EDF 410/416/426
Reflective teaching in ESOL and foreign Languages
Fall 2005
Tuesday, 3:40-4:40 p.m.
Room 1-160B, Dewey

Instructor: Dr. Mary Jane Curry
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Student teaching supervisors

Foreign languages
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ESOL
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Course description
This course accompanies fall practicum placements ESOL and foreign languages. Its purpose is to structure experiences in the classroom, and to prepare participants for student teaching in the spring. It addresses WS standards 1, 2, 3, 5; TESOL standards 3, 4, and 5; and ACTFL standards 2, 3, 4, and 5.

Student teaching visits will be arranged between student and the university supervisor and faculty instructor. It is important that plans be discussed in advance, and the lesson plan be sent to the observer the day before, confirming the arrangements for the visit as well.

Required texts


Course requirements:
This course is offered on a satisfactory/unsatisfactory basis only for graduate students. (University regulations stipulate that undergraduates must receive a letter grade.) It is not available to auditors. Incomplete course grades will not be issued for this course. The same grade will be issued for both the seminar and student teaching. In addition to successful completion of your practicum, your grade will be based on the following:

<table>
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<th>Points</th>
<th>Requirements</th>
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<td>10</td>
<td>Attendance, participation, preparation, creativity</td>
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| 90     | Final course grade is based on a creative, well-organized **portfolio** built throughout the semester. The portfolio—which could be a file, box, binder, tote box, or other container—should contain:  
  ♦ Notes on observations and teaching written up to be comprehensible to another reader |
Lists of questions and notes from interviews

Samples of lesson plans and materials from classes that you observe and teach,

A picture file composed of 50 or more images, organized by tabs that fit YOUR teaching style (magazine, newspaper or personal photo images are preferred over computer images) (due October 25).

Any other materials that you collected and found useful to you in the classroom. Materials, such as lesson plans, should be typed. The portfolio is meant to be something that is useful to you, so even an on-the-spot handwritten note about something that you found useful is preferable to a carefully done set of notes that were written only for the purpose of this course. Get into the habit now of taking copious notes about every aspect of your student teaching experience. (Hint: keep a stack of larger post-it notes handy.)

How do I achieve 90 points?

<table>
<thead>
<tr>
<th>20 points</th>
<th>Peer teaching and lesson plans:</th>
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<td>One 15-20 minute lesson presented to the class. The purposes of peer teaching are to help you to become accustomed to leading a class and to help you to start thinking about planning lessons. Before each peer teaching session, you should distribute a lesson plan to the class that plans for an entire 40-50 minute class (or longer, if block scheduling is used in your school) and contextualizes the peer teaching activity. It should include:</td>
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<td>♦ the age and the proficiency level of the class, number of students and the first language background the objectives of the lesson</td>
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<td>♦ activities that lead up to the peer teaching session</td>
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<td>♦ homework or follow-up/extension exercises that would follow the lesson</td>
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You will be asked to lead the adults in the class in an introductory lesson on a different language or culture. While the lesson should present an introduction to some content, that content need not be basic, i.e., you could prepare an opening lesson from an advanced level French class.

Ideally, you should videotape your peer teaching. The purpose of the tape is not to evaluate you—you will be the only person to ever see the tape. Rather, the purpose is to give you an extra perspective on your teaching performance. You can reserve a video camera through the WS technology office or from the Media Services office in the library. WS videocameras only use the small tapes, however.

Peer teaching and lesson plans will be evaluated on the basis of:

♦ Preparation
♦ Clarity
♦ Suitability of objectives and materials
♦ Organization and thematic unity
♦ Direct relation to the New York State Standards (English Language Arts for ELL students and Languages Other Than English for foreign language students). FL students must also refer to Checkpoints A, B or C. Adult ESL students can refer to the NYS Adult Standards or Canadian Benchmarks.
♦ Level of variety and interest.

Lesson plans plus any informal notes or ideas that you had during or after teaching should be included in your final portfolio.
| 14 points | Long term observation in at least one class, and partial responsibility for instruction for the class for at least one week.  
While you may observe all of the cooperating teacher’s classes on your observation days you should talk with the teacher early on to select a class with which you will spend the most time. Plan to observe that class consistently over the course of the practicum, and to teach for at least one week towards the end of your practicum assignment. You will take responsibility for developing the lesson plans and materials for that week. Observation notes about the class, lesson plans, and sample materials should be included in your portfolio. You will be observed by the University Supervisor during this week. |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 20 points | Observation of other classrooms at your school  
Once you begin teaching, you will rarely have the chance to watch others teach, so it is important to take this opportunity to observe as many classrooms as you can. At least, you should observe all other ESOL or foreign language teachers at your school. It is also useful to observe teachers in other disciplines to see what the rest of students’ days are like, and to pick up additional ideas for classroom management. Special education classrooms are also a good idea to observe. You should observe a minimum of five other classrooms at your school. Ask your cooperating teacher for ideas for observations (but be prepared to make the arrangements to observe yourself). One or two typed pages of notes per observation should be included in your portfolio. Try to see these classes from a teacher’s perspective, and be on the lookout for techniques that will help you in your teaching. You might answer the following questions in your notes:  
♦ How does the teacher organize and vary activities?  
♦ How long are the activities?  
♦ How are they wrapped up?  
♦ How are classroom disruptions and discipline problems handled?  
♦ Are the instructional goals being met—are students learning? |
| 20 points | Interviews  
This assignment is intended to acquaint you with various school personnel and support staff and their roles. Interviews might be with the school principal or other school administrators, counselors, a school psychologist, etc. Ask your cooperating teacher for ideas about whom you might contact. You should interview two educators during the practicum. A list of questions prepared before the interviews (i.e., How do you function within the whole school?), plus notes on the interviews, should be included in your portfolio. |
| 16 % | Accumulate 4 points from the following options:  
a) 1 pt. Attend a school meeting (faculty meeting, team meeting, etc.). Include one page of your impressions of the meeting (not just a summary of what was said) in your portfolio.  
b) 1/2 pt. Participate in an administrative duty at your school, e.g., playground duty, a study hall, etc. Include a paragraph about the duty in your portfolio.  
c) 3 pts. Tutor a group of two-four students at least once a week throughout the practicum assignment. Include the materials you used or designed, plus at least two pages of notes on your tutoring experiences in your portfolio.  
d) 1 pt. “Shadow” one student throughout the school day.  
e) 1 pt. Write a two-four page reflection on how the teachers you have observed deal with one of the following:  
☐ discipline |
- classroom time management and making transitions between activities;
- grammar vs. communicative activities;
- curriculum development and materials (is there a mandatory textbook or curriculum? Where does the teacher go for ideas on curriculum and materials?);
- organization of classroom activities (individual seatwork vs. group work vs. whole class question and answer)—what are the advantages of each?

f) 1 pt. Teach one activity or a portion of a class (15-25 min.). Include an explanation of the activity, reflections on what went well and what you would change if you did it again, and photocopies of any materials.

g) You may request another activity, but it must be cleared with instructor in advance.

### Course Schedule

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<thead>
<tr>
<th>Date</th>
<th>Topic/Activity/Peer Teaching</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1 9/6</td>
<td>INTRODUCTIONS to each other, seminar, student teaching issues</td>
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<tr>
<td>2 9/13</td>
<td>Lead text discussion:</td>
<td>Submit chart of fall practicum hours and information on cooperating teacher and school. Cangelosi, Ch. 1—Complex Art of Teaching NTB pp. 1-33</td>
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<tr>
<td>3 9/20</td>
<td>Peer teaching:</td>
<td>Cangelosi, Ch. 2—Fostering Cooperation &amp; Preventing Discipline Problems NTB pp. 56-76</td>
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<tr>
<td>4 9/27</td>
<td>Peer teaching:</td>
<td>Cangelosi, Ch. 3—Establishing Cooperative Relationships NTB pp. 84-98; 174-184</td>
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<td>5 10/04</td>
<td>Peer teaching:</td>
<td>Cangelosi, Ch. 4—Standards for Conduct, Routine Procedures, and Safe-School Policies NTB pp. 115-132</td>
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<tr>
<td>6 10/11</td>
<td>Peer teaching:</td>
<td>Cangelosi, Ch. 5—Working with Individual Differences among Students NTB pp. 140-158</td>
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<tr>
<td>7 10/18</td>
<td>Peer teaching:</td>
<td>Cangelosi, Ch. 6—Motivating, Directing, and Monitoring Engagement NTB pp. 137-139; 185-188</td>
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<tr>
<td>8 10/25</td>
<td>Peer teaching:</td>
<td>Cangelosi, Ch. 7—</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Lead text discussion:</td>
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<tr>
<td>9 11/01</td>
<td>Peer teaching:</td>
<td>Designing and Conducting Engaging Learning Activities NTB pp. 159-163</td>
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<tr>
<td>10 11/08</td>
<td>Peer teaching:</td>
<td>Cangelosi, Ch. 8—Approaching Off-Task Behaviors Systematically NTB pp. 164-173</td>
</tr>
<tr>
<td>11 11/15</td>
<td>Peer teaching:</td>
<td>Cangelosi, Ch. 9—Modifying Off-Task Behavior Patterns NTB pp. 191-201</td>
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<tr>
<td>12 11/22</td>
<td>No class.</td>
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<tr>
<td>13 11/29</td>
<td>Lead text discussion:</td>
<td>Cangelosi, Ch. 11—Dealing with Disruptive Behaviors NTB pp. 217-224</td>
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<tr>
<td>14 12/06</td>
<td>Lead text discussion:</td>
<td>Cangelosi, Ch. 12—Incorporating Classroom Management Strategies into Your Teaching Style Portfolio due</td>
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