

## **Guidelines for Preparation of the Teaching Practicum Portfolio M.A. Program in ESL/Bilingual**

The M.A. program in ESL/Bilingual Education requires all candidates *not* seeking certification to complete a 3 credit practicum. Students can take the practicum course (ECUC 742-010) or sign up for 3 credits of independent studies (EDUC 742-108) with their advisor. The practicum requires **at least 30 hours** of classroom observation, tutoring, and teaching. At least 20 hours have to be spent in a classroom context; i.e. only up to 10 hours of individual tutoring can be counted towards this requirement. It is up to your mentoring teacher to what extent he or she asks to assist in the classroom during your observation period. Your classroom experience may include placement in K-12 classes in the Christina or Red Clay school districts, or a placement to work with students at the University's English Language Institute or some other adult oriented program. *This requirement must be approved by your advisor prior to our approving your application for an advanced degree.*

Students also need to produce a portfolio. The purpose of this product is to provide us with information about the teaching context, a literature review in the skill or other ESL areas in which you are focusing, your beliefs about teaching and learning (including an indication of how these beliefs changed as a result of your experience), your instructional planning, student assessment (if applicable), and organization and classroom management (if applicable). Documentation of your efforts, including journals, lesson plans, video-tapes, comments of your cooperating/supervising teacher and your responses to these comments should be included (if at all possible).

Your portfolio should contain the following sections (*Please do **NOT** put your pages in individual plastic sleeves, as this makes it very difficult for your professor to write comments.*):

1. An introductory section, in which you describe your own experience and background (a brief narrative of your ESL/Bilingual related experience).
2. A section describing the classroom context—and the particular focus of your practicum (e.g., skill area, methodological approach, classroom management technique, etc.).
3. A section reflecting upon your approaches to second language teaching and second language learning (as it relates to this setting and focus area), supported by the literature in the field (here you would do a literature review in your focus area, including citations and bibliography). Also reflect on what you are learning about teaching by observing your mentor. Please note that the observation phase is **not** an opportunity to critique your mentor but rather to learn and benefit from his or her experience. If you are confused by a pedagogical, planning, or management decision made by your mentor, please ask questions of the teacher so you might understand further.
4. Examples of materials used in the classroom. This could include: lessons or units planned or designed for a particular class, tutoring materials used, or assessment materials. You not only need to include these materials but also provide a narrative about why you chose to construct or use the attached materials. That is, we would like you to reflect on your choice of syllabus and materials and explain how your materials promote second language learning. Be sure to reflect on your own teaching—what went well and what could be improved. Should you have more than one opportunity for direct instruction, address your perceived areas for growth (and those identified by your mentoring teacher) in your second teaching and reflect on your success in addressing them.
5. It is possible, though not likely, that your cooperating instructor may not permit you to use the materials that you have developed for the practicum. In such cases, include the materials in your portfolio, explain the circumstances, and describe how you would have used them had you had the opportunity. Instead, you may collect materials used by the classroom teacher and explain how and why these are adequate and what goals they achieve, citing literature on best practice in methodology and pedagogy.
6. Be sure to ask your cooperating teacher or mentor to observe your teaching, provide feedback on your lesson plans, and fill out an evaluation form (which can be obtained from the MA TESL coordinator), discussing your contributions in the classroom. The portfolio will be evaluated by the instructor(s) of the practicum course and by your advisor.

7. The portfolio must be submitted no later than the Friday prior to the start of final's week.

**Revised 10/14/10**