EDF 412, 414, 418, 420, 428, 430, 432
Reflective teaching in ESOL and foreign languages
Syllabus - Spring 2004
Tuesday, 3:40-4:30 p.m.
Rm. 1-160B
Dewey Hall

Dr. Mary Jane Curry
Warner Graduate School
1-160C Dewey Hall
Tel: (585) 273-5934 (o)
Tel: (585) 442-9242 (h) before 9 pm
Email: mjcurry@its.rochester.edu

Martha Hansen
Bilingual/ESL Technical Assistance Center (BETAC)
(M-F, 8:30-4:00 p.m.)
BOCES 2, 3599 Big Ridge Rd., Spencerport, NY 14559
Tel.: 585-352-2797 Fax: 585-352-2613
Tel.: 315-986-2617 (home, evenings before 9:30 p.m.)
Cell phone: 451-8766
Email: mhansen@monroe2boces.org
(Note: email NOT checked on weekends or during vacation)

This course accompanies student teaching; it is designed for teachers actively engaged in the classroom in the areas of ESOL and foreign languages. 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 (5) will be arranged between student and instructor or university supervisor. It is important that plans be discussed in advance, and arrangements be verified the night before. Observed lessons should be based on the approved Warner School lesson plan format, definitions, and rubric.


Course requirements:
This course is offered on a pass/fail basis only for graduate students. (University regulations stipulate that undergraduates must receive a letter grade.) Incomplete grades will not be issued for this course. Grade will be based on the following:
- (10 points) Attendance and preparation
- (15 points) Leading discussions on text and articles
- (15 points) Participation
- (40 points) Completion of several reports on assigned topics (see below), along with accompanying materials such as handouts, forms, copies of activities, etc.
- (20 points) Student teaching journal (submit twice). While you are student teaching, will keep a running journal which we will collect twice during the semester (see course calendar). Try to write at least three or four entries throughout the week. Your reflections should take the form of recounting the activities and behavior students display in your classes. Then, reflect on what students’ activities and

Hansen and Curry, EDU 447, Spring 2004
behaviors indicate about your own teaching, or others you observe. Format: Please type and double space.

At every class meeting, you should be prepared to discuss observations from your journal entries in class. Each participant will be asked to share one thing that went very well in the past week, and one issue or problem that you would like to discuss and problem-solve with the class.

**Topic 1: Classroom management**  
(2-3 typed pages)
The purpose of this assignment is to find out what procedures already exist for discipline and class management at your school, and to think about how you will handle these issues while student teaching.

From observing and talking with your cooperating teacher, find out:
- What sorts of rules has s/he established with students at the beginning of the year?
- How does s/he establish a good working tone or atmosphere in his/her classroom?
- What are students’ existing understandings of what they are held responsible for?
- How does the teacher usually handle discipline problems? How would s/he like you to handle them while you are in his/her classroom?
- What are the school-wide rules or procedures that you should know about when it comes to disciplining students?

From this information and course reading and class discussion, reflect on what you will do to establish a good working tone when you begin to teach classes. What strategies will you follow? What will you do when problems come up? Do you anticipate any particular problem areas, and what will you do to troubleshoot?

**Topic 2: Lesson planning**  
(2-3 typed pages)
The purpose of this assignment is to focus your attention on how the activities that you will be doing from day to day in the classroom relate to broader goals and plans. You should review the materials on lesson planning from 433/435A before you begin this assignment.

- Ask your cooperating teacher what sort of lesson planning is required by the school and the district.
- Does s/he have to turn in plans or show them for observations?
- Ask the cooperating teacher to tell you in general terms how s/he plans for the year.
- If available, make yourself a copy of them. (However, if they are not easily accessible, please do not spend your time or the cooperating teacher’s time trying to get them.)
- Ask your cooperating teacher about the lesson planning that s/he routinely does.
- If possible, copy a sample of the teacher’s plans for the week.
You may find that some experienced teachers do very little planning on paper, and are able to keep most of it in their heads. That does not mean that you will be able to do the same! At the end of your report, show the format in which you plan to keep weekly plans of your teaching, and explain how you will link weekly plans to broader course goals.

**Topic 3: Choosing and developing materials**
(2-3 typed pages, double-spaced, with examples of materials)
This assignment has two parts.

<table>
<thead>
<tr>
<th>Part 1: School-based</th>
<th>Part 2: Evaluating materials from a publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Find out where materials are kept at your school.</td>
<td>You will be required to attend a professional development session that features publishers’ displays. For language teachers, there is usually a book display at the NYSAFLT Conference in March.</td>
</tr>
<tr>
<td>□ Do your classes have a main text?</td>
<td>You will receive an announcement for events such as these. BETAC in Spencerport also has an extensive library. Choose a text that would be appropriate for the students that you are now teaching, and evaluate it. (Some publishers will give you an examination copy.) You will receive additional guidelines for this part of the assignment in class during the semester.</td>
</tr>
<tr>
<td>□ How does the cooperating teacher select supplemental materials, or</td>
<td></td>
</tr>
<tr>
<td>□ How does s/he select materials from several different sources?</td>
<td></td>
</tr>
</tbody>
</table>

**Topic 4: Contact with parents**
(2-3 typed pages, double-spaced)
Over the course of student teaching, you will most likely talk to parents on the phone or in person. Your assignment is to write a one- to two-page report on one contact with parents. It should include:

□ the circumstances that led up to the contact, whether you talked on the phone or in person,
□ what happened in the conversation, and
□ what you believe the result of the conversation was.
□ Note: call to share good news as well as concerns.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Activity</th>
<th>Reading/assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/20/04</td>
<td>Introductions; course objectives; formal lesson plan format</td>
<td></td>
</tr>
<tr>
<td>1/27/04</td>
<td>Unit plan format</td>
<td></td>
</tr>
<tr>
<td>2/3/04</td>
<td>Lesson planning; Designing and conducting engaging learning activities</td>
<td></td>
</tr>
<tr>
<td>2/10/04</td>
<td>Lesson designing; Approaching off-task behaviors systematically</td>
<td></td>
</tr>
<tr>
<td>2/17/04</td>
<td>The threat and reality of violence in your school</td>
<td>Submit Journal #1</td>
</tr>
<tr>
<td>2/24/04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/2/04</td>
<td>Creating a favorable climate for cooperation</td>
<td>Student teaching visit #2</td>
</tr>
<tr>
<td>3/9/04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/16/04</td>
<td>Communicating with students and their parents; Standards for conduct, routine procedures, and safe-school policies</td>
<td>Cangelosi, Ch. 8</td>
</tr>
<tr>
<td>3/23/04</td>
<td>Motivating engagement and giving directions</td>
<td>Submit Journal #2</td>
</tr>
<tr>
<td>3/30/04</td>
<td>Modifying off-task behavior patterns; Dealing with non-disruptive off-task behaviors</td>
<td>Articles:</td>
</tr>
<tr>
<td>4/6/04</td>
<td>Dealing with disruptive behaviors</td>
<td></td>
</tr>
<tr>
<td>4/13/04</td>
<td>No class – AERA week</td>
<td></td>
</tr>
<tr>
<td>4/27/04</td>
<td>Summarizing the student teaching experience</td>
<td></td>
</tr>
</tbody>
</table>