Portland State University  
Spring Term 2014  

Course:  
CI 509: Practicum—ESL/Bilingual Endorsement  
3 credits  

Location:  
At designated school sites  

Schedule:  
Practicum activities to be completed between 3/31/14 – 6/14/14  

Supervisors:  
TBA  

Students needing an accommodation pursuant to federal, state or institutional education regulations should immediately inform the course instructor. Students with conditions affecting their abilities will be referred to The Disability Resource Center (503-725-4150; TTY or Relay 503-725-4178) to document their disability. That office will provide appropriate support and services.  

Graduate School of Education Conceptual Framework:  

<table>
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<tr>
<th>Vision</th>
<th>Preparing professionals to lead life-long learning and development within our diverse communities.</th>
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| Diversity and inclusiveness—Advocacy for fairness and respect | Candidates work effectively with diverse populations (1.1)  
Candidates promote inclusive and therapeutic environments (1.2) |  
| Research-based practices and professional standards—Professionalism | Candidates critically analyze and implement research-based practices (2.1)  
Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2) |  
| Impact on learning and development—Commitment to learning | Candidates ensure that all learners and clients succeed (3.1)  
Candidates use technology to enhance learning and development (3.2)  
Candidates influence policy and provide leadership for organizations (3.3) |  
| Evidence-informed decision making—Reflection | Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1) |  

Course Purpose and Description:  
Practicum is the culminating activity of the ESL/bilingual endorsement licensure program. It is designed as an opportunity for new ESL/bilingual educators to practice what has been learned in the Succeeding with Linguistically and Culturally Diverse Students course series. Participants will spend at least 90 contact hours working consistently with the same group of at least six ELL students. These students must be non-native English speakers, but do not need to be district-identified as requiring ESL services. Practicum participants will:  

- Assess individual learning needs  
- Develop a curriculum to meet those needs  
- Deliver the curriculum  
- Evaluate the results of the curriculum  
- Complete written assignments as described in this syllabus.  

Participants will work with a local ESL-endorsed cooperating teacher who serves as a mentor/guide for consultation and problem-solving, and a university-appointed supervisor who will observe and complete final evaluation of the practicum work. Participants will check in with both of these people at each step of the process outlined above. Practicum assignments are
worked out individually and designed to meet the participants’ needs (ESL or ESL/Bilingual, Elementary, Middle or High School, etc.). Participants who are currently teaching may complete practicum activities in their own classrooms if requirements above can be met.

**Course Objectives:** Upon completion, ESL/Bilingual Endorsement practicum participants will be able to:

<table>
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<tr>
<th>Learning Outcomes</th>
<th>Conceptual Framework</th>
<th>TSPC Standards &amp; ESL/Bilingual Endorsement Program Competencies</th>
<th>Documentation/Evidence</th>
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| Demonstrate knowledge and understanding of theories, practices, and professional dispositions required for working effectively with linguistically and culturally diverse students as presented in the ESL/Bilingual Endorsement course series. | •Diversity and Inclusiveness  
•Research-Based Practices and Professional Standards  
•Impacting Learning and Development  
•Evidence-Informed Decision Making | TSPC Standards 1-6; Program competencies 1-14* | Classroom observations; lesson plans; essay; written reflections |
| Write and reflect on competencies required for ESL/Bilingual Endorsement based on rules established by the Oregon Teacher Standards and Practices Commission (TSPC). | •Diversity and Inclusiveness  
•Research-Based Practices and Professional Standards  
•Impacting Learning and Development  
•Evidence-Informed Decision Making | TSPC Standards 1-6; Program competencies 1-14* | Classroom observations; lesson plans; essay; written reflections |
| Display the ability to successfully implement theories, practices, and professional dispositions in the classroom when working with English-language learners. | •Diversity and Inclusiveness  
•Research-Based Practices and Professional Standards  
•Impacting Learning and Development  
•Evidence-Informed Decision Making | TSPC Standards 1-6; Program competencies 1-14* | Classroom observations; lesson plans; essay; written reflections |
| Demonstrate appropriate professional dispositions related to fairness and the belief that all students can learn. | •Diversity and Inclusiveness  
•Impacting Learning and Development | TSPC Standards 2, 4, 5; Program competencies 4, 5, 8, 9, 10, 11* | Classroom observations; lesson plans; essay; written reflections |

* TSPC Standards and ESL/Bilingual Endorsement Program Competencies are described in documents distributed separately from this syllabus.
**Required/Reference Materials:** No textbook or reference materials are required. A practicum handbook and relevant forms and instructions will be distributed during the practicum orientation meeting.

**Course Requirements:**

1. **School/Classroom Activities**—
   
   • Spend at least 90 contact hours of involvement with 6 or more ELL students.
   
   • As part of the 90 hours, work independently to develop and present a curriculum or unit (at least 10 lessons or class periods) that includes the following:
     --Pre-assessment of students’ learning levels/needs
     --Goals and objectives to meet those needs
     --Lesson plans
     --Use of activities and materials appropriate for ELL students
     --Post-assessment of students’ progress in relation to unit goal(s)
   
   • Prepare specific written lesson plans, including the elements above, for at least two lessons that will be observed by the university supervisor, using the lesson plan format and instructions provided.
   
   • Consult, as needed, with cooperating teacher and university supervisor.
   
   • Meet with the university supervisor and cooperating teacher during the practicum period, ideally:
     --at the outset to identify goals, objectives, activities, and a timeline for completion
     --approximately mid-way, to review progress
     --at the conclusion to evaluate practicum activities and accomplishments.
   
   • Complete the “Practicum Student Log” form, or maintain a similar record of practicum activities to document the required 90 contact hours, and submit to university supervisor at conclusion of practicum period.

2. **Written assignments**— Submit all written work to university supervisor by agreed-upon date in order to allow sufficient time for your supervisor to review and complete grading by the term deadline. Final versions of all written assignments must be submitted within *Tk20* (see #3 below). Supervisor will advise if she/he prefers to receive hard copy of written assignments prior to final submission within *Tk20.* On all written assignments be sure to include: •Your Name; •PSU Term; •Practicum Supervisor; •Date.
   
   • Prepare at least two written lesson plans, using format and instructions provided.
   
   • Write a reflection paper (total 4 pages maximum) following instructions below:

   --**Lesson Reflection** (2 pages maximum): Select ONE of the written lessons observed by your university supervisor and write a reflection addressing the following:
a. Why did you decide to teach this lesson?

b. Pick four of the Competencies listed below, and write:
   • why you addressed this particular competency in your lesson; what was your rationale?
   • what you did to support your students using this competency; what books, strategies, techniques did you use?

   **Competencies:**
   --Language Acquisition --Assessment
   --Applied Linguistics --Diversity
   --Inclusive Curriculum --Reflection of the Experiences of All Students
   --Innovative Techniques

c. What worked well in your lesson, and why?

d. What was not successful in your lesson? What would you change, and why?

e. What would you do to improve this lesson the next time you teach it?

f. What did you learn from teaching this lesson?

---**Overall Practicum Reflection** (2 pages maximum) addressing the following:

a. What were some of the positives that you experienced during your practicum?

b. What were some of your challenges during practicum? How did you deal with them?

c. What will you change in your teaching skills and techniques as a result of your practicum experience?

d. What did you learn from your practicum experience?

- Write an essay speaking to the 14 PSU ESL/bilingual competencies, which reflect endorsement standards set forth by the Oregon Teacher Standards and Practices Commission (TSPC). The essay should demonstrate your knowledge and understanding of the theories and practices presented in your ESL endorsement coursework, as well as your ability to apply the theories and practices when working with English language learners. Use the format below:

  a. State the competency (e.g., 1. Language Acquisition; 2. Applied Linguistics, etc.);

  b. Define the competency;

  c. Briefly discuss theories, concepts, or practices from your ESL coursework that relate to this competency;

  d. Give examples of how you applied this competency during your practicum.
3. **Use of Tk20**—An active Tk20 account is required. If you do not yet have a Tk20 account, go to [www.tk20.pdx.edu](http://www.tk20.pdx.edu). The fee for Tk20 is $100 plus a $3 service charge. You may pay by credit or debit card. If you are on financial aid you may purchase through the PSU Bookstore for an additional service charge. The following practicum written assignments must be submitted through Tk20:

- Two written lesson plans
- Reflection paper
- 14 competencies essay

Your university supervisor will advise you if she/he prefers you to provide hard copy of these documents for review prior to submitting in Tk20. Your supervisor will complete final evaluation of your lesson plans, reflection paper, and competencies essay/overall practicum work within Tk20.

**Assessment, Evaluation and Grading:** Participants are evaluated on knowledge/skill, and performance in the field, in relation to each of the 14 PSU ESL/bilingual endorsement competencies. The assessment is completed by the university supervisor with input from the cooperating teacher. It is based on observation of participants’ work with ELL students, as well as demonstrated knowledge and reflection on practice as presented in the written lesson plans, reflection paper, and competencies essay. Participants will receive a worksheet copy of the assessment rubrics used for this purpose prior to beginning practicum activities. Practicum is graded Pass/No Pass on the PSU transcript.

**Completing Endorsement Paperwork for PSU/TSPC:** After you have finished your practicum with a grade posted, and passed the TSPC-required subject area test, final licensure paperwork must be submitted to PSU so a recommendation can be made to TSPC for the endorsement to be added to your teaching license. **This is NOT done automatically by PSU—YOU MUST INITIATE THE PROCESS.** Instructions and links to required forms are available at the ESL endorsement program web site, [www.pdx.edu/ceed/esol](http://www.pdx.edu/ceed/esol), then click on “program completion.” Once your final licensure paperwork is received by PSU, we will need 3-4 weeks for processing. It may take longer during peak licensure application periods in May/June and August/September. We will then submit the recommendation electronically to TSPC. A licensure processing fee of $100 (as of Jan. 2009) is payable to TSPC.

**PSU and Graduate School of Education Policies/Procedures:**

**Academic Integrity**—The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action (PSU Student Conduct Code, #577-031-0136):

(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.
(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.

Graduate School of Education Behavior and Performance Guidelines—Reference can be found at http://www.pdx.edu/sites/www.pdx.edu.education/files/gse_handbook_student_conduct.pdf. All students’ behavior and performance during ESL/Bilingual Endorsement Practicum will be governed by these guidelines.

In addition to the above referenced Behavior and Performance Guidelines, please be sure to comply with the following Security, Ethics and Confidentiality guidelines:

- Follow any security process, sign-in, and/or identification system the school district and/or building may have in place. Be prepared with a photo ID—either a driver license or your PSU student ID card.

- During your time in the school all information about the setting, teachers, students, and environment are to be used exclusively for the GSE course for which the experience was assigned. No information is to be shared with anyone outside of the school or GSE course settings. These confidentiality protections are afforded by way of the federal Family Educational Rights and Privacy Act (FERPA).

- Do not take anyone else with you when completing the school experience.

- Do not share particular programmatic or student information with anyone outside of the GSE educational setting.