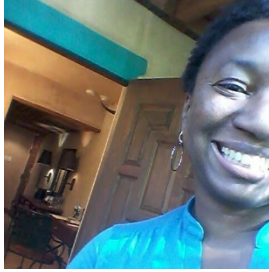*Greetings!*

Fall 2021

To TESOL Practicum Students and their Cooperating Teachers/Clinical Supervisors:

I am the Faculty Advisor for the Fall 2021 TESOL Practicum. As such, I oversee the instructional apsects of the TESOL Practicum, which runs concurrently with Student Teaching (Aug-Oct 8). These activities include conducting classroom observation and providing instructional feedback to student teachers carrying out the specialized TESOL practicum with English Learners.

As Faculty Advisor, I am here to support the academic learning objectives set for the TESOL Practicum. These objectives are based on KSDE's 7 Standards of ESOL Professionalism (see page 4 of the Handbook). They are designed to be met by students through 1) student teaching with English Learners and 2) the completion of coursework assigned via the online TESOL Practicum course.

We as a nation continue to work through the challenges of teaching and learning under the threat of COVID. As such, I have two reminders for us both as we work together this semester. *First*, we as educators must be flexible and responsive to the needs of students. As my student, I hold this commitment towards you. Deadlines, requirements, and assessment can be adjusted to meet the realities of our current environment. *Second*, although you may be conducting your practicum off campus, University resources—mental health through CAPS, physical health through Watkins, laptop and WIFI hot spot loaners through KU Technology—are just an email away. Stay in touch with your campus resources! You can find a list of such resources on Blackboard under *'Resources'*.

I look forward to working with you this semester, as well as your Clinical Supervisor. I will be in touch periodically (every 2 weeks or so) during the student teaching placement to follow up on your progress, provide guidance and feedback on your assignments, and evaluate your teaching.

Dr. Thomas

Dr. M'Balia Thomas
Assistant Professor
Department of Curriculum & Teaching (TESOL)
mbthomas@ku.edu (email)

cc: Clinical Supervisor

School of Education & Human Sciences

K-12 TESOL Practicum Handbook

Fall 2021 Handbook for Teacher Education Candidates (Student Teachers), Clinical Supervisors, and University Supervisors.

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Introduction to the Practicum

Overview. The TESOL Practicum allows individuals to gain supervised experience in Teaching English to Speakers of Other Languages (TESOL) for a professional KSDE ESOL endorsement. The TESOL Practicum runs concurrently with Student Teaching.

The TESOL Practicum designed to provide direct teaching experiences with learners of English in accredited K-12 educational contexts at an age and language level suited to the Practicum Student's initial license and professional interests. The practicum and all assignments given in the course are designed to support and reinforce the ESOL Professional Skills knowledge identified by KSDE:

KSDE ESOL Professional Standards:

1. *Standard 1: Language as a System.* Demonstrate knowledge of language as a system, including phonology, morphology, syntax, pragmatics and semantics, in order to support ELLs as they acquire receptive and productive skills, English language proficiency and literacy in the content areas.

2. *Standard 2: Language Acquisition and Development. Demonstrate* my knowledge of the theories and research in language acquisition, including the role native literacy plays in SLA, and apply appropriate instructional strategies for effectively increasing English language proficiency and literacy in the content areas.

3. *Standard 3: Role of Culture in Student Learning.* Demonstrate knowledge of the cultural dynamics of themselves, individual learners, school, and community and their influence on classroom practice and learning,

4. *Standard 4: Planning Instruction;* Demonstrate knowledge and understanding of research-based pedagogy for the differentiation of classroom instruction in order to meet grade-level content and language standards. Upload two different sets of lesson plans as used in your Student Teaching/ESOL Practicum classroom.

5. *Standard 5: Implementing Instruction.* Effectively implement a variety of research-based pedagogy for the differentiation of classroom instruction in order to meet grade- level content and language standards. Upload two different video recordings of your engaging in whole group (reading) or other instructional activity.

6. *Standard 6: Language Proficiency and Content-Based Assessments.* Demonstrate understanding of language proficiency and content-based assessments. They know and can use a variety of language proficiency instruments and content-based assessments to evaluate language and academic growth, to guide instruction and communicate results. Candidates demonstrate understanding of assessment issues that impact ELs.

7. *Standard 7: Professionalism.* Demonstrate knowledge of history, educational public policy and current research in the field of ESOL. Candidates are involved in professional growth opportunities and apply knowledge gained to inform teaching and learning.

Course Prerequisites. The TESOL Practicum fulfills the requirements for C&T 491—The TESOL Practicum. With few exceptions, TESOL Practicum students must complete the following courses as prerequisites to the Practicum:

- *C&T 330, 331or a comparable course in TESOL methods.* This course introduces you to the TESOL Content Knowledge and Pedagogical Content Knowledge needed to implement a Content-Based approach to Instructing English Language Learners.

- *C&T 423 or a comparable course in language assessment and testing.* This course introduces you to practices of assessment of ELLs.

- *C&T 424 or a comparable course in second language acquisition.* This course introduces you to the theories and approaches to second language acquisition that impact how, how quickly, and to what degree ELLs acquire English as a second language.

Key Practicum Terms:

- *Practicum Student.* The KU student participating in the practicum experience.

- *Clinical Supervisor.* An ESOL-endorsed Mentor, Host teacher or Site supervisor (also known as the Cooperating Teacher)

- *University Supervisor.* A KU supervisor from the Department of Curriculum and Instruction who coordinates the practicum requirements. The supervisor may be a faculty advisor or an advanced graduate student with TESOL experience.

- *Faculty Advisor.* The KU TESOL faculty member who is the instructor of record for the practicum. This person may also serve in the role of University Supervisor.

Highlights of the Practicum

- *Concurrent TESOL Practicum with Student Teaching.* The TESOL practicum is conducted during the preservice teacher's student teaching placement. Given that the two courses overlap, the TESOL practicum will highlight aspects of student teaching that directly relate to the needs of the English learner and the planning, differentiation, and assessing that takes place during student teaching.

- *Blackboard-Mediated (Online) Instruction.* Interactions between practicum student and KU instructors will be facilitated online through Blackboard.

- *Mandatory Teaching Observations.* Typically an informal (Formative) and formal (Summative) observation will be conducted by your Cooperating Teacher and your Faculty Advisory/University Supervisor. All formative and summative observations are assessed in-line with the SoEHS Star Rubric and in accord with the 7 KSDE Standards for ESOL Educators.

- *Required Course Assignments.* This course requires the completion of several assignments, which are sometimes graded; but most often assigned 'completion points'. The assignments are designed to encourage deep and critical reflection about the development of your TESOL content knowledge and pedagogical skill in working with English learners.

- *45-hour Time Requirement.* Kansas State Department of Education (KSDE) Endorsement requires a mandatory documentation of 45 hours of TESOL-related activities during the Practicum. These hours will be documented as part of a digital 'Memory Box' housed electronically on Blackboard. Details for the types of items to be collected in your Memory Box are provided under the *'Practicum Course Syllabus'* and on Blackboard.

- *Practicum Placement & Supervision.* The practicum placement is arranged by the Director of Field Experiences (Melissa Robinson) at the University of Kansas, School of Education in conjunction with partnering school districts. The placement is a contractual agreement in which the Clinical Supervisor signs a written agreement— The Clinical Supervisor Agreement—for fulfillment of the duties outlined for compensation by the School of Education and Human Sciences. Additionally, the practicum is completed 1) under the guidance of a Clinical Supervisor who holds an ESOL endorsement and who can model the expected professional conduct for K-12 educators and 2) in a classroom with no fewer than three English Language Learners (ELLs).

*About KU's School of Education and Human Sciences***.** This practicum is designed by The University of Kansas School of Education & Human Sciences (SoE). The primary mission of the SoE is to prepare leaders in education and human services fields. As stated in the School Code:

Within the University, the School of Education serves Kansas, the nation, and the world by preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework. Learn more about this framework online at *http://soe.ku.edu/about.*

Accreditation & State Standards. This course helps meet the standards for CAEP Accreditation and the State of Kansas Professional Educational Standards through the following learning objectives that underlie the TESOL Practicum:

- Demonstrate the content, pedagogical and professional knowledge, skills and dispositions necessary to help all students learn.

- Demonstrate their knowledge of TESOL and exhibit competency as a classroom teacher

- Participate in ongoing professional dialogue with a cooperating teacher and/or university supervisor

- Investigate key TESOL issues in the classroom setting

- Reflect on a wide variety of experiences within the classroom and, when appropriate, beyond

- Enact the professional competencies associated with Kansas ESOL endorsement standards

- Demonstrate through Summative Observations their ability to meet the professional, state and institutional standards.

Practicum Course Syllabus

C&T 491 TESOL Practicum is an online course that runs concurrently with your student teaching placement. All assignments and communications with the course instructor will be mediated through Blackboard and your KU email.

This course work designed to support your classroom interactions with ELLs and your integration of educational and linguistic theory with pedagogical practice. While your Student Teaching may run August-October, course work will continue the full length of the Fall Semester.

- *Course Highlights:* The workload for the course has been organized to accommodate your teaching work-load. Activities for the practicum are divided into two Learning Modules: *During Student Teaching (September-October) and After Student Teaching (November-December).*

- *Required Course Text*: No textbook is required for this course. Periodically, short readings are assigned during the practicum. These readings will be uploaded to Blackboard.

- *Grades & Grading Scale:* The total possible points available for assignments in this class is 100 points. Many assignments are based on the concept of completion (completion points) rather than assessment. This is to emphasize the nature of learning and engagement involved in a Practicum (training).

  The Grading Scale (or point scale) follows: 94-100= A, 90-93 = A-, 87-89 = B+, 84- 86 = B, 80-83 = B-, etc. *Note*: 10% of your grade comes from activities assigned before student teaching, 45% during student teaching, and 45% after student teaching.

- **The 2 Learning Modules:**

  While Student Teaching (Sept & Oct)—You will begin collecting items for your "Memory Box'. This digital box is a collection of pedagogical artifacts through which you will demonstrate your ESOL Professionalism according to the 7 categories identified for KSDE's ESOL Professional Standards. These artifacts will be 1) photographed, 2) labeled, described, and written about and then 3) uploaded to your electronic 'Memory Box' stored on Blackboard. You will use the Artifact Submission Form (Appendix) to submit your artifact for each of the seven Standards.

  The Memory Box. The specified amount of time in the practicum field experience is 45 hours, although the actual amount of practicum time may exceed 45 hours. The bulk of the time requirement (minimum 30 contact hours with ELLs) should be spent on *classroom activities related to educating and assessing English Learners*. To help you reflect on your pedagogical activities with English Learners, you will compile 7 different artifacts that reflect, describe, and express your developing professional ESOL knowledge. This knowledge will be expressed in relation to the Kansas State Department of Education's (KSDE) 7 ESOL Professional Standards. You will use the Artifact Submission Form to document and submit your artifacts.

What counts as an "artifact"? Artifacts are teaching or learning materials drawn from your student teaching that provide evidence and examples of the 7 Kansas Standards of ESOL Professionalism. "Evidence" includes aural, visual, written materials of your students' work, recordings of your teaching, photographs of your lesson plans, pictures of you in a professional development course, or copies or images of the curricular materials used in class. Artifacts can even include notes, observation notes, field notes that you are writing down in order to recall important events, interesting anecdotes, or official records on students. Be sure to remove any personal or identifying information if you are submitting artifacts of student work or records. You can include pictures of books, upload videos and other educational, pedagogical or professional material that reflects key ideas reflected in the Standard or that helps you better understand or demonstrate your knowledge of the Standard.

Do you have examples of "artifacts"?
Example artifacts are posted on Blackboard.

When are all of the artifacts due?
All artifacts are due following the completion of Student Teaching. This year artifacts will be due Friday, October 29.

After Student Teaching (Nov & Dec)—Following your time in a field and the three weeks granted to allow you to complete your Memory Box, you will then create a Self-Study and a Video Presentation that describes your self-study project. Your self-study will address a challenge, tension, or pedagogical concern you observed or personally confronted during your student teaching. This challenge, tension, or pedagogical concern must focus on the teaching or learning of English Learners. A video lecture describing self-study as a method of researching your teaching and student learning has been uploaded to Blackboard.

This project consists of ten tasks worth a total of 30 completion points.

- *Read.* 'Flying Solo' by Samaras & Roberts (2011) to learn more about Self-Study.

- *Write Your Self-Study Question? (3pts).* Describe a pedagogical problem or challenge you witnessed during your Student Teaching. This problem must involve English Learners in some way, and it must be a problem you are curious to investigate further. This problem does not have to be one you faced alone; rather it could be a problem that you or your classroom teacher encountered in delivering online instruction this fall. Use the guiding questions that are part of the 'What's Your Self-Study Question' box on the Self-Study Submission Form.

- *Provide Feedback (3pts).* Serve as a critical friend to your classmates. Read and respond to each of their self-study questions. Your response can include 1) support for the importance of their question, 2) perhaps insight you have gleaned from your own teaching experience, or 3) a link to an article you have encountered that might help them address their question

- Do Your *Research (3pts).* Find and upload 3 articles that provide you with insight into how you might address your research problem.

- *Share Your Initial Plan for Improved Learning (3pts).* Provide a brief summary of each article and explain how the articles helps you think about or better understand your research problem.

- *Provide Critical Friend Feedback (3pts).* Offer your experience and insight to others. Perhaps you

found a short article or video related to the topic a classmate is researching. Share that with them.

- *Share Your Data / Evidence (3pts).* What data have you collected for this self-study. What is data, you ask? It is tangible evidence (an artifact perhaps) that your problem exists. It is also evidence of your ENGAGEMENT with the problem, your attempts to address the problem.

- *Share Your Updated 'Plan for Improved Learning' (3pts).* Details about this 'plan' can be found on your Self-Study Submission form.

- *Provide Critical Friend Feedback (3pts).* Offer your experience and insight to others. Perhaps you found a short article or video related to the topic a classmate is researching. Share that with them.

- *Share What You've Learned (3pts).* Produce a short video (5-7 min) in which you introduce your self study—the problem, what you learned, how you would address the problem in the future. Perhaps you may want to add a final word to future students who are about to embark on their practicum with English Learners. What one piece of advice would you offer them? Upload your video to Voice Thread.

- *Submit Your Final Self-Study Submission Form (3pts).* Upload your submission form as a second entry on Voice Thread. Due Date. Friday, December 3, 2021.

Roles & Responsibilities

The Practicum Student. The roles and responsibilities of the Practicum Student will vary depending on the nature of the ESOL practicum and the prior experience of the Practicum Student. In general, though, this experience may begin with observation but must also include actual classroom teaching. The amount and nature of the classroom teaching is negotiated between the Clinical Supervisor, the University Supervisor, and the Practicum Student and is based on the Clinical Supervisor's and University Supervisor's judgment of the student's level of preparedness.

- *Complete Required Coursework.* This ESOL practicum includes course work designed to encourage the development of your professional and technical skills as an ESOL professional. The course assignments are posted on Blackboard. Though there are specific dates by which assignments are due, you should feel free to work on the assignments at your own pace as long as you meet the deadlines.

- *Complete 45-hour Time Requirement.* The specified amount of time in the practicum field experience is 45 hours, although the actual amount of practicum time may exceed 45 hours at the clinical supervisor's discretion. The bulk of the time requirement should be spent on classroom activities related to working with ELLS, including grading papers and lesson preparation, but can be rounded out by other professional activities that contribute to the development of knowledge and skills pertaining to the education of English Language Learners. You will document the activities you engage that meet the 45 hour requirement through the electronic creation of a "Memory Box". A description of the Memory Box is included on page 14; details will be provided on Blackboard.

- *Teaching Observations and Evaluations.* Ordinarily, the Practicum Student will implement one formative (early-to-mid September) and one summative (early October). These lessons will be observed, recorded, and evaluated by the Cooperating Teaching/Clinical Supervisor. Feedback will be provided to the practicum student using the STAR Rubric. The rubric and recorded observation will be forwarded to the University Supervisor / Faculty Advisor. *Note*: The STAR Rubric is the same rubric used to evaluate the student as a student teacher. However, a second STAR Rubric will be used to assess the student teacher as it relates to their work with English Learners.

The Clinical Supervisor. The Clinical Supervisor (who is either an ESOL endorsed cooperating teacher or ESL professional) has a crucial role in providing the Practicum Student with a safe classroom environment in which to fulfill their 45-hour commitment that is also conducive to developing appropriate knowledge and skills in the area of TESOL. This role includes participation in the following activities:

- *Submit Clinical Supervisor Agreement.* In addition to completing the evaluation instruments, we ask that Clinical Supervisors submit the "Clinical Supervisor Agreement" to KU by the third week of the student teaching/TESOL Practicum. The signed agreement can be scanned/photographed and then emailed to Melissa Robinson (mherm@ku.edu), or it can be sent to her via "snail mail". Her mailing address is provided on the Clinical Supervisor Agreement form.

- *Modeling and Mentoring.* This includes model and creating experiences during the practicum that promote an intellectually and professionally engaging practicum experience. This also includes signing and adhering to the above-mentioned Clinical Supervisor Agreement.

- *Teaching Observations.* The TESOL-endorsed Clinical Supervisor/Cooperating Teacher will conduct 2-3 teaching observations of the TESOL practicum student. The observations will be documented and evaluated using the online TESOL Evaluation Rubric. The Faculty Advisor will forward a link to this online evaluation rubric in early September and early October. **A copy of the rubric is included in this Handbook. Questions about the rubric should be direct to the Faculty Advisor, Dr. Thomas (mbthomas@ku.edu).**

  The Formative Observation. This informal observation should be conducted by the Clinical Supervisor midway through the practicum (early-to-mid September). After conducting the observation, this Clinical Supervisor will review assessment of the Practicum student's performance with the student and then submit the evaluation using the online TESOL Evaluation Rubric. Both will sign the evaluation rubric and a copy should be given to the student and a copy emailed to the Faculty Advisor, Dr. Thomas (mbthomas@ku.edu). Any problematic issues that arise in the course of the formative observation should be addressed with the Practicum Student in a timely fashion so as to give the Practicum Student the opportunity to improve their performance. Any issues of grave concern should be addressed to the Faculty Advisor, Dr. Thomas.

  The Summative Observation. This formal observation should be conducted by the Clinical Supervisor before the end of the practicum (early October). Again, the procedures above should be followed. A copy of the completed observation rubric should be submitted electronically using the online TESOL Evaluation Rubric.

- *Write and Submit Final Letter.* In addition, we ask that the Clinical Supervisor write and submit via email (mbthomas@ku.edu) a letter addressed to the Practicum Student's Faculty Advisor at the conclusion of the experience. The letter should document the amount of time served in the practicum and provide a short narrative of the candidate's performance in teaching. At the discretion of the student, the Clinical Supervisor may also be asked to write a letter of recommendation from the Practicum Student as part of their professional portfolio.

The University Supervisor / The Faculty Advisor. Most semesters, the Faculty Advisor will stand in the place of a University Supervisor. During semesters when the practicum is overseen by a University Supervisor, that individual will report to the Faculty Advisor.

Ultimately, the University Supervisor has a supportive role that complements that of the Clinical Supervisor. The University Supervisor reports directly to the Faculty Advisor and serves as a liaison between the Practicum Student, the Clinical Supervisor, and the Faculty Advisor. The University Supervisor is not responsible for serving as the go-between between KU and the school district, but may coordinate that contact. The University Supervisor also serves in an evaluative capacity and provides the Faculty Advisor the completed materials required for the practicum, as well as facilitating the evaluation of those materials.

In addition to the above, the University Supervisor should:

- Make contact with the Practicum Student and Clinical Supervisor early in the practicum for the purpose of introductions and ensuring that each party has received the necessary information.

- Facilitate the scheduling of the Practicum Student's experience to ensure the completion of the 45-hour requirement (which is reflected in the Memory Box task that students will complete).

- Serve as the main contact person for the Clinical Supervisor for most matters, and referring the Clinical Supervisor to the Faculty Advisor when necessary.

- Keep the Faculty Advisor up-to-date on any issues of concern regarding any practicum matters.

- Be available to the Practicum Student for classroom support, when and if necessary.

- The University Supervisor/Faculty Advisor is responsible for conducting a formative and summative observation of the Practicum Student. These evaluations will be based on the recorded video/audio the Practicum student makes of the two lessons delivered, observed and evaluated by the Clinical Supervisor/Cooperating Teacher.

In addition to these recorded observations, the University Supervisor/Faculty Advisor may elect to observe the Practicum student in a formal or informal face-to-face advisor. Such an observation would be planned by the University Supervisor/Faculty Advisor in coordination with the Practicum student and Clinical Supervisor/Cooperating Teacher.

Clinical Supervisor Agreement

School District: _____

School Name and Address: _____

Clinical Supervisor's Name/Email: _____

Practicum Student's Name: _____

Dates of Placement: _____

Dear Clinical Supervisor: We appreciate your willingness to accept a TESOL Practicum Student for this period. In the following brief paragraphs we have tried to outline some expectations that we feel help ensure a good experience for all concerned. *Please sign this document (no later than the third week of the Practicum) and return it to the address below.*

1. Allow the Practicum Student to gradually assume full time teaching by encouraging him/her to assume varied and partial roles, proceeding from preliminary tasks to larger undertakings; do so only after you have assured yourself of the Practicum Student's competency to assume such responsibility.

2. Initiate corrective action at the time a need is observed, communicating immediately with the University Supervisor in those instances where student performance and/or personal conduct raises any concern for the well-being of either the students in the classroom or the Practicum Student.

3. Permit the Practicum Student to assume full control of all classes for the maximum period of time possible, consistent with the ability of the Practicum Student, the classroom and school schedule, and the philosophy of your particular district.

4. Hold regularly scheduled conferences with the Practicum Student in which plans and objectives are discussed and performance is objectively evaluated.

5. Complete the necessary evaluation forms.

If you have any questions or concerns about this agreement, please contact: **Melissa Robinson, Director of Field Experiences School of Education & Human Sciences.** Joseph R. Pearson Hall, 1122 West Campus Rd., Rm. 217, Lawrence, KS 66045-3101, (785) 864-9601 | mherm@ku.edu

_____   _____
(Signature of Clinical Supervisor)   **(School)**

_____   _____   _____
(Name of KU Student Teacher/Intern)   **(Semester/yr)**   **(Date)**
(required; please print)

Suggested Practicum Activities

This schedule of practicum activities provides an hourly guide for how practicum students can be brought into increasing levels of teaching responsibility and practice over the course of the 45 hour practicum requirement. Because each Practicum Student will have a schedule unique to their site, the guidelines follow completed hours rather than a typical calendar. Students may want to fill this schedule in with specific dates to help them keep on track.

Practicum Hours	Activities
1 – 5	• **Initial Meeting with Clinical Supervisor, Orientation:** Setting up the Practicum Timesheet and logging all activities; Review the KSDE Standards for K-12 ESOL teachers and begin to reflect on how these are represented in the classroom; Building and classroom orientation; Meeting students and learning about their backgrounds; Getting familiar with classroom materials, curriculum, lesson formats; Participating in other TESOL-related activities as appropriate
6 – 10	• **Observations and "Controlled" Activities:** Making schedule with Clinical Supervisor for formative and summative lesson implementations; Making schedule with University Supervisor for formative and/or summative lesson implementations; Getting familiar with Kansas State requirements for ESOL students and educators via KSDE website; Participating in other TESOL-related activities as appropriate
11 – 15	• **From "Controlled" to "Guided" Activities:** Beginning to plan for first lesson implementation; Participating in other TESOL-related activities as appropriate
15 – 25	• **From "Guided" to "Autonomous" Activities:** Planning for lesson implementation; reviewing lesson plan with Clinical Supervisor and/or University Supervisor • **Implementing first formal lesson toward the end of the 25th hour:** Reviewing lesson with Clinical Supervisor and/or University Supervisor; Participating in other TESOL-related activities as appropriate
26 – 35	• **"Autonomous" Activities:** Assuming a greater role in classroom instruction; Participating in other TESOL-related activities as appropriate
36 - 45	• **Demonstrating Competencies:** Planning for second and third lesson implementations; reviewing lesson plans with Clinical Supervisor and/or University Supervisor • **Implementing formal lessons (summative) toward the end of the 40th hour:** Reviewing lesson with Clinical Supervisor and/or University Supervisor and Faculty Advisor; Participating in other TESOL-related activities as appropriate

Promoting an Engaging Practicum Experience

The following suggests 10 ways in which the Clinical Supervisor can provide the most intellectually and professionally engaging practicum experience possible for the ESOL endorsement candidate.

- Providing an overview of the professional expectations of the ESOL site, such as appropriate dress, the use of languages other than English, issues of confidentiality regarding student records, and the like.

- Familiarizing the Practicum Student with the curriculum, the textbook and/or other materials used in the program and provide sets of materials for the Practicum Student to use for the duration of the practicum.

- Reviewing with the Practicum Student the ESOL class schedule, and determining together, in conjunction with the University Supervisor, an appropriate plan for the Practicum Student to observe and teach ELLs in the most realistic contexts. The University Supervisor should be informed of this arrangement early in the semester.

- Reviewing with the Practicum Student the various policies and procedures enacted by the school district and school to ensure the equal participation of ELLs in the classroom, including the ways in which the school accommodates the linguistic and cultural diversity that ELLs bring.

- Reviewing with the Practicum Student the patterns of immigration prevalent in the school and district to give insight into the kinds of students in the ESOL program, their language, culture, and educational backgrounds, and their levels of English and academic preparation.

- Modeling lesson plan preparation and delivery, including the ways in which instruction is differentiated for ELLs of differing language abilities, the ways that content knowledge is made comprehensible and accessible, and the ways in which all language skills—listening, speaking, reading and writing—are promoted.

- Modeling ways in which ELLs language abilities and content knowledge are assessed, and allowing the Practicum Student to take part in those assessments.

- Including the Practicum Student in parent-teacher conferences and/or home visits, to help the Practicum Student make connections between the students and the families and communities that they come from.

- Informing the University Supervisor / Faculty Advisor of any concerns about the student teacher/intern's performance.

- When absent, ensuring that a licensed substitute teacher is called upon to supervise the pre-service teacher. An unlicensed Practicum Student should not be allowed to teach unsupervised.

Suggested Memory Box Activities

Below are suggested artifacts of activities that count towards Memory Box activities:

- grading papers, preparing lessons, holding meetings in support of the ELL

- Meeting ELL students and learning about their backgrounds; this is especially important for teachers who do not have ELs in their classroom

- Observing English Learners in your school setting, especially as they engage in various assessments or interact with various teachers and their fellow students throughout the day (how are they engaging in and reflecting their BICS/CALP throughout the day)

- Meeting and talking with other educators who work and / or provide services to support English Learners

- Engaging in Critical Partner Dialogues with your Clinical Supervisor or University Supervisor

- Planning for lesson implementation; reviewing lesson plan with Clinical Supervisor and/or University Supervisor

- Attending TESOL-related conferences, such as MIDTESOL, district ESOL meetings, SIOP workshops.

- Tutoring English Learners in English or a content area OUTSIDE of regular classroom hours.

- Create a short podcast describing a teaching technique that has worked well for you or your cooperating teacher in terms of building ELL literacy, language or other content skills.

- Write a review of a classroom reading book that ELLs tend to respond well to and that encourages the building of their literacy, language or other content skills.

- Create a short podcast where you share tales and or advice for upcoming practicum students about knowledge gained from working with ELLs and things you wish you had known about student teaching before going into the field

- Create a short podcast where you interview a TESOL professional about their practice and experience as an educator working with ELs; give a presentation at a workshop or staff meeting about working with English Learners.

The Memory Box

Artifact Submission Form
Fall 2021

Use this form to write up a description of your artifact. Attach physical evidence of your artifact. This 'physical' evident should be digital—a digital image and when relevant an internet link.

CATEGORY	SUMMARY
Artifact Name *Give your artifact a name, 'lesson plan', 'reading activity'*	
Artifact Category *For example, 'ESOL Standard 1: Language as a System', or 'ESOL Standard 7: Professionalism'*	
Narrative *Describe the artifact you have collected, the instructional or assessment purpose of the artifact, identify the informally or formally assessed English language proficiency of the English Learners addressed through this artifact, and what content and language objectives underlie this activity.*	
Implications *How does this artifact demonstrate your knowledge of one or more of the 7 Standards of ESOL Professionalism identified by KSDE. Feel free to describe this knowledge using the performance indicators expressed in the ESOL Practicum Summative Rubric.*	

Include 'Evidence' of your artifact here.

Self-Study Guide

Fall 2021

This form will serve as the written documentation of your Self-Study.

CATEGORY	SUMMARY
Self-Study Project Name *How might you title your self-study to reflect the key concern or awareness uncovered in your study.*	
What's Your Self-Study Question? • *Introduce yourself* • *Describe the context in which you are teaching* • *Who were your students* • *What successes did you encounter* • *What challenges did you encounter* • *What question related to English Learners do you want to investigate as a result of your student teaching / ESOL practicum experience? (Be sure to express this question in relation to one of the ESOL professional standards)* • *What evidence do you that this pedagogical challenge exists? Give 2-3 examples.*	

CATEGORY	SUMMARY
Who Makes up Your Critical Friends Team@ • *Who are they and how do they contribute to your understanding of your practice and to understanding how to address the research question you have about English Learners?*	
What Data or Evidence Have You Collected that Reflects Your Engagement with this Self-Study Question?	Attach your data or evidence to the end of this document.
What is Your Plan for Improved Learning • *What will you do?* • *What does research suggest you should do?* • *What do your critical friends suggest you do?* • *What do you think will be the outcome?* • *How will you measure student learning to make sure you have met your objectives?* • *Do any of the steps you outlined about reflect additional knowledge you hold in relation to the 7 ESOL Professional Standards? If so, highlight this knowledge and the Standards it reflects.*	

Include 'Evidence' of your artifact here.

Q46. Dear ▮▮▮, thank you for supervising ▮▮▮▮▮▮ over this semester. Please give us your impression of how our candidate performed while in your classroom.

This survey saves your responses automatically. While we hope this survey is not overly long, we want you to know you do not need to complete it all at one sitting.

Q1.
This assessment is comprised of 10 questions covering 7 standards and sub-standards.

This summative assessment is a cumulative evaluation of the candidate's TESOL Professional Skills (as identified by KSDE) over the course of the practicum. Any competency listed that was not observed directly in the classroom should be assessed through a face-to-face conversation with the candidate. This can be accomplished through questions that require the candidate to explain how their practice will demonstrate mastery of the standard.

Scoring Guide for Completing this Assessment

Level 1: Not Observed.
Candidates at this skill level demonstrate a 'factual knowledge' of ESOL concepts and skills. They have yet to demonstrate the minimum (performance) skills we hope our students will possess by the end of the Practicum

Level 2: Developing.
Candidates at this skill level demonstrate a 'conceptual knowledge' of ESOL concepts and skills. Performance at this level generally corresponds to levels of cognitive engagement at Bloom's "Remembering" and "Understanding" levels.

Level 3: Meets Expectations (Target).
Candidates at this skill level demonstrate a 'procedural knowledge' of ESOL concepts and skills. Performance at this level generally corresponds to levels of cognitive engagement at Bloom's "Applying" and "Analyzing" levels.

Level 4: Exceeds Expectations.
Candidates at this skill level demonstrate a 'metacognitive knowledge' of ESOL concepts and skills. Performance at this level generally corresponds to Bloom's taxonomy at the levels of "Evaluating" and "Creating".

Q2. Which Standard are you evaluating?

- ◉ Standard 1: Language as a System
- ○ Standard 2: Language Acquisition and Development

○ Standard 3: Role of Culture in Student Learning

○ Standard 4: Planning Instruction

○ Standard 5: Implementing Instruction

○ Standard 6: Language Proficiency and Content-Based Assessments

○ Standard 7: Professionalism

Q3. **Standard 1: Rate the Candidate's demonstrated knowledge of Language as a System**

Q4. 1. Candidate demonstrates knowledge of Language as a system (including phonology, morphology, syntax, pragmatics, and semantics) and use this knowledge to support English Learners as they acquire English Language Proficiency in the content areas.

○ NOT OBSERVED: The evidence indicates the Candidate does not yet recognize or recall different languages' grammatical systems, and is not yet able to draw upon this knowledge in their support of English Learners as they acquire English Language Proficiency in the content areas.

○ DEVELOPING: The evidence indicates the Candidate recognizes different languages' grammatical systems, but is not yet able to draw upon this knowledge in their support of English Learners as they acquire English Language Proficiency in the content areas.

○ MEETS EXPECTATION (Target): The evidence indicates the Candidate recognizes different languages' grammatical systems and uses this knowledge in their support of English Learners as they acquire English Language Proficiency in the content areas.

◉ EXCEEDS EXPECTATIONS: The evidence indicates the Candidate actively analyzes different languages' grammatical systems and uses this knowledge in their support of English Learners as they acquire English Language Proficiency in the content areas.

Q5. Standard 1: Feedback and Suggestions

Q7. **Standard 2: Rate the Candidate's demonstrated knowledge of Language Acquisition and Development.**

Q8. 2. Candidate demonstrates knowledge of Language Acquisition and Development through instructional strategies designed to effectively increase English language proficiency and literacy in the content areas.

○ NOT OBSERVED: The evidence indicates the Candidate does not yet recall or recognize stages of second language acquisition, nor implement this knowledge in their planning, instruction and assessment of the development of English Language Proficiency and literacy in the content areas.

○ DEVELOPING: The evidence indicates the Candidate recalls or recognizes stages of second language acquisition, but does not yet implement this knowledge in their planning, instruction and assessment of the development of English Language Proficiency and literacy in the content areas.

○ MEETS EXPECTATIONS (Target): The evidence indicates the Candidate recognizes stages of second language acquisition and implements this knowledge in their planning, instruction and assessment of the development of English Language Proficiency and literacy in the content areas.

◉ EXCEEDS EXPECTATIONS: The evidence indicates the Candidate recognizes stages of second language acquisition, implement this knowledge and uses it to differentiate their planning, instruction and assessment of the development of English Language Proficiency and literacy in the content areas.

Q9. Standard 2: Feedback and Suggestions

Q10. Standard 3: Rate the Candidate's demonstrated knowledge of the Role of Culture in Student Learning.

Q11. 3. Candidate demonstrates knowledge of the cultural dynamics (between themselves, individual learners, school, and community) that influence teaching and learning.

○ NOT OBSERVED: The evidence indicates the Candidate does not yet document the unique cultural characteristics of the learner, nor utilize this knowledge for planning, delivering and assessing instruction.

○ DEVELOPING: The evidence indicates the Candidate documents the unique cultural characteristics of the learner and attempts to utilize this knowledge for planning, delivering and assessing instruction.

○ MEETS EXPECTATIONS (Target): The evidence indicates the Candidate documents the unique cultural characteristics of the learner and successfully utilizes this knowledge for planning, delivering and assessing instruction.

◉ EXCEEDS EXPECTATIONS: The evidence indicates the Candidate documents the unique cultural characteristics of the learner and differentiates planning, delivery and assessment of instruction.

Q12. Standard 3: Feedback and Suggestions

Q13. Standard 4. Rate the Candidate's demonstrated knowledge of Planning Instruction.

Q14. 4. Candidate has knowledge and understanding of ways to create supportive social and academic classroom ecology (the structure, arrangement and events that influence the action and reactions in the classroom).

○ NOT OBSERVED: The evidence indicates the Candidate does not yet support or create a classroom ecology that builds on the potential of learners by setting conditions that engage and support student social and academic success.

○ DEVELOPING: The evidence indicates the Candidate struggles to support or create a classroom ecology that builds on the potential of learners by setting conditions that engage and support student social and academic success.

○ MEETS EXPECTATIONS (Target): The evidence indicates the Candidate successfully plans and creates a classroom ecology that builds on the potential of learners by setting conditions that engage and support student social and academic success.

◉ EXCEEDS EXPECTATIONS: The evidence indicates the Candidate creates and differentiates the structure of the classroom ecology according to the needs of the diverse student population in ways that engage and support student social and academic success.

Q15. Standard 4: Feedback and Suggestions

Q16. **Standard 5: Rate the Candidate's demonstrated knowledge of Implementing Instruction.**

Q17. 5.1 Candidate knows and effectively implements a broad range of core content and ESOL research-based instructional approaches, methods, strategies and techniques to develop students' critical thinking skills.

○ NOT OBSERVED: The evidence indicates the Candidate does not yet recognize or implement research-based strategies and techniques for differentiation of instruction, nor adjust lessons to ensure that engagement, language and academic growth is occurring.

○ DEVELOPING: The evidence indicates the Candidate recognizes research-based strategies and techniques for differentiation of instruction, but does not yet adjust lessons to ensure that engagement, language and academic growth is occurring.

○ MEETS EXPECTATIONS (Target): The evidence indicates the Candidate implements research-based strategies and techniques for differentiation of instruction, and adjusts lessons to ensure that engagement, language and academic growth is occurring.

◉ EXCEEDS EXPECTATIONS: The evidence indicates the Candidate designs research-based strategies and techniques for differentiation of instruction and plans lessons to ensure that engagement, language and academic growth is occurring.

Q18. 5.2 Candidate is familiar with technology and other instructional resources.

○ NOT OBSERVED: The evidence indicates the Candidate does not yet support the implementation of lessons incorporating technology and other instructional resources for meeting content and language standards.

○ DEVELOPING: The evidence indicates the Candidate attempts to support the implementation of lessons incorporating technology and other instructional resources for meeting content and language standards.

○ MEETS EXPECTATIONS (Target): The evidence indicates the Candidate successfully implements lessons incorporating technology and other instructional resources for meeting content and language standards.

◉ EXCEEDS EXPECTATIONS: The evidence indicates the Candidate designs and implements lessons incorporating technology and other instructional resources for meeting content and language standards.

Q19. Standard 5: Feedback and Suggestions

Q20.
Standard 6: Rate the Candidate's demonstrated knowledge of Language Proficiency and Content-Based Assessments.

Q21. 6.1 Candidate can assess learners' content-area achievement independently from their language ability.

○ NOT OBSERVED: The evidence indicates the Candidate does not yet recognize appropriate authentic assessment tools to accurately assess grade-level content knowledge at each level of proficiency.

○ DEVELOPING: The evidence indicates the Candidate recognizes appropriate authentic assessment tools to accurately assess grade-level content knowledge at each level of proficiency.

○ MEETS EXPECTATIONS (Target): The evidence indicates the Candidate implements appropriate authentic assessment tools to accurately assess grade-level content knowledge at each level of proficiency.

◉ EXCEEDS EXPECTATIONS: The evidence indicates the Candidate plans and designs authentic assessment tools to accurately assess grade-level content knowledge at each level of proficiency.

Q22. 6.2 Candidate may impact the flow of events on decisions that may lead to English Learners' placement in special education.

○ NOT OBSERVED: The evidence indicates the Candidate does not yet recognize or use current research on culture, language acquisition and effective practices to advocate for the needs of ELs.

○ DEVELOPING: The evidence indicates the Candidate recognizes, but does not yet use current research on culture, language acquisition and effective practices to advocate for the needs of ELs.

○ MEETS EXPECTATIONS (Target): The evidence indicates the Candidate implements current research on culture, language acquisition and effective practices to advocate for the needs of ELs.

◉ EXCEEDS EXPECTATIONS: The evidence indicates the Candidate evaluates and adapts current research on culture, language acquisition and effective practices to advocate for the needs of ELs.

Q23. Standard 6: Feedback and Suggestions

Q24. **Standard 7: Rate the Candidate's demonstrated knowledge of professional growth opportunities and advocacy for English Learners and their families.**

Q25. 7.1 Candidate is involved in professional growth opportunities and apply knowledge gained to impact teaching and learning.

○ NOT OBSERVED. The evidence indicates the Candidate does not yet recall or use the information gained from legal decisions, codes of ethics, professional standards, or professional development opportunities to impact their future teaching and learning.

○ DEVELOPING: The evidence indicates the Candidate recalls the information gained from legal decisions, codes of ethics, professional standards, or professional development opportunities, but does not yet use this knowledge to impact their future teaching and learning.

○ MEETS EXPECTATIONS (Target): The evidence indicates the Candidate uses the information gained from legal decisions, codes of ethics, professional standards, or professional development opportunities to impact their future teaching and learning.

● EXCEEDS EXPECTATIONS: The evidence indicates the Candidate advocates for the information gained from legal decisions, codes of ethics, professional standards, or professional development opportunities and uses this knowledge to impact their future teaching and learning.

Q26. 7.2 Candidate advocates for English Learners and their families.

○ NOT OBSERVED: The evidence indicates the Candidate does not yet engage or participate in collaborative activities with stakeholders to establish mutual expectations and ongoing communication to support learners.

○ DEVELOPING: The evidence indicates the Candidate engages and participates in collaborative activities with stakeholders to establish mutual expectations and ongoing communication to support learners.

○ MEETS EXPECTATIONS (Target): The evidence indicates the Candidate leads and participates in collaborative activities with stakeholders to establish mutual expectations and ongoing communication to support learners.

● EXCEEDS EXPECTATIONS: The evidence indicates the Candidate creates and plans opportunities for collaborative activities with stakeholders to establish mutual expectations and ongoing communication to support learners.

Q42. Standard 7: Feedback and Suggestions

Location Data