DEPARTMENT OF EDUCATION

EDU 489
Student Teaching in English As a Second Language

NUMBER OF CREDITS
Nine (9) credit hours

COURSE DESCRIPTION
This capstone field experience is designed to enable Teacher Candidates to develop competence during two seven-week placements in teaching English as a Second Language in grades k-12. It provides a supervised Student Teaching experience for Teacher Candidates. Candidates are placed in an ESL / BE classroom or resource room at a grade level appropriate to their circumstances. Candidates are placed in an elementary (K-6) setting for one placement and in a secondary (7-12) setting for the other placement. Candidates are expected to demonstrate dispositions, knowledge and skills essential to effective teaching consistent with New York State Learning Standards and Ontario Ministry of Education expectations. Candidates develop their final portfolios throughout the semester as a component of the Professional Seminar. Teacher Candidates are supervised by certified, experienced Cooperating/Associate Teachers and University Field Supervisors.

METHODS OF TEACHING
The Teacher Candidate is assigned to a Cooperating/Associate Teacher in a specified school to student teach under the guidance of the Cooperating/Associate Teacher and an assigned University Field Supervisor. The Candidate will employ a variety of methods, including seminar discussion, individual conferences, critical analysis, and group discussion, among others. The Candidate is expected to adhere to Methods orientations of student-centering through constructivist practice, process-product framework, and reflective practice during Student Teaching. The Final Student Teaching Report at the end of each of the two placements provides summative evaluations of the Candidate’s demonstrated proficiency in the following program expectations: knowledge of subject matter, knowledge of human development and learning, multiple instructional strategies, motivation and management, communication and technology, instructional planning, assessment of learning, professional development, and school / community involvement.

COURSE OBJECTIVES
1. **Instructional Competencies and Techniques:**
   The Teacher Candidate will:
   - demonstrate the ability to plan in a consistent, innovative manner;
   - use a variety of instructional materials, technology, media, visual aids, and other supplementary materials, as appropriate to the classroom setting and students’ grades and ESL levels;
   - plan and implement appropriate units / lessons based on students’ grade
levels and ESL;
levels, as directed by the Cooperating/Associate Teacher;

- conduct appropriate assessment of students’ progress;
- anticipate problems; plan, modify, and adapt instruction based on observed behavior and need; select appropriate materials;
- act upon behavior problems in a timely, firm, professional manner;
- observe and implement appropriate classroom procedures, rules, and standards, based on the Cooperating / Associate Teacher’s plan of classroom management; and,
- attend parent conferences and extra-curricular activities of the school as appropriate and directed by the Cooperating / Associate Teacher.

2. PROFESSIONAL AND PERSONAL QUALIFICATIONS AND DISPOSITIONS:
The Teacher Candidate will:

- demonstrate in-depth and accurate knowledge of subject matter;
- display appropriate interpersonal relationships and communication skills; recognize and ensure appropriate boundaries and rapport with students;
- show ability to project voice and speak clearly enough to be understood;
- know, recognize and comply with current educational legislation, regulations and policies and be able to remain current as issues evolve;
- be able to implement a variety of instructional and organizational strategies to assist all students in meeting curricular requirements and provide for individual needs;
- be highly reliable and punctual;
- be responsible and follow suggestions and directions;
- display a confident, well-poised demeanor and appropriate dress/grooming; exhibit knowledge of and interest in teaching and student achievement.

OUTLINE OF COURSE CONTENT
See TESOL (Teachers of English to Speakers of Other Languages) SPA Standards on MyNU under Student Teaching.

TEXTBOOK
Student Teaching Handbook
Assistantship Manual for TESOL

MAJOR ASSIGNMENTS
By the beginning of the second week, the Candidate should be involved in Planning / teaching with the goal of assuming the Classroom Teacher’s responsibilities, “as much as possible, as soon as possible”. Writing assignments consist of: unit plans, lesson plans, tests, and other assignments as directed or assigned by the Cooperating / Associate Teacher.

- Each Candidate is expected to compile a 3-ring organizational binder consisting of:
  - School Calendar and University Student Teaching Calendar
  - seating chart/classroom arrangement
  - building and/or classroom schedule
- student teacher transition schedule (when will you teach what?)
- daily lesson plans and unit plans including student assignments, student grades
- written feedback from Cooperating/Associate Teacher and Niagara University Supervisor
- resources and examples of use of technology

• During student teaching, the Candidate is under the guidance of the Cooperating/Associate teacher and thus may follow the written form for lesson/unit plans in place at the assigned school. Lesson formats may differ but all Candidate lessons will include all of the components of lesson plans as outlined in “Teacher Candidate Guidelines” in the Student Teaching Handbook.

• Unit and lesson plans are to be submitted to the teacher and reviewed before the Candidate is scheduled to teach in accordance with an agreed upon deadline between Cooperating/Associate Teacher and Teacher Candidate.

NOTE: When working one-on-one or in small groups of students, the Teacher Candidate is expected to prepare lessons using a lesson plan format from the Student Teaching Handbook.

ATTENDANCE POLICY
All absences from student teaching must be reported to both the Cooperating/Associate Teacher and University Field Supervisor. In the event of an absence, the Candidate is responsible for emailing lesson plans that the Candidate planned to teach that day, to the classroom teacher. Absences of more than two days requires a doctor’s certificate of illness to be submitted to the Office of Field Experience (FAX 716 286 8740). Time lost will be made up to the satisfaction of the Cooperating/Associate Teacher, University Field Supervisor, and Director of Field Experience.

COURSE REQUIREMENTS AND EVALUATION
Teacher candidates are required to fulfill expectations as outlined in the Student Teaching Handbook. Final grading is based on successful completion of the two Student Teaching placements as outlined in the Student Teaching Handbook and as verified by the Cooperating/Associate Teacher who completes the Final Student Teaching Report, and the University Field Supervisor’s observations. The Director of Field Experience submits the final grade for certification purposes. Formative evaluations include a Preliminary Report and a Mid-Way Report. Teacher Candidates will complete two capstone field experiences of approximately seven (7) weeks each, at the elementary level (U.S.- PreK - 2 and 3 - 6; Canadian – JK - 3 and 4 - 6). Grading Policy is located in Appendix II of the Student Teaching Handbook.

DISABILITY INFORMATION
Candidates with disabilities who may need accommodations in Student Teaching are encouraged to discuss options with the Coordinator of Disability Services in Seton Hall, First Floor, or the Director of Field Experience in Academic Complex, Room 222, prior to Student Teaching to ensure appropriate accommodations.

ACADEMIC INTEGRITY POLICY
“The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings to the appropriate source... Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence”. Teacher candidates must abstain from any violation of standards for ethical and professional behavior including using technology in an unprofessional manner. The full text of the Academic Integrity Policy is available on MyNU website.

BIBLIOGRAPHY


Course Number: EDU 489  
Course Title: STUDENT TEACHING IN ENGLISH AS A SECOND LANGUAGE CLASSROOMS

Course Description:
This field experience is designed to allow teacher candidates the opportunity to develop competence in teaching English as a Second Language in grades K - 12. It provides a supervised student teaching experience for students. Students are placed in an ESL/BE classroom or resource room at a grade level appropriate to their circumstances: students will be placed in a grade K –6 (elementary) setting for the equivalent of 20 days or more and in a grade 7 – 12 (secondary) setting for the equivalent of 20 or more days. Teacher candidates are expected to demonstrate attitudes, knowledge, and skills essential to effective teaching consistent with New York State Learning Standards and Ontario Expectations. Teacher candidates will develop their final showcase portfolio thorough the semester in conjunction with the professional seminar. Student teachers are supervised by an experienced cooperating teacher and the university supervisor.

Methods of Teaching:
Instructors and supervisors will employ a variety of methods, including seminar discussion, individual conferences, critical analyses, group discussion, among others.

Course Objectives (aligned with INTASC standards)
Prospective teachers will:

◆ demonstrate appropriate professional dispositions in the field setting. [INTASC 1, 2, 3, 9]

◆ observe and implement appropriate classroom procedures, rules, and standards, based on the cooperating teachers' plan of classroom management. [INTASC 1, 2, 3, 5, 7]

◆ observe the cooperating teachers' implementation of lessons, instructional approaches and strategies. [INTASC 1, 2, 3, 7, 9]

◆ plan and implement appropriate units/lessons, based on students' grade levels and ESL levels, as directed by the cooperating teacher; keep these unit/lesson plans in an organized notebook. [INTASC 1, 2, 3, 4, 5, 9]

◆ use a variety of instructional materials, technology, media, visual aids and other supplementary materials, as appropriate to the classroom setting and student' grade and ESL levels. [INTASC 1, 2, 3, 6]

◆ conduct appropriate assessments of students’ progress. [INTASC 1, 2, 3, 8]

◆ attend parent conferences, extra curricular activities of the school, as appropriate and directed by the cooperating teacher and/or the college supervisor. [INTASC 3, 9, 10]

◆ continue professional growth through participation at local and regional seminars and/or conferences, as appropriate and directed by the college supervisor or instructor of the professional seminar. [INTASC 9]

◆ demonstrate professional knowledge and growth through writings in a Reflective Journal kept in a well-organized notebook. [INTASC 1, 9]
complete a final showcase portfolio. [INTASC 1 - 10]

Required Textbooks: These are suggested textbooks; instructors are free to select appropriate texts, based upon the course description and their own expertise.

The students will read the Assistantship Manual for TESOL, a field manual prepared by the instructor and/or College of Education to provide professionalism expectations and dispositions; requirements of the Assistantship; and forms for Evaluation by Cooperating Teachers; Self-Evaluation forms. The students will keep a loose-leaf binder with two sections: (1) Unit/lesson plans and (2) Reflective Journal.

Course Requirements and Evaluation:
It is incumbent upon the instructor to modify this area in accordance with the course outline for due dates and specifics.

- Attendance and Professionalism 20%
- Written unit/lesson plans 20%
- Implementation of effective instruction 20%
- Reflective Journal 20%
- Showcase Portfolio 20%

Total 100%

- Note: Assessments are varied in format; all students will have an opportunity to "shine" at what they do best.

Attendance Policy
You are required to attend class every day and on time with all assigned readings completed in order to participate in class activities and discussions.

Academic Honesty
The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence. The principal violations of academic honesty are cheating and plagiarism.

Cheating includes the unauthorized use of certain materials, information, or devices in writing examinations, or in preparing papers or other assignments. Any student who aids another student in such dishonesty is also guilty of cheating. Other possible forms of cheating include submitting the same work in more than one class without permission.

Plagiarism is the presentation of ideas, words, and opinions of someone else as one’s own work. Paraphrased material, even if rendered in the student’s own words, must be attributed to the originator of the thought.

Please refer to the undergraduate catalogue for Niagara University’s policy on cheating, plagiarism, procedures and penalties.

Students with disabilities
Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later
than the first week of the semester. Students must also register with Diane Stoelting, Coordinator of Specialized Support Services (286-8076, ds@niagara.edu) in order to facilitate the provision of needed accommodations.

Counseling Services and Academic Support
The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. The staff of the office of counseling services in the lower level of Seton Hall and the Academic Support staff in the Learning Center in Seton Hall are here to help students manage the stresses of university life. All private consultations are confidential and free of charge. Appointment can be scheduled by calling 286-8536 (Counseling) or 286-8072 (Office of Academic Support).