

Guidelines for Preparation of the Teaching Practicum Portfolio M.A. Program in ESL/Bilingual

The M.A. program in ESL/Bilingual Education requires all candidates ***not*** seeking certification to complete a 3 to 6 credit practicum. Students can take the practicum course (EDUC 742-010) or, under special circumstances, sign up for 3 to 6 credits of independent studies (EDUC 742-108) with their advisor. The practicum requires **at least 150 hours** of classroom observation, tutoring, and teaching. At least 80 hours have to be spent in a classroom context; i.e. only up to 70 hours of individual tutoring can be counted towards this requirement. Your cooperating teacher, in consultation with the MA TESL program coordinator and the practicum supervisor, will determine to what extent he or she asks to assist in the classroom during your observation period. Your classroom experience will, in most cases, be in the University's English Language Institute or some other adult oriented program. *This requirement must be met to the satisfaction of your practicum supervisor and the program coordinator prior to your being awarded the advanced degree.*

There are four phases to the practicum, as described below:

- I. Phase Two. The graduate student will observe (up to 40 hours) and provide up to 4.5 hours of teaching (as described below under Phase II, A-E) for either RW or LS skill areas for up to ½ of a session (usually during February).
 - II. Phase One. During a seven to eight week session of study at the ELI, practicum participants will serve as instructional assistants and observers, whereby they would:
 - A. Observe for one full session (up to 80 hours) in skill areas not covered in Phase I, either a LS or RW class (usually during March/April), attending every day, writing up observational reflections, responding to prompts provided by the practicum supervisor;
 - B. Assist the cooperating teacher in making copies, grading tests, grading homework, essays, and provide feedback, where applicable, on students' digitally recorded oral submissions;
 - C. Facilitate group/pair work, as directed/permitted by cooperating teacher;
 - D. Provide direct instruction for up to 9 hours over an eight week period that could take one of several forms:
 - i. one complete unit of study, or up to five consecutive days*
 - ii. 30-60 minutes on designated days spread over three to four weeks*

*Your instructional duties will be determined by the cooperating teacher in consultation with the Director and/or Practicum Supervisor. A graduate student not yet possessing sufficiently developed teaching or language skills to be effective in the classroom would be limited to 4 hours *or fewer*, with the additional required teaching hours met through supplemental instruction offered to the cooperating teacher's students outside of regularly scheduled class hours. Only those graduate students considered to have relatively strong teaching/language skills and who had established good student rapport, would be permitted to take over the class for teaching up to 9 hours in an eight week session (4.5 hours in a four week session).

 - E. During the instructional phase of the practicum, the graduate student will meet regularly with his or her cooperating teacher and periodically with his or her practicum supervisor to receive written and oral feedback and guidance.
- III. Phase Three. The graduate student will either (1) tutor up to six hours/week for 12 weeks or teach up to two listening laboratory classes/week for 12 weeks, or assist in the Self-Access Learning Center for 8 hours/week, or some combination of the above.

- IV. Phase Four. Graduate students will produce a portfolio. The purpose of this product is twofold: (1) to serve as a repository of your lesson plans and reflections throughout your practicum showing your growth over time as an ESL professional and (2) to showcase an action research project, allowing you to focus on an area of teaching you wish to develop further through research, reflection, data gathering, design of an intervention, and assessment of the intervention.

Your portfolio should contain the following sections and be submitted electronically, where possible, to your practicum supervisor:

1. An introductory section, in which you describe your own experience and background (a brief narrative of your ESL/Bilingual related experience).
2. A journal containing observations of your cooperating teacher's classroom, guided by the observation prompts provided by your practicum supervisor. Please note that the observation phase is **not** an opportunity to critique your cooperating teacher but rather to learn and benefit from his or her experience. If you are confused by a pedagogical, planning, or management decision made by your mentor, please ask questions of the teacher so you might understand further.
3. An action research section, identifying a particular area of your teaching you wish to investigate further (e.g., a skill area, methodological approach, classroom management technique, etc.). You will begin by gathering data on the focus area (through your written reflections, input from your cooperating teacher and practicum supervisor, input from students, video observations); research, including a literature review on the focus area; a proposal for addressing/improving this area; and feedback on and assessment of the intervention.
4. A larger section that includes your lesson plans (your practicum supervisor will provide information on how to design the lesson plans); materials used in your teaching designed or adapted by you, as well as why you chose to incorporate; and any video recordings of your teaching, as requested by your practicum supervisor. Be sure to reflect on your own teaching—what went well and what could be improved. Include feedback sheets from your cooperating teacher and practicum supervisor.
5. The portfolio must be submitted no later than the Friday prior to the start of final's week.

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