimum 50 words)</i> |
|---------------------------|------------------------------------|--|
| <i>Example:</i> 9-7-14 | 45 minutes | Topic 2 Instructional Activities Design and Materials Development assignment: Conducted a science experiment/lesson using the SIOP lesson plan model; students worked in groups to synthesize their findings; observed, talked, identified findings around extract; the students were highly engaged in discussing the concept findings and sharing information with the entire class; most students used the term extract accurately in their writing. AZ Science Standards: Concept 4, P.O. 1 with W05-S3C3-01 |
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| | | |
| Total | | |

Classroom Teacher or Peer Mentor Evaluation:

Thank you for mentoring our student during the TESOL practicum course. At its conclusion, please write a brief narrative, in the space provided below, assessing the performance of the student in the activities in which he or she was involved.

Student Signature _____

Classroom Teacher or Peer Mentor Signature _____

Please submit this completed form to your Taskstream account in conjunction with the required assignment.



Practicum Activity Log Summary

Student Name _____

Peer Mentor's Name _____

| Activities | Date(s) | Number of Hours | TESOL Standards Satisfied |
|------------|---------|-----------------|---------------------------|
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Peer Mentor Signature _____

Student Signature _____

Date Received _____



TESOL Peer Mentor Observation Reflection Form

Student Name _____ Date _____

Activity Observed _____

Length of Observation _____

Professional Standard(s) _____

Directions: Complete the following:

Describe the setting observed.

Identify the participants.

Purpose of activity(s) observed.

Describe the components of the SIOP model you observed.

Describe the techniques or strategies observed that you would recommend the student continue to use in the future.

Describe the sequence of events/activities you observed.



Classroom Teacher Evaluation Feedback Form

Student Name _____ GCU ID _____

Thank you for allowing our student to observe and participate in your classroom. The student has been instructed to work cooperatively with you. It is important that the student spends time observing and working with your students in ways that you encourage. Please write a brief narrative, in the space provided below, on the student's ability and the types of activities in which the student was involved.

CLASSROOM TEACHER/PEER MENTOR NAME

CLASSROOM TEACHER/PEER MENTOR SIGNATURE

DATE

PHONE NUMBER

EMAIL

Circle the rating for this student for the time spent in the classroom based on his or her participation and performance during the practicum:

EXCELLENT ABOVE AVERAGE AVERAGE BELOW AVERAGE INCOMPLETE

The student must submit this completed form to Taskstream in conjunction with the required assignment.



TESOL Practicum Evaluation Rubric

Directions: The rubric will be used to evaluate the student’s performance on the activity/reflection forms. The purpose of the rubric is to provide clear performance expectations for each learning activity.

| | | |
|-----------------------|------------------------------|---------------------------------|
| Student Name | Course Number | School District and School Name |
| School Street Address | School City, State, Zip Code | Grade Level(s) Taught/Subject |
| Peer Mentor Name | Course Instructor Name | Student’s Contact Information |

Directions: Please check all relevant boxes in each category if the student meets this competency **80% of the time**. Enter the total number of checkmarks in the box on the following page.

| PRESENTATION | COMMUNICATION | CHARACTER | WORK ETHIC | RESPECT |
|--|---|--|---|--|
| Uses appropriate verbal expressions Uses appropriate body languages Listens responsively Dresses professionally | Modulates voice appropriately (tone, voice, pace) Uses appropriate vocabulary and syntax Conveys ideas clearly and effectively Promotes active and meaningful exchanges | Demonstrates responsibility Demonstrates integrity/dedication Maintains confidentiality of student records and performance Displays sensitivity | Is punctual and dependable Is a self-starter and innovator Exhibits self-sufficiency Exhibits accountability | Exhibits self-respect Exhibits respect for colleagues/staff Exhibits respect for all students Exhibits respect for property |
| PLANNING | CONTENT KNOWLEDGE | INTERACTION | INSTRUCTION | MANAGEMENT |
| Develops effective lesson plans Meets objectives of state/TESOL ELL standards Manages classroom effectively Makes effective use of time and resources | Delivers content accurately and at appropriate level Connects knowledge to real life Demonstrates knowledge of pedagogy and curriculum Displays innovation and resourcefulness | Anticipates students’ needs Meets needs of pupils from diverse backgrounds Uses verbal and nonverbal cues Practices acceptance and respect | Instructs at level appropriate to students Recognizes and addresses different styles, strengths, and needs Recognizes and addresses physical, social, and cultural diversity Uses varied learning strategies | Models positive classroom behavior Uses preventive behavior management techniques Manages students’ misbehavior promptly and effectively Manages misbehavior with dignity and positive refinement |

| Student Name | | | | |
|---|---|--|---|--|
| ASSESSMENT | TECHNOLOGY | REFLECTION | QUESTIONING STYLE | ENGAGES STUDENTS |
| <p>Uses alternative and established assessments</p> <p>Matches instructional objectives to assessment</p> <p>Provides opportunities for self-evaluation and reflection</p> <p>Assesses all students inclusively</p> | <p>Uses technology as a source of information and models ethical use of technology</p> <p>Uses technology to manage information</p> <p>Integrates technology into instructional practices</p> <p>Facilitates students' use of technology as a learning tool</p> | <p>Responds to feedback, reflects on performance, and implements suggestions</p> <p>Demonstrates professional ethics in daily activities</p> <p>Participates in professional growth activities</p> <p>Uses varied accommodations and modifications</p> | <p>Uses different cognitive-level questions</p> <p>Promotes inquiry strategies</p> <p>Builds student confidence after responses</p> <p>Uses appropriate wait time</p> | <p>Sets high expectations</p> <p>Promotes personal responsibility</p> <p>Uses prior knowledge to make content meaningful</p> <p>Cultivates a positive learning environment</p> |

Total Number of Checks: ____/60