

TEACHING ENGLISH AS A SECOND LANGUAGE

Field Practicum Manual

2008-2009



KUYPER  COLLEGE
Bringing God's Grace into Today's Culture

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Description of TESOL Practicum at Kuyper College

The TESOL practicum is designed to give the student a supervised practical teaching opportunity in which theoretical knowledge is integrated with valuable skills and experience in a structured setting. The practicum will include at least **100** hours of teaching and class preparation in a school, church, mission or agency setting. Of the 100 hours, at least **30** hours must be spent actually teaching. Concurrently with the field practicum placement, a capstone seminar is held weekly to review and critically analyze each student's field practicum experience. The seminar and the field practicum together will constitute 4 credits. Supervision for the practicum will be provided by the TESOL or cross-cultural studies faculty and a field supervisor at the school, agency or church at which the student is working.

Summer time practicum opportunities must be at least 6 weeks long. Semester long internship abroad opportunities are numerous and are a highly recommended alternative. Students should discuss these options with the TESOL/cross cultural studies faculty.

TESOL Practicum Goals and Objectives

- To provide a setting in which ESL/EFL teaching theory and practice may be correlated.
- To prepare students for competent ESL/EFL service as a Christian ministry.
- To cultivate in the student an increasing recognition of his/her God-given gifts for ministry and to provide a structured opportunity to exercise them.
- To help students acquire skills for effective teamwork in teaching and planning.
- To provide for the development of skills that will enable the student to adjust readily and to minister effectively cross-culturally.

Admission Requirements for TESOL Practicum

TESOL students are required to make formal application for the practicum the Program Coordinator by **February 10** or **Nov. 1** of the semester prior to placement into field practicum. The following criteria must be met to be eligible for placement in field. The student will:

- have been accepted into the TESOL program.
- A candidate for practicum will have completed 3 TESOL courses.
- A candidate for practicum shall have a GPA of 2.5 or higher in their TESOL courses and an overall GPA of 2.0.
- A candidate will have earned 1 hour of Field Education credit tutoring in TESOL.
- A candidate will be interviewed by the faculty advisor and will submit a written proposal concerning personal goals and objectives.

- A candidate will receive written permission from the faculty advisor concerning the approval or denial of the proposed practicum.
- The tuition fee for each hour of practicum credit will be the same as for other classes.

Outline of Responsibilities:

For student, field supervisor and faculty supervisor

- Develop and approve internship focus, objectives and timelines, including contact work, mentoring topics, reading material, journaling, papers by the second week of the internship.
- Debrief the practicum experience during the last two weeks of the practicum.

For the field supervisor:

- Meet weekly with the student to mentor, observe and discuss the student's teaching process.
- Observe at least two teaching experiences by the student and submit a written evaluation to the student. A copy should be sent to the faculty advisor as well. (See Appendix 4,5, and 6)
- Submit a final report and grade recommendation to the faculty advisor. (Appendix 4, 5, and 6)

For the faculty supervisor:

- Orient the field supervisor and student to the practicum process.
- Approve academic value of practicum focus, objectives and paper.
- Review reports from student and field supervisor.
- Evaluate assignments
- Observe a teaching
- Meet with the student for debriefing.
- Issue a final grade in conjunction with the student and the field supervisor.

For the student:

- Submit a practicum application form to T. Renkema (Appendix A-1)
- Propose and solidify the practicum focus, objectives and timelines with both the faculty advisor and field supervisor by the second week of the practicum. (see Appendix 2)
- Keep a lesson plan book of all lesson plans. (see details below)
- Keep a weekly journal and submit it to the supervising faculty by email weekly if internet access is available. (see details below)
- Meet with field supervisor weekly for administrative accountability and mentoring purposes.

- Submit weekly time sheets for each week including activities, teaching and lesson planning time. Copies to field supervisor and to faculty advisor with final paper. (see details below.)
- Ask that your field supervisor send two on site evaluations of teaching done by either the supervisor or other team member.
- Schedule a meeting with the field supervisor and the faculty supervisor for evaluation and debriefing of the experience during the last two weeks before leaving the field and within two weeks of your return to school after coming back from the field.
- Read 2 books, 1 which deals with the type of ministry you are involved in and the other which is about the country or people group to whom you are ministering. Write a 2-3 page paper in which you review the major ideas presented in the books and how they relate to your practicum teaching experience.

Practicum Journals

Students are to complete daily journals during their practicum. The journal must be of satisfactory depth, quality and style. While the journal is only one part of the practicum experience, it can be a basic source of self-assessment. As a student reviews his/her journal over the course of the academic year, it can provide an account for growth, learning, and development as a teacher.

Lesson Plans

Students must retain a plan book in which all their lesson plans are recorded by day and in order so that at any time either the supervising teacher or the practicum leader can review the plans with the student. These plans should also include overall goals and objectives for the lessons. Plan books should be brought to the weekly practicum sessions and/or turned in at the end of the practicum experience.

Time Sheets

Each student is required to keep a time sheet to log and provide an activity description. Time sheets must be signed by the student and practicum instructor, and submitted to the faculty supervisor on a monthly basis or at the end of the practicum experience.

Monitoring Placements

Whenever possible the faculty supervisor visits each practicum site a minimum of one time each semester. These visits are to be a consultation where the student, the practicum instructor and faculty supervisor review the student's progress at their assigned placement site. Items to be covered are current curriculum that aligns with student practicum placement, current responsibilities assigned to the student, strengths and issues or problems in the placement, student/teacher interaction and progress on learning contract.

Evaluation of Performance

Student Evaluation

The evaluation of a student's performance in the practicum should be an ongoing process, beginning with the student's first day of practicum, continuing in weekly instructional sessions and culminating in a final, written assessment. With evaluation as an ongoing process, there should be no surprises for the student.

The primary purpose of evaluation is to assist student in his/her own growth and development as a professional teacher. As the student's strengths are affirmed and areas of growth are identified, the student becomes a more competent, self-aware and self-evaluating professional.

A mid-term evaluation will be conducted in the middle of the semester and a final evaluation at the end of the semester. The written evaluation will be the primary tool used to evaluate the student's performance in the practicum. Evaluations have a subjective component to them, and because it is difficult to precisely define the evaluative criteria, it is important that the evaluation of the student be a shared process with the practicum instructor, faculty supervisor and the student. Responsibility for the student's final semester grade rests with the faculty supervisor.

A-1 –Student form

Practicum Application Form

(Should be submitted by student before Nov.1 or Feb.10 in the semester prior to the practicum)

Student's name: _____

Email address: _____ Phone : _____

Major: _____

Semester in which practicum would be completed: _____

Area of Interest: U.S. Abroad
 Children Adults Both/Either
 Private/religious Public No preference

Other Comments:

A-2- student form

Practicum Objectives Form

Student:

Site:

Phone/Email:

Field Supervisor:

Time Frame: ____/____ through ____/____

Phone/Email:

Practicum focus:

Brief description of TESOL assignment:

Specific objectives to be accomplished: Some objectives may be TESOL related; some may reflect personal growth goals, and skills development.

A-3 –student form

Midterm and Final Self-Evaluation

(to be filled out by the student and mailed to the faculty advisor)

Name: _____

E-mail address: _____

What were your first impressions upon arriving at your field assignment?

How have these impressions changed over the course of your internship?

On a scale of 1-4, rate your spiritual growth during this time period. (1=No growth; 2=Little growth; 3+Some growth; 4= Significant growth)

1 2 3 4

Explain what has contributed to your score on the rating scale.

What have you learned about yourself during this internship?

What areas would you like to work on during the remainder of your internship? (spiritual, skills, knowledge, relationships, etc.)

Describe the goals and objectives you outline in your practicum learning contract and where you see yourself in completing these.

How may I be praying for you during the remainder of your internship?

Signed: _____

Date: _____

A-4 – Field Supervisor form

On-Site Teaching Evaluation

(for use by field supervisor at midterm and at the end of the practicum)

Student:

Evaluator:

Date:

Location:

Event:

Age Group:

Rating Scale: 4 = **Excellent** 3 = **Good** 2 = **Average** 1 = **Poor** 0 = **Unsatisfactory**

Room

1. Was the room conducive to the teaching situation?

1. 4 3 2 1 0

Teacher

2. Was the teacher adequately prepared to teach the lesson?
3. Was he/she enthusiastic about the class
4. Did the teacher show warmth and friendliness in communicating to this age group?
5. Did he/she have good eye contact?
6. Did the teacher use proper English?

2. 4 3 2 1 0

3. 4 3 2 1 0

4. 4 3 2 1 0

5. 4 3 2 1 0

6. 4 3 2 1 0

Learners

7. Were there evident discipline problems?
8. If so, were they dealt with in an effective, appropriate manner?
9. Were the learners genuinely interested?
10. Did they participate in class?
11. Did they show evidence of understanding what the teacher presented?

7. 4 3 2 1 0

8. 4 3 2 1 0

9. 4 3 2 1 0

10. 4 3 2 1 0

11. 4 3 2 1 0

Lesson Presentation

12. Was there a specific goal?
13. Was it emphasized throughout the lesson?
14. Did either informal or formal assessment of learning take place?
15. Was there practice to follow up the presentation of the material?
16. Did the teacher ask thoughtful questions?
17. Did the teacher use a variety of teaching methods?

12. 4 3 2 1 0

13. 4 3 2 1 0

14. 4 3 2 1 0

15. 4 3 2 1 0

16. 4 3 2 1 0

17. 4 3 2 1 0

List:

18. Were these methods appropriate and effective?

18. 4 3 2 1 0

19. What visuals did the teacher use?

19. 4 3 2 1 0

List:

20. Were they attractive and well used?

20. 4 3 2 1 0

21. Were examples, illustrations, analogies or stories used?

21. 4 3 2 1 0

List:

***MIDTERM AND FINAL SUPERVISOR
REPORT***

(for use by field supervisor-submit two)

Student:
Phone:
Email:

Field Supervisor:
Phone
Email:

Date:
Report: Midterm Final

What has been the emphases/major topics of your meetings in the last month?

Are there any areas of growth? *Yes* *No* *Briefly Explain*

Are areas of concern? *Yes* *No* *Briefly Explain*

Reflect on the student's personal health (spiritual, physical, emotional, mental)

Reflect on the intern's relationship skills with leaders, parents, and students.

Are there any areas of growth? *Yes No Briefly Explain*

Any areas of concern? *Yes No Briefly Explain*

Reflect on the intern's progress with the academic requirements (journals, time management, readings, and paper if applicable)

Are there any areas of growth? *Yes No Briefly Explain*

Any areas of concern? *Yes No Briefly Explain*

As a result of this reflection, what will be the focus of your meetings in the next month?

A-6- field supervisor form

Midterm and Final Evaluation

(For use by field supervisor and by faculty supervisor)

Rating Scale: 4=Excellent; 3=Good; 2=Average; 1=Poor; 0=Unsatisfactory

1. Has love for people	4	3	2	1	0
2. Meets people easily	4	3	2	1	0
3. Attends to spiritual growth	4	3	2	1	0
4. Prepares thoroughly and diligently	4	3	2	1	0
5. Gains and holds interest	4	3	2	1	0
6. Organizes well	4	3	2	1	0
7. Remains Flexible	4	3	2	1	0
8. Speaks at proper age level	4	3	2	1	0
9. Dresses respectfully	4	3	2	1	0
10. Prompt at all appointments	4	3	2	1	0
11. Tactful, speaks truth without offense	4	3	2	1	0
12. Poised, even in embarrassing situations	4	3	2	1	0
13. Positive and enthusiastic	4	3	2	1	0
14. Confident yet humble	4	3	2	1	0
15. Cooperative	4	3	2	1	0
16. Interested in entire program	4	3	2	1	0
17. Can take as well as give directions	4	3	2	1	0
18. Accepts suggestions graciously	4	3	2	1	0
19. Dependable—completes agreed upon tasks	4	3	2	1	0
20. Self-motivated in recognizing and efficiently completing tasks	4	3	2	1	0
21. Evidences a minimum of worry/conflict/stress	4	3	2	1	0

A-7 – faculty supervisor form

Practicum Debriefing Worksheet

(For student to fill in before debriefing with faculty member.)

If your practicum is educational, it will help you learn about leading, about followers, about teaching, about learners, and about the social milieu in which leading and/or teaching occurs. Your practicum has likely reinforced certain prior beliefs and challenged other, introduced you to new ways of thinking about familiar phenomena, and helped you understand and learn more about leading/ teaching and your future in it. Now is a good time to make that learning explicit.

In your debriefing, think about the practicum holistically. To that end, consider the following questions and submit an orderly, written reflection.

CONTEXT:

What was the context of your practicum?

GOALS

What were the goals of your practicum?

LEARNING

What did you learn about leading/teaching in your practicum (principles, issues, realities)?

EPISODES

What episodes happened during your practicum to cause you to learn about leading/teaching?

How can you relate what you learned to other leading/teaching situations?

A-8-faculty supervisor form

Final Grade Rubric

Student:
Phone:
Email:

Supervisor:
Phone:
Email:

Proposal/Contract 5%

Time Sheets 10%

Journals 10%

On-Site Evaluation 10%

Final paper (includes readings) 30%

Field Supervisor Reports 30%

Practicum Debriefing 5%