

EDPC 601
Practicum TESL
Fall 2011
Eastern Mennonite University

Independent Study: Ziron Yong

Practicum Supervisor: Don Steiner, Ph.D.

Email: steinerd@emu.edu

Phone: (540) 432-4142

Description:

This practicum is designed to give candidates field experience in teaching English as Second Language. The course accommodates candidates who are currently teaching as well as candidates who are full or part time graduate students. Forty contact hours of teaching is required along with preparing a professional knowledge base for the TESL classroom.

Practicum Outcomes:

1. Explore through inquiry the dynamics of collaborative teaching between an English as a Second Language teacher and a regular classroom teacher.
2. Identify and implement specific strategies and approaches to improve collaboration.
3. Reflect on the effectiveness of the strategies and approaches that were implemented.
4. Develop a professional growth plan for ongoing improvement.

Requirements:

1. Meet with the practicum supervisor a minimum of three times to develop goals, review and assess progress toward goals, and revise goals as needed. The final meeting will be devoted to outlining what was learned and determining a professional growth action plan for the future.
2. Maintain a reflective teaching journal. The journal will focus on issues of collaboration that emerge as part of the candidate's work during the time of the practicum. The journal will include a minimum of ten entries of one to two pages each and will be turned in at least monthly.
3. Conduct interviews with the collaborating teachers and write a summary of each.
4. Read six articles on the topic of collaborative teaching, write a one to two page response to each article, and discuss the articles with the supervisor during face-to-face meetings. The articles will be chosen collaboratively by the student and the supervisor.
5. Write a four to six page final paper at the close of the practicum experience to address how well the goals were met and to outline a professional growth action plan for ongoing improvement.

Evaluation:

The course will be evaluated based on successful completion of each of the above requirements with points allocated as follows.

Three meetings with supervisor (4 points each)	12 points
Reflective journal with ten entries (2 points each)	20 points
Interviews with two collaborating teachers (10 points each)	20 points
Response papers to six articles (4 points each)	24 points
Final reflection paper and action plan	24 points
Total points possible	100 points

90-100	A
89-80	B
79-70	C