The Practicum Handbook 2010

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AU TESOL PRACTICUM: DESCRIPTION AND HISTORY

The TESOL Practicum has been in existence for a number of years. It was designed to provide TESOL students having little or no teaching experience with a venue to practice instructional techniques and gain confidence in their teaching. It has consisted of two primary components: (1) the instructional Practicum Seminar and (2) a classroom placement. With rare exceptions, all classroom placements were carried out at AU’s English Language Institute (ELI*). The Practicum Seminar has served as a context for (a) re-visiting important methodological issues in a more applied contexts, (b) class discussions where teaching or observation experiences were compared and shared, and (c) the micro-teaching of certain techniques—often related to language skills. Historically, the instructor of Practicum Seminar had also been responsible for classroom placements. Consequently until recently, hands-on activities in the classroom placement played only a small role in the Practicum.

However, re-examination of the TESOL Practicum yielded the following insights: (1) students were frequently completing their practicum placements with less than two hours of teaching experience, and (2) many students enrolled in the TESOL Practicum had no intention of ever working in Intensive English Programs (such as AU’s ELI). Many planned to teach in K-12 contexts abroad, and others saw their primary career interests to be in Adult Education—audiences much different than students in pre-academic English programs at U.S. colleges.

Consequently, in Fall 1999, the TESOL Practicum was restructured. This reorganization had three goals:

- to better integrate the instructional component of the TESOL Practicum (the Seminar) with the rest of the MA in TESOL Program
- to formalize and systematize classroom placements so that the practicum experience would be more than just passive observation; thus ensuring that practicum students would gain significant teaching experience by the end of their placements
- to provide students with practicum experience in classroom environments which resembled, as closely as possible, the settings where they intended to teach

To facilitate these goals, an additional role was created: the Practicum Placement Supervisor. The Practicum Placement Supervisor acts an intermediary between the Host Instructor and the Practicum Seminar Instructor. The Practicum Placement Supervisor sets up and coordinates classroom placements; ensures that concepts and techniques from the Seminar are reinforced and validated by classroom activities; provides practical advice to both students and host-instructors, and carries out formal evaluations of practicum students’ teaching efforts.

This role of Practicum Placement Supervisor was modified again in Spring 2001 in response to disappointments felt by some practicum students and host instructors because of conflicting expectations. In fact, the primary role of the Practicum Placement Supervisor has become that of counselor—helping both parties explore their personal expectations and finding ways to reconcile those expectations.

Finally, beginning in Spring 2003, TESL-620, TESOL Practicum, became English Language Teaching III. The seminar component of this course is now required of all MA in TESOL students (although those with significant prior teaching experience do not need to participate in the Practicum Placement). This change was in response to student suggestions that while the MA in TESOL Program covered the theory and principles of English language teaching well, and provided sufficient instruction in classroom activities and lesson planning, students felt that they still needed additional instruction in the “art of teaching” (e.g., classroom management, adapting existing lessons, understanding student needs, and learning strategies for becoming a better teacher).

The resulting course model views the Practicum Seminar Instructor and the Practicum Placement Supervisor as team members with equally important roles. This team’s goals are to (1) to review and re-emphasize essential aspects of English teaching methodology, (2) to find ways to bridge the gap between methodology as it is taught and methodology as it is practiced, and (3) to ensure that the practical activities carried out in the placement classroom are conducive to effective and meaningful learning. The result of this joint effort will be a practicum experience more rewarding to all parties.

*AU’s English Language Institute ended classes on May 2, 2003.
I. Practicum Placement Goals
a. To reinforce methodological principles introduced in TESOL courses, esp. English Language Teaching I, II & III.
b. To give students opportunities to put these principles into practice in real classroom situations.
c. To provide professional development through observation, participation & teaching experience in the classroom.
d. To develop a realistic awareness of the structure of particular institutional settings and the teacher’s role in them.
e. To become more familiar with program design, school curricula, teaching resources & classroom technology.
f. To provide a venue for students to reflect on and evaluate what they’ve learned during their master’s program.
g. To help build students’ sense of being members of their professional community.
h. To give students practical experience in assessment and evaluation.

II. Required Participation in the Host Classroom
a. The practicum student must be present in the Host Classroom for a minimum of 30 hours during the placement.
b. The practicum student, through observation and discussion with the host instructor, will complete five reports on different elements of the host classroom (see IV. b. below).
c. The practicum student must take primary instructional responsibility for a minimum of five classes (or five instructional segments of longer classes). One of these classes will be videotaped. One will be observed by the Practicum Placement Supervisor.

III. Starting the Practicum Placement
The Practicum Supervisor will arrange an initial meeting with the Host Instructor and the Practicum Student to explain procedures for the practicum placement, discuss both parties’ expectations, and address any concerns that either the Host Instructor or Practicum Student might have. In fact, this session often becomes a sort of counseling session—encouraging both parties to visualize what they expect out of the experience and out of each other, so as to avoid misunderstandings and disappointments later on. This meeting may take place at the host institution or in the AU TESOL offices. NOTE: if the Host Instructor and Practicum Student can see themselves as a team working together to jump through the hoops of the practicum experience, we believe the experience will be more educational, collegial, and more satisfying to both parties.

At times, it may be impossible for the Practicum Placement Supervisor to attend the very first meeting (especially if the student has found the placement on her/his own). If this is the case, the Practicum Student will have to call the Host Instructor to arrange their initial meeting. In all probability, this will mean leaving a message and having the Host Instructor return the call. During the call, the student should confirm the time and place of the first visit, ask about nearby bus stops or parking arrangements, and show appreciation for the cooperation that the host instructor and her/his institution are extending to you.

If the Practicum Placement Supervisor cannot attend the initial meeting between the Host Instructor and Practicum Student, she will do her best to set up the introductory counseling session as soon as possible.

Students must report to teaching site on time (it’s helpful to scout the route ahead of time). Remember that Practicum students represent American University and the TESOL Program. Practicum students should always think of themselves as guests at the host institution. Also, at the host institution, the Practicum student’s role is no longer that of "college student". Students will be seen as teachers. Consequently, professionalism in dress, conduct, and manners is imperative.

In the initial meeting with the Host Instructor, practicum students should,

a. Discuss the placement schedule
b. Stress that they are there to learn and not to evaluate
c. Arrange for a tour of the institution, and try to find out all that they can about administrative policies that might concern them
d. Arrange ways to learn about the nature of the course curriculum and the materials used.
e. Express their expectations for the placement and carefully compare them to those expressed by the host instructor.

NOTE: Students observing in any public school should have a tuberculosis test prior to beginning the placement. This test may be performed by Student Health Center (ext. 3380). See Appendix J for a Medical Report Form.
IV. Practicum Placement Activities

**During the semester, practicum students should try to participate as much as possible in the following activities:

(a) observations and other activities that familiarize you with the classroom and its students  
(b) facilitating instructional activities  
(c) lesson planning and materials design  
(d) actual teaching  
(e) reflective self-evaluation

These types of activities (and the assignments and requirements that support them) are described below.

a. Observation and familiarization activities

The practicum provides an extended opportunity to observe a teacher’s classroom management and teaching techniques. As such, practicum students are encouraged to recall common classroom practices they have discussed in methodology classes (e.g., *appropriate wait time, elicitation techniques, feedback techniques*) to see the specific ways that their host instructor engages in these practices. However, some research suggests that traditional observation reports may not be particularly helpful. Therefore, practicum students are not required to make reports about observations, instead students will engage in following activities (see Appendices B-F for assignment criteria):

(1) reflect and report on the beliefs and values you have about what makes good teaching and the classroom practices that will help you manifest your "philosophy of teaching" in the classroom.

(2) keep three class logs (one log per instructional segment observed) and reflect on what you learned in doing these five logs: Class logs record mistakes the learners make in the class, key elements of the lesson that learners need to control, and rich procedural language that the teachers uses while instructing or explaining, but which is not formally part of the lesson materials. Keeping Class logs accomplishes some or all of the following: (a) helps you see how the actual class differed from the planned lesson, (b) helps you think of appropriate ways to respond to learner errors, (c) helps you become more sensitive to the richness of teacher procedural language and understand why we have to help students notice it (d) helps manage error correction, and (e) helps you see patterns and tendencies in learner errors. With host instructor permission, practicum students could review class logs with the host classroom student at the end of the class for which the class log was kept.

(3) learn and report on your host classroom’s curriculum: e.g., who designed the curriculum, what methodological principles drive the curriculum, what is the history of the current curriculum, how does the curriculum of this course relate to other courses, what text or other materials are used (and why), who are other stakeholders affected by the curriculum (that is, other than the instructor and the students).

(4) get to know the backgrounds and needs of the host classroom students: learn about the background and needs of students in your host classroom (through observation and discussion with your host instructor) so that you can have a clearer vision of the general backgrounds and primary needs of all the host classroom students. Understanding your students’ needs will better motivate the lesson planning process when you begin to plan the lessons you will teach.

(5) investigate and report on host instructor values and beliefs about teaching, and classroom practices: part of this data will be provided by observation and your experiences in the host classroom. This is especially true of classroom practices. Also, you are encouraged to deduce host instructor values and beliefs based on her/his classroom practices. However, to have the most complete picture possible (and to be fair and transparent), you will also want to directly ask your host instructor about her/his beliefs and values about teaching and how they are represented in the host classroom.

NOTE: although no traditional observation reports are assigned, since students will be in the class for a minimum of 30 hours, they will be observing often. This on-going observation will obviously provide data for the assignments above and more generally, it will give students the opportunity to observe an experienced teacher (and that teacher’s classroom practices) in action.

b. Instructional involvement activities (reported in the practicum placement logs)

The primary opportunity that the TESOL Practicum offers students is the chance to facilitate classroom activities on a regular basis. Students may feel a bit awkward at first, but the more they get to know the Host Instructor and the students,
the more comfortable they will feel assuming classroom responsibilities. It is important not to let natural reticence prevent students from jumping in right from the start. However, students also need to temper their enthusiasm and remain open and sensitive to their Host Instructor’s needs and preferences. Students should see the Practicum Placement as a collaborative venture with the Host Instructor—one where the lines of communication are open and expanding.

Below are some suggestions about how practicum students might offer their time and talents during the placement. They serve only as examples. Creativeness is encouraged. Practicum students should take initiative in developing their own ways to help students and the Host Instructor.

1. Suggestions for possible instructional involvement activities:
   - Lead large or small groups in activities
   - Teach lessons that form short segments of the whole class
   - Tutor individual students that need extra help
   - Engage in methods for transitioning students from one activity to another
   - Design and construct bulletin boards or other visual aids
   - Administer tests or evaluation instruments
   - Design individualized activities or lesson plans
   - Select and preview instructional software, videos, movies or texts
   - In K-12 setting, sit in on parent conferences

   **Note:** You are required to note in your Record of Practicum Hours and Activities a minimum of ten instructional involvement activities you engage in, noting the activity type and/or topic. The primary purpose of this requirement is to provide an explicit incentive for you and your host instructor to involve you in classroom activities as soon as possible and as extensively as possible. You should submit Record of Practicum Hours and Activities to the Practicum Supervisor.

2. Action research as an instructional involvement activity: Richards (1996) defines action research as “teacher-initiated classroom investigation which seeks to increase the teacher’s understanding of classroom teaching and learning, and to bring about change in classroom practices. Action research typically involves small-scale investigative projects in the teacher’s own classroom” (p.13). Because the Practicum Student is in the classroom as an observer, and because various types of observation are common means of data collection in Action Research, the Host Instructor and Practicum Student are strongly encouraged to find ways that Practicum Student can help the host instructor learn more about her classroom. Such Action Research allows the Host Instructor and Practicum Student to develop a more collegial and collaborative relationship. Typically the steps in Action Research follow the pattern described below:
   - the instructor determines a feature in her/his teaching or classroom that s/he would like to know more about
   - the “action researchers” devise a means for collecting data about this feature
   - once data is collected, it is analyzed and interpreted
   - based on this interpretation, classroom practices are modified to enhance learning
   - the modification is piloted
   - the piloting experience is evaluated and interpreted
   - the modification is adapted (if necessary) in light of the piloting experience

C. Lesson/materials planning
   Although students may have the opportunity to teach other shorter lessons, they should have primary instructional responsibility for at least 5 class sessions by the end of the Practicum experience. Lessons taught as part of the placement must be prepared in advance, and discussed with the Host Instructor and the Practicum Placement Supervisor before presentation (note: this advising may be done by email). The lesson plan framework in Appendix G can serve as a guideline. Plans should be shown to the Host Instructor well in advance of the lesson. No student should be permitted to teach prior to a review of the lesson plan with the Host Instructor. Lesson plans and copies of all materials for these five lessons must be submitted to the Practicum Placement Supervisor before each lesson is taught.

D. Actual teaching: Students must take primary instructional responsibility for at least 5 classes. A “class” may be thought of as a traditional language teaching class of 45 to 90 minutes in duration, or as a self-contained instructional segment of comparable time within a longer instructional period. Typically, to satisfy practice teaching requirement, instruction should be either to the entire class or to a clear majority of the students. Any time a Practicum student teaches, she should try to meet afterwards with the Host Instructor (or in the case of the official observation, the Practicum Placement Supervisor) to discuss strengths and weaknesses, and to identify elements that might benefit from
V. Additional Requirements and Reporting

a. Record of Practicum Hours and Activities (by activity type): Students must carefully track the number of hours spent (a) in observation, (b) in instructional involvement activities, and (c) in actual teaching. A log is provided in Appendix A for this information.

b. Observation and evaluation of practicum student’s participation and teaching: The Host Instructor will provide a written final evaluation report to the Practicum Placement Supervisor. In addition, the Practicum Placement Supervisor will correspond with both the Practicum Student and the Practicum Placement Supervisor independently at least every two weeks to make sure that all parties are familiar with what is happening in the placement. As such (if needed), the Practicum Placement Supervisor can serve as a go-between and advisor to both parties. In addition the Practicum Placement Supervisor will observe one (possibly in exceptional circumstances, two) of the classes where the student has primary instructional responsibility. Again, the Practicum Placement Supervisor will debrief the student on her performance later--either in person or by e-mail. For classes that the Practicum Placement Supervisor observes, students must provide a copy of the lesson plan and any materials to the Practicum Placement Supervisor prior to the class.

c. Teaching video: A teaching video is a required part of the TESOL Master’s Portfolio. The practicum student should work with the Host Instructor to determine which of the five direct teaching sessions will be the most appropriate to videotape. The Master’s Portfolio is a showcase style portfolio, so the lesson recorded should be one that is based on current English Language Teaching theory and methodology, and one that shows the student-teacher in the best light possible (e.g., it wouldn’t be advisable to focus on a writing class where students spend most of their time engaged in composition). The video should be at least 15 minutes long and should not exceed 30 minutes in length. Cuts at times may be desirable, but the nature of every class activity should be established before cutting to a new segment. The Practicum Placement Supervisor is available if students desire advice on structuring the lesson to be recorded. As a general practice, it is best to have someone operating the camcorder, rather than leaving it in a fixed position, so as to be able to follow the focus of activity and be able to move close up when needed. Most institutions these days have video recording equipment available, but it this is not the case, the TESOL Program has a digital camcorder that its students can check out. Students can transfer the video file to the DVD in AU Media Center in Hurst Hall, or by arrangement in the TESOL office. Because they are Master’s Portfolio requirements, students must prepare a short lesson description (if not the lesson plan itself) with copies of all materials used, and a one to two page critique of their teaching performance after watching their video. Elements to discuss in this critique of teaching performance include (a) which segments of the lesson were successful and why, (b) what segments were less successful (and the student’s analysis of this), and (c) modifications that the student would make if she were to teach this lesson again to a similar audience.

VI. Grading: Although English Language Teaching III is ultimately graded on an A-F basis, the Practicum Placement is evaluated on a pass/fail basis. To receive a “pass” for the Practicum, a student must receive passing mention from the Practicum Placement Supervisor. The ELT III Instructor, who is the official instructor of record, will give the final grade for the course. Passing the Practicum Placement component is determined by*—

(1) successful completion of all required activities
(2) subsequent approval of the Practicum Seminar Instructor

* All assignments must meet their specified criteria, and citations in these elements must conform to the guidelines of the TESOL Program style sheet.
APPENDICES

STUDENT REPORT FORMS
Appendix A:

Record of Practicum Hours and Activities
(by activity type)
RECORD OF PRACTICUM HOURS AND ACTIVITIES

Your Name______________________________  

(make photocopies of this original as needed)

Host Institution ___________________________    Host Instructor ________________________________

Course Title ______________________________  Student Proficiency Level _______________________

Session Date: ______________  Start Time: _______  Finish Time: ____________

Circle One: Observation/Familiarization Activity  Instructional Involvement  Teaching

Focus of Session:

__________________________________________________________________________

Session Activities:

__________________________________________________________________________

Comments/Highlights:____________________________________________________________________

________________________________________________________________________________________

Session Date: ______________  Start Time: _______  Finish Time: ____________

Circle One: Observation/Familiarization Activity  Instructional Involvement  Teaching

Focus of Session:

__________________________________________________________________________

Session Activities:

__________________________________________________________________________

Comments/Highlights:____________________________________________________________________

________________________________________________________________________________________

Session Date: ______________  Start Time: _______  Finish Time: ____________

Circle One: Observation/Familiarization Activity  Instructional Involvement  Teaching

Focus of Session:

__________________________________________________________________________

Session Activities:

__________________________________________________________________________

Comments/Highlights:____________________________________________________________________

________________________________________________________________________________________
Appendix B:

Criteria for Student Philosophy of Teaching:
Teaching Beliefs, Values and Practices
Criteria for your Philosophy of Teaching: Your Teaching Values, Beliefs, and Practices

Length: Maximum of two pages double-spaced

Motivation: The primary assumption of ELT III is that good teachers are reflective teachers. Reflecting on what you believe and value about teaching (think perhaps in terms of the kind of teaching you would like “done unto you”), and how you might bring those values and beliefs into being in your classroom practices will help you develop guidelines and criteria for what should be included in your lessons and what should not, how activities should be structured and sequenced, and how you interact with your students.

A second value of this assignment is that your values and beliefs (and practices) will in some ways be different from those of your host instructor, and ultimately they will not be identical to those of the TESOL Program (after all Professors are not always in 100% harmony about what the best teaching is, but they are still able to work respectfully together). If you make the effort to be explicit about your own philosophy of teaching, it will make it much easier to understand where and why you differ from others, and will make it easier to be tolerant of these necessary differences.

Suggested Guidelines: Your philosophy of teaching should focus on how you teach English in the classroom. This will often require you to refer to theories of second language acquisition or methodological models, but your focus (again) should be more on how you teach language than how we believe language is structured or acquired.

You do not need to focus your philosophy on teaching to a specific student audience. However, remember that claims you make when thinking about any particular student audience may not always apply to all student audiences.

You should make a concerted effort to imagine the practices that you could use to bring your values and beliefs to life in the classroom (and obviously mention these practices in your philosophy statement). This will be more difficult if you have limited teaching experience, but there is value in trying to make the connection between what you believe and how those beliefs might be manifested in your teaching practice. Also, when evaluating assignments, relative lack of teaching experience will be taken into account.

You need to provide examples. Examples can simply be parenthetical (like this), but they need to be there. For example if you state “I think that collaborative learning is the greatest thing since sliced bread” you want to provide a brief description/explanation/example to demonstrate that you’re clear on what collaborative learning is.

Also if you refer to a particular method, practice, or principle that you have learned about, you should mention the name of the person with which that concept is associated (often you might just note the name parenthetically. A bibliography is not required in any case).

Do not try to demonstrate to me all that you have learned in the course of your TESOL program of study. Write what you believe makes for good teaching, emphasizing whenever possible what you’ve learned at AU that either supports what you already believe about teaching or what you’ve learned that has affected how you now see teaching and the language classroom.

You do need an introduction and a conclusion. This is not simply a laundry list of teaching practices that appeal to you.
Appendix C:

Criteria for Class Logs
(followed by blank class log for copying and three sample class logs)
Criteria for Class Logs Assignments

What are class logs?
[see the pages following this document for a blank class log and sample Class logs]

A Class log is a sheet of paper you keep at your side during a lesson. The types of information you might note on the paper are--

- mistakes that students make
- key points of the lesson that were difficult and needed emphasis
- vocabulary or language features in the lesson that it would benefit the students to explicitly notice
- interesting or useful language appearing in the instructor’s procedural language (procedural language is, to put it most simply, the language that the teacher uses to give instructions, to explain, to give feedback--language which is not explicitly part of the lesson as the lesson plan was designed)

Class logs are very valuable resources to teachers of small classes. Class logs can provide--

- a record of what was discussed and what was important in one particular class (contrasted to the content of the lesson as planned for that class)
- personalization of the learning experience (the entries on the Class logs concern the learner's own language, problems, and questions)
- provide a means to control the timing of error correction, so that (a) the teacher doesn’t always have to do “on-the-spot” error correction, yet (b) doesn’t lose track of errors that should be noticed
- show patterns in student difficulties, so that you learn better what kinds of difficulties to expect and develop effective ways to respond to them
- provide opportunities for student review
- provide sources for quizzes and teacher in-class review

Class logs as teaching tools will only work effectively in small groups (classes less than 8-10 students). This is because with more than 8-10 students, even the most experienced teacher is so busy with classroom management issues that she cannot attend to the correction sheet and teach at the same time. However, in small classes, the teacher can simply note a word or two on the sheet at the moment some interesting language is produced and then get on with the lesson. Later, 10 to 15 minutes before the end of the class the teacher can stop and take a minute or two to write out her Class log data in just enough detail so that students can make sense of it, and review the items on the Class log with the class. In the best of situations, a copy of the Class log can be made for each student. If this is possible, they are asked to spend five minutes reviewing the log that evening, and then maybe a few minutes the next morning. After that, students are allowed to throw the Class log away. It isn’t a high stakes tool. In an ideal world, the teacher would review the Class log one more time at the beginning of the next class to reinforce memory and to serve as a bridge from the previous class. NOTE: If you complete your class log by observing someone else’s class, class size will not be the restriction would be if you were trying to keep a log in your own class.
Additional points:
Teachers often ask if student errors should be addressed with only to the student who produced the error. The answer is no. The assumption that we make is that if one of our learners made the error, it’s very likely that others would make the same error, so the whole class reviews and benefits together.

Typically a Class log will have 10 to 30 notions notations for an hour-long lesson. How many notations will depend on the nature of the lesson. Obviously, a discussion-based lesson will tend to have many more entries than a class primarily taken up with teacher explanation.

Keeping Class Logs as a Practicum Placement Student:

Practicum Placement Students will record and submit a minimum of three Class logs. Each Class logs should be kept for the duration of one instructional segment of the class (a instructional segment is a lesson or a segment of a longer class that introduces a language feature, works with that feature, and has some sort of closure before moving onto another instructional segment).

Since the practicum students will not be teaching at the same time that they are keeping the log, collecting enough entries should not be a difficulty. If—If, your Host Instructor allows you to review the correction sheet with the students, that would be a very good instructional involvement experience. You can suggest this to your Host Instructor, but remember that he/she is under no obligation to comply.

However, add enough context and guidance on your correction sheet (e.g., crossing out the mistake and providing a correction, writing a short rule, providing an image or another word to help students remember a pronunciation issue, a definition or a paraphrase of a vocabulary item or lexical phrase), so that IF you were to review it with students and then give it to them as a study aid, they would be able to follow your comments/notations.

*A Suggestion: You might particularly want to keep class logs in classes just prior to the ones you will teach. In this way you will have a built in review/bridge/warm-up activity to start off your lesson.

Your Class Log Reflective Report: The report should be 1 to 3 pages in length. Themes to address might include insights about--

- the types of errors your learners have tended to make
- effective responses to these common errors (e.g., helpful explanations; comparisons)
- the value of paying attention to teacher procedural language
- how Class logs can be an error correction management tool
- how you could use Class logs and assessment and in planning future lessons
- what was hard or difficult about collecting the Class log data
- what was hard or difficult about “explaining” your notations on the Class log sheet
- your honest appraisal of the value of Class logs
<table>
<thead>
<tr>
<th>Class/Organization</th>
<th>Students:</th>
<th>Date:</th>
<th>Pronunciation</th>
</tr>
</thead>
</table>

expression:
It's better than a kick in the head = it's better than nothing

left handed = to write with the left hand

to imply =

a comment = when you give an opinion, your idea

the brother's father
the father of the brother

Did you watch TV?

Sorry, I didn't understand
I didn't catch that

Could you repeat please (not so pole

I speak with all my family

They're good people

I haven't seen you for a while (a medium time)
glad = happy
to be back = to have already returned
maybe she likes me... to hurt = painful
I didn't believe him
That's sounds great?
I thought
to pass up = to miss
risk = possible danger
you only live once

I didn't believe... to believe = true/false
trust = a person will keep a promise
Cheap = good
wedding = the ceremony of marriage
I apologize - more formal

I'm sorry

Short cut = a short, quick way to go

(Perm) Would you mind if I

(Request) Would you mind (thing)

Response / not at all

How long / How long / How long / How long / How long / How long / How long

were you sick? / were you sick? / were you sick? / were you sick? / were you sick? / were you sick? / were you sick? / were you sick? / were you sick?

I was sick

I'm glad you're feeling better

I am sick

I hope you'll feel better soon

conventional ≠ original

bumpy = up and down
to bump = hit quick

jet lag = the feeling you have because of time difference

Why? → reason

Why, thank you → with complement
Get hold of = go see him
Pay attention
to handle a problem = to deal with it
to manage it
right away = immediately
to give feedback = to show your understanding
of your opinion
break in = to interrupt
whether = if
appropriate = correct
jet lag = tiredness from flying
Class Log

STUDENTS: 

PRONUNCIATION

DATE: 21/1/80

(make a) contract = agreement

commit = to oblige yourself

ignorant ≠ well educated

close to near from Brazil

I didn’t get your name. I don’t know your name.

it’s like X here ⇒ It’s the equivalent

I like very much the food.

I like (it), but not very much.

coming for to the class to start
Appendix D:

Criteria for Host Classroom Curriculum Report
Criteria for the Host Classroom Curriculum Report

If you know the curriculum of the host classroom obviously you will understand much better what is going on because you will know the decisions that lie behind the practices you see. Also you will be much more informed when the time comes to design the lessons you will teach, and be better able to situate your lessons IN the curriculum.

The actual report (not including the syllabus-type outline or any appendices) should run 3 to 5 pages.

Your curriculum report should touch on many (if not all) of the following issues:

- The history and evolution of the course curriculum, including--
  o who are the stakeholders for this curriculum (other than the teacher and the students)
  o what student audience was it designed for?
  o what methodological framework is the curriculum based on
- The primary goal(s) of the curriculum (think of outcomes; that is, what will the students be able to do after finishing this curriculum that they couldn't do before?)
- How the course curriculum relates to other courses in the institution
- A “syllabus-style” outline of the curriculum (i.e., lesson topics), by weeks, or days
- A description of texts and materials regularly used (if you can provide in an appendix photocopy samples of a unit in the textbook, handout, or lessons guides, it would be helpful) – give bibliographical information about materials
- Teacher autonomy (or possible alternatives) in relation to the curriculum (note: this may include ways in which the host instructor is held accountable for providing the curriculum)
- Assessment issues: how are students placed in the course, how do they exit it, who designs achievement tests during the courses, are there any long-term tests that affect the curriculum
- What are the host instructor’s opinions about the curriculum?
- (if possible) What are the student’s opinions about the curriculum?

NOTE 1: If possible (and feasible, sometimes curricula are immense) you might include a copy of any curriculum description document that exist for the course as an appendix to your report.

NOTE 2: Your host instructor will be an important resource for this report. However with her permission, it might also be helpful to talk to the Director or the head of the ESL instruction in your institution.
Appendix E:

Criteria for Student Background and Needs Report
Criteria for Student Background and Needs Report

For this report do not provide individual student profiles. To provide individual profiles would be very time intensive and might not help you develop a feel for the general needs you must address when teaching to the entire classroom. This assignment should be 3 to 8 pages in length (depending in part on the complexity of your student audience).

Instead of individual student profiles it is better to think of the general commonalities of background and needs so that you will have a better idea of how to respond to them when designing lessons and when teaching.

However, even when taking this more generic orientation towards student backgrounds and needs, you may find that you have situations where there are
(a) distinct student subgroups in the class. For example, Hispanic students often have common needs that might be different from the needs of the S.E. Asian students in the class; some students might be quite literate in their own language but know little English, others might be relatively fluent in conversational English but have low literacy skills.

(b) a few exceptional students (either those that are struggling or those that are very advanced), and while you need to focus more on responding to the majority of the class, you also have to think about ways to include these exceptional students in class activities

This focus on groups of students in the class will probably cause you to frequently use expressions like, “on the average,” “generally,” “for the most part” and “there is a tendency towards.” Also in both the “background” and the “needs” section you will likely have subheadings like “El Salvadoran Students,” “Russian Students,” “Joe Fisher” (an “exceptional” student).

COMPONENTS

Description of general student backgrounds: for each group you describe you should think about issues like,

- L1
- Exposure to English
- Time in English speaking environments,
- Proficiency in English
- Attitudes towards English and English speakers, their view of the status of English in relation to their L1
- Literacy (in both L1 and L2)
- Educational background,
- Current socioeconomic status of students and/or families
- Classroom expectations and conventional classroom behaviors the group may exhibit
- Treating exceptional individuals as “groups” onto themselves
- How are their learning efforts appreciated (and are these efforts supported or not) by the institution, by parents, by friends?
Assessment of general student needs: for each student group you will want to be able to provide answers to many of the following questions:

- Why are they in the class?
- What do the want to do at the end of class *(what do they see as their outcomes)*?
- What does their teacher/the institution see as their desired outcomes?
- How does English relate to their long-term goals?
- What kinds of interactions do they need to carry out now in English?
- How much distance is there between their current level of English and the level of English they need to succeed in their goals?
- What kinds of interactions does the curriculum expect them to be able to *(eventually)* engage in?
- What skills will they have to develop along the way to be able to engage in this target performance?
- In what ways are they used to learning and participating in classrooms now? What ways of learning and classroom participation will they need to be socialized into to continue to be successful learners?
- In your opinion, in what ways the host classroom curriculum address *(and fail to address)* the students’ needs?
- Are the needs of your exceptional learners addressed *(if you have any)*?

Proposed response in your lessons: Based on this data, what are some ways that you will try to respond to these students’ backgrounds and their needs?

Note 1: Data for this report will come from classroom observations, from your knowledge of the curriculum and stakeholders, the students *(in cases where it is appropriate and English proficiency is sufficient)*, and the host instructor.

Note 2: It may be preferable for this report to be more impressionistic than detailed. Its main purpose is to help you create an image for yourself of (a) where the students are at now and (b) where they what to go. Therefore, you CAN make very broad generalizations—just (1) anchor your generalizations with at least one specific example, and (2) use common sense: if you are making a claim that may seem unusual to your reader, you will need to support it more carefully.
Appendix F:
Criteria for Host Instructor’s Teaching Beliefs, Values and Practices
Criteria for Host Instructor’s Teaching Beliefs, Values, and Practices

**Purpose:** This assignment will help you understand why your host instructor conducts his/her classroom the ways she does. It is HIS/HER classroom and therefore you will need to conform to his/her way of doing things, whether you agree with how he/she does things or not. Indubitably, you will have some latitude in how you participate in class, or in how you teach your lessons; however, by and large, you will have to conform to his/her way of doing things. This is first a courtesy—the type of behavior good guests engage in, and second, it is only being fair to the students: they are used to (or becoming used to) a certain set of classroom practices—they are establishing learning routines based on how the Host Instructor teaches. It is not your place to disrupt these patterns.

**Data Resources:**

**Classroom Practices:**
- Your observations
- Lesson plans the host instructor has presented
- Structure and décor of the classroom
- Class rules and routines
- Consistent patterns in lesson focus or activity types
- The host instructor as informant

**Beliefs and Values about Teaching:**
- Inference you can make based on data on classroom practices
- The host instructor as informant

**Structure of the Report:** I think the report should basically have two parts—

Teaching Values and Beliefs
(1) How they are brought into the classroom through practices (*and in some classes perhaps, how expressed values and beliefs seem NOT to have been brought into classroom practices*)
(2) How you think you have adapted (or will need to adapt) to respond to these beliefs, values and practices

This report will be two pages in length. You are advised **not to share** this report with your host instructor.
Appendix G:

Criteria for Lesson Plans
PRACTICUM PLACEMENT LESSON PLAN FORMAT

1. Class demographics
   a. lesson topic
   b. lesson target feature or skill
   c. proficiency level of students
   d. number of students and general L1 backgrounds (you don’t need to count—
      e.g., predominantly Hispanic; most of the rest are S.E. Asians; two Ethiopians)
   e. class duration
   f. type of student audience (e.g., adult ed., pre-academic English, elementary ed.,
      community college (continuing ed. or credit bearing?)

2. Outcomes (what will the students be able to do at the end of the lesson that they couldn’t do
   before?) = objectives

3. Describe the lesson activities in sequence, with enough description/directions so that an
   experienced teacher would be able to look over your lesson plan for 10 or 15 minutes and
   then be ready to teach the lesson.

Note: In a grammar or function lesson, one would expect typical lesson sequencing such as
Language Presentation, Discovery Activities, Explanation/Modeling Phase, Controlled/
Semi-Controlled/ Communicative Activities, Debriefing/Closure (and Homework, if
assigned).
In a reading or listening lesson, one would expect typical lesson sequencing such as
activation of background knowledge, scanning/ skimming/ thorough reading in reading
lessons, listening for gist and then more details in listening lessons, comprehension and
vocabulary activities, text exploitation, and discussion (and Homework, if assigned).

4. Copies of all materials, handouts, transparencies, etc., necessary to teach the lesson (one
   copy of each is sufficient)

5. Reflective Self-Evaluation (1-2 pages): Sample questions to ask yourself:
   What went well, what didn’t go so well (and why)?
   What modifications would you make if you were to teach this lesson again?
   What did you learn about yourself as a teacher?
Appendix H:

Criteria for Student’s Final Reflective Report
Practicum Student’s Final Reflective Report

Your report will be submitted directly to AU’s Practicum Placement Supervisor. Your host instructor will not have access to the report and you are strongly advised to not provide the host instructor with a copy yourself.

There is no precise format for your report. It will likely be 2-5 pages in length. The report should provide the following basic information:

- your name
- date of report
- institution
- course title
- course beginning and end dates

Issues you should address in your report:

- What you see as your strengths and weaknesses as a teacher in a language classroom
- Progress you feel you made during the course of the placement
- Strategies for how you can continue to develop as a teacher
- How the practicum affected you (both positively and negatively)—this information is very important because it can give us better insights into how to structure practicum placements
- Recommendations to the AU TESOL Program that you might have for improving the practicum placement experience in general
OTHER FORMS
AND
DOCUMENTATION
Appendix I

Guidelines for Host Instructor
Final Report for the Practicum Placement
Guidelines for the Host Instructor Final Report for the Practicum Placement

Your report will be submitted directly to AU’s Practicum Placement Supervisor within 10 days of the completion of the practicum. The student will not have access to the report unless you yourself share it with her/him directly.

There is no precise format for your report. It will likely be 2-5 pages in length. The report should provide the following basic information:

- your name
- date of report
- institution
- course title
- course beginning and end dates

Issues you should address in your report:

- The practicum student’s classroom strengths and weaknesses as a language teacher
- Progress that the practicum student made during the course of the placement
- Recommendations about how the student could continue to improve as a teacher
- How the practicum affected you and your class (both positively and negatively)—this information is very important because it can give us better insights into how to structure practicum placements
- Recommendations to the AU TESOL Program that you might have for improving the practicum placement experience
Appendix J:

Medical Report Form
(to verify results of tuberculosis tests)
Medical Report From

This form is to be submitted to the TESOL Program before reporting to any K-12 public school for the Practicum Placement. It serves as a negative report of a tuberculin test or X-ray and is acceptable for only one year.

Student Name: _______________________________________________________________

Address: ______________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

To the Physician:

Each student scheduled for a Practicum Placement in a K-12 public school is required to present the results of a tuberculin test. After examining the above-named student, please indicate the following information:

Date of test: ___________________________

Chest X-ray: _______________ Negative:  ________________    Positive:________________

Intradermal: ________________   Negative: ________________    Positive: _______________

Examining Physician/Nurse:   Signature _____________________________________________

Name (please print) ____________________________________

Name and address of hospital or clinic: ______________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Thank you for your cooperation. Please call the TESOL Program at 202-885-2582 if you have any questions
Appendix K: Practicum Document Flow
(Who gets what documents)
## Practicum Document Flow
### Fall 2010

<table>
<thead>
<tr>
<th>ELT III Instructor*</th>
<th>Practicum Supervisor**</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Philosophy of teaching (prepared by Student)</td>
<td>• Record of Practicum Hours and Activities (prepared by Practicum Student)</td>
</tr>
<tr>
<td>• Class logs and overall reflection on logs (prepared by Student)</td>
<td>• Host Instructor’s Report on practicum</td>
</tr>
<tr>
<td>• Host classroom curriculum report (prepared by Student)</td>
<td>• Practicum Supervisor’s Observation Report (this report does contain evaluative comments related to the Practicum Student’s performance and is graded pass/fail)</td>
</tr>
<tr>
<td>• Host classroom student description and needs analysis (prepared by Student)</td>
<td>• Practicum Student’s final reflective report</td>
</tr>
<tr>
<td>• Host Instructor teaching beliefs, values, and practices (prepared by Student)</td>
<td>• Host Instructor’s Feedback Reports (5 reports should be prepared by the Host Instructor, one for each full lesson taught by the Practicum Student)</td>
</tr>
<tr>
<td>• Lesson Plans completed as course assignments (3) (w/individual reflections prepared by Student)</td>
<td>• Five (5) lesson plans (prepared by the student and submitted BEFORE the lesson is taught) - three (3) of which will be turned in to ELT III instructor as course assignments.</td>
</tr>
</tbody>
</table>
| • Teaching demonstration video (w/self critique prepared by Student) | **Notes:**  
These items are not scored (except for the Practicum Supervisor’s observation report). |

*Notes:  
Each of these items is scored by the ELT III Instructor.