

**TENTATIVE SYLLABUS**  
**Queens College/CUNY**  
**Education Unit**  
**Fall 2008**

**LCD 341: Student Teaching in TESOL I**  
**(Tuesdays, 4:30 p.m. – 7:20 p.m.)**

**Instructors:** Professors Kate Menken & F. Scott Walters

**Offices:** Kissena 323 (KM) & Kissena 327 (FSW)

**Office Hours:** Tuesdays 3-4:20 (KM); Tuesdays, 3-4:20 (FSW); and by appointment (both)

**Contact Information: (please note that e-mail is the best way to reach us)**

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**Course Description:** Supervised student teaching in ESL classes at either the elementary or secondary level, plus a weekly seminar at the College (3 cr.).

**Conceptual Framework: Queens College Principles for Educator Preparation (QC-7)**

This course is being offered by the M.S. in Education: TESOL program, which is part of the Education Unit at Queens College. The Education Unit seeks to promote equity, excellence, and ethics in urban education and is committed to developing competencies in all teacher preparation and other education professional candidates that will enable them to:

- Hold high expectations for all learners,
- Work as change agents to promote equity and social justice,
- Foster nurturing and challenging democratic learning communities, and
- Respect and honor diversity.

This course is aligned with the Education Unit’s commitment to preparing educational professionals to work in diverse urban and suburban communities. Specifically, the knowledge, skills, and dispositions that candidates will develop/demonstrate at the successful completion of this course are directly linked to the Education Unit’s seven principles: (1) discipline-specific competencies, (2) learning and development, (3) families and urban communities, (4) diversity, inclusion, democracy and social justice, (5) language and literacy, (6) curriculum, instruction, and assessment, and (7) technology.

**COURSE GOALS/OBJECTIVES**

<b>Goals/Objectives</b>		<b>Standards/Principles</b>
Classroom Performance	Candidates will be able to develop their provision of successful standards-based classroom instruction in an elementary or secondary ESL class.	QCP 1, 2, 5, 6; NYSTE i, ii, iii, iv, v; INTASC 1, 2, 3, 4; TESOL 1a, 1b, 2a, 2b, 3a, 3b, 3c; NYSESL 1-5.
Assessment	Candidates will be able to design, administer, interpret, and if necessary revise appropriate assessments for that class.	QCP 6; NYSTE vii; INTASC 8; TESOL 4a, 4b, 4c; NYSESL 1, 2, 3, 4, 5.

### COURSE GOALS/OBJECTIVES (cont'd)

Documenting Performance	Candidates will be able to document their teaching (lesson planning, curriculum planning, student assessment and feedback, etc.).	QCP 1, 5; NYSTE i, ii, iii, iv, v, vii; INTASC 1, 3; TESOL 1a, 5c; NYSESL 1, 2, 3, 4, 5.
Collegiality & Professionalism	Candidates will be able to maintain professional collegial relations with their cooperating teacher and other personnel in their school site.	QCP 1, 3; NYSTE i; INTASC 10; TESOL 1a, 5c.
Students & Families	Candidates will be able to work productively and appropriately with students in their class, which may include parental and family involvement.	QCP 3; NYSTE i; INTASC 3, 5, 10; TESOL 2a, 2b, 5b, 5c.
Technology	Candidates will be able to use technology in lessons and documentation of their work.	QCP 7; NYSTE vi; INTASC 6; TESOL 3c, 5c; NYSESL 1

### REQUIRED PURCHASES: TEXTBOOK AND ARTICLES

**Textbook** (available at the QC Union bookstore): Wiggins, G. and McTighe, J. (2005). *Understanding by design*, 2<sup>nd</sup> ed. Association for Supervision and Curriculum Development.

**Other articles and materials** for this course are available on CUNY's Blackboard server. To access the Blackboard server:

- If you already have a CUNY Portal ID, login at <<https://blackboard-doorway.cuny.edu>>.
- If you don't have a CUNY Portal ID, go to the CUNY Portal <<http://www.cuny.edu>>, and get yourself registered.
- If you have questions, you'll probably find answers at <<http://qcpages.qc.cuny.edu/edtech/BlackBoard/students.html>>.

### TENTATIVE WEEKLY SCHEDULE

(Readings and other assignments should be done prior to the scheduled class day.)

Dates	Topic	Reading/Assignments	Principles and Standards
Week 1 9/2/08	Introduction	Discussion of student teaching goals, professional conduct, role of cooperating teacher and school administration, status of placement, course requirements and evaluation.	QCP 3, 4, 6; NYSTE i, iii, v, viii, ix, xii; INTASC 3, 5, 9, 10; TESOL 1a, 5a, 5b, 5c; NYSESL 1-5.
Weeks 2-12	Weekly Field Reports	Report on your student teaching experience during our weekly meetings. This is a chance to reflect on what you have learned and to pose questions to the group.	QCP 1, 2, 5, 6, 7; NYSTE i-vii; INTASC 1-9; TESOL 1a-b, 2a-b, 3a-c; NYSESL 4, 5.

**TENTATIVE WEEKLY SCHEDULE (cont'd)...**

<b>Dates</b>	<b>Topic</b>	<b>Reading/Assignments</b>	<b>Principles and Standards</b>
Week 2 9/9/08	Planning for Language and Content	*Draft statement of teaching philosophy (1/2 page) due 9/9/08 *Blog assignment due 9/16/08	QCP 1, 2, 3, 4, 5, 6; NYSTE i, iii, v, viii, ix, xii; INTASC 3, 5, 9, 10; TESOL 1a, 5a, 5b, 5c; NYSESL 1-5.
Week 3 9/16/08		Gibbons, P. (1991). <i>Learning to Learn in a Second Language</i> , Chapter 2. Portsmouth, NH: Heinemann.	
Week 4 9/23/08	Backward Design	*Draft reflective summary of classroom environment due  <i>Understanding by Design</i> , Introduction and Ch. 1	QCP 2, 4, 5, 6; NYSTE i, ii, iii, v, vii, ix; INTASC 2, 3, 4, 5, 6, 7; TESOL 1a, 1b, 3b, 3c, 4c; NYSESL 1-5.
9/30/08 – Rosh Ha'Shana – <b>No Class</b>			
Week 5 10/7/08	Backward Design, cont'd	*Blog assignment due 10/7/08: How does your cooperating teacher and/or the other teacher(s) you observe plan lessons?	QCP 2, 4, 5, 6; NYSTE i, ii, iii, v, vii, ix; INTASC 2, 3, 4, 5, 6, 7; TESOL 1a, 1b, 3b, 3c, 4c; NYSESL 1-5.
10/14/08 – Classes follow a Monday schedule – <b>No Class</b>			
Week 6 10/21/08	Classroom Management	*Blog due 10/21/08  Reading or other resource TBD	QCP 1, 3, 5; NYSTE i, iii; INTASC 1, 3, 5, 7, 10; TESOL 1b, 2a, 2b, 5b, 5c.
Week 7 10/28/08	Crafting Understandings & Assessment Criteria	*Draft reflective summary of assessment due 10/28/08 *Blog due 11/4/08	QCP 2, 4, 5, 6; NYSTE i, ii, iii, v, vii, ix; INTASC 2, 3, 4, 5, 6, 7; TESOL 1a, 1b, 3b, 3c, 4c; NYSESL 1-5.
Week 8 11/4/08		<i>Understanding by Design</i> , Ch. 2	
Week 9 11/11/08	Differentiated instruction	*Blog due 11/11/08  Tomlinson, C. (1999). <i>The differentiated classroom: Responding to the needs of all learners</i> , Chapters 1 & 6. Alexandria, VA: ASCD. Chapter 9 optional.	QCP 3, 4; NYSTE i, iii, xii; INTASC 3, 5, 10; TESOL 2b, 5b.
Week 10 11/18/08	Careers in Education	*Draft resume due 11/18/08 *Blog due 11/25/08	QCP 1; NYSTE ix; INTASC 9; TESOL 5b, 5c.
Week 11 11/25/08		Read sample resume, cover letter, and job interview materials on Blackboard.  Invited Guests: Former QC students who are currently teaching	

**TENTATIVE WEEKLY SCHEDULE (cont'd)...**

<b>Dates</b>	<b>Topic</b>	<b>Reading/Assignments</b>	<b>Principles and Standards</b>
Week 12 12/2/08	Laws and Policies for the Education of ELLs	<i>*Bring a sample lesson plan and assessment (inclusive of UbD and Gibbons content) that you plan to include in your portfolio</i>  Menken, K. (2006). Historical Overview of Policies for English Language Learners. In R. Freeman & E. Hamayan (Eds.), <i>English Language Learners at school: A Guide for Administrators</i> , Chapter 1. Philadelphia, PA: Caslon Publishing.	QCP 1, 2, 3, 4, 5; NYSTE i, ii, iii, iv; INTASC 1, 2, 3, 4, 5, 6, 7, 9, 10; TESOL 2a, 2b; NYSESL 1, 3, 4, 5.
Week 13 12/9/08	Portfolios	<i>*Completed Elements of Portfolios Presented to Class for feedback</i>	QCP 1, 2, 5, 6, 7; NYSTE i-vii; INTASC 1-9; TESOL 1a-b, 2a-b, 3a-c; NYSESL 4, 5.
Week 14 12/16/08	Portfolios	<i>*Portfolios Due</i>	QCP 1, 2, 5, 6, 7; NYSTE i-vii; INTASC 1-9; TESOL 1a-b, 2a-b, 3a-c; NYSESL 4, 5.

**ASSIGNMENTS, DUE DATES, AND GRADING PLAN**

Grading will be as follows (also see next page)

<b>Assignment</b>	<b>Goals</b>	<b>Due</b>	<b>% of Final Grade</b>	<b>Principles and Standards</b>
Cooperating Teacher's Evaluation	❖ Your cooperating teacher will complete an evaluation of your performance using a 5-section evaluation on a 4-point scale based on the NCATE/TESOL Standards	12/9/08	15	QCP 1, 2, 3, 4, 5, 6, 7; NYSTE i-vii, ix; INTASC 1, 3-9; TESOL 1a, 1b, 2a, 2b, 3a, 3b, 3c, 4a, 4b, 4c, 5a, 5b, 5c; NYSESL 1-4.
Observations	❖ You will be observed by a college supervisor  ❖ Grading is based on your ability to put your studies into practice, which includes: lesson plan, success of lesson implementation, responses to observations, and evidence of growth in your teaching practice over the semester (see observation rubric)	3 times during course	40	QCP 1, 5; NYSTE i, vi, ix; INTASC 1, 3, 6; TESOL 1a, 5c; NYSESL 1-5
Classwork and Participation	❖ Discussion of readings and assignments  ❖ Communication about your student teaching, and support for other student teachers	Weeks 1-15	20	QCP 1-7; NYSTE i, ii, iii, iv, v, vi, vii, ix; INTASC 1, 3, 4, 5, 6, 7, 8, 9; TESOL 1a, 1b, 2a, 2b, 3a, 3b, 3c, 4a, 4b, 4c, 5a, 5b, 5c; NYSESL 1-5
Reflection Blog Entries	❖ Weekly postings of reflections on your student teaching and observations (see explanation below).	Weeks 1-12	5	QCP 1, 5; NYSTE i, ix; INTASC 1, 3; TESOL 1a; NYSESL 1-5

Portfolio	❖ Provide complete portfolio, as described in portfolio guide and rubric on Blackboard.	Finals week	20	QCP 1, 5; NYSTE i, ix; INTASC 1, 3; TESOL 1a; NYSESL 1-5
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**Reflection Blog:** This is an evolving, written record of your class observations and teaching experiences. It should comprise *analytical, reflective* comments -- at least one paragraph for an observation (of your cooperating teacher or another teacher), and one paragraph for a lesson you have taught once you start teaching regularly. You are required to post messages to Blackboard using the Blog Tool once per week (Click on "Tools" on the left-hand menu, then click on "Blog Tool"). Please reply to one another's entries, since exchange of experiences is a good way to learn and we would like for you to be resources for one another. Requirements for posting answers to other students' blog entries may be posted later, if we feel there isn't enough dialogue.

**Participation:**

To give a sense of how class participation is graded, the following rubric is offered:

Component	5 pts	3 pts	1 pt
Participation in discussion/activity	Contributes significantly to class discussion and/or class activity	Contributes occasionally to class discussion and/or class activity	Contributes little to class discussion and/or class activity
Evidence of covering readings	Contributions give significant evidence of the student having read the assigned weekly material	Contributions give some evidence of the student having read the assigned weekly material	There is little or no evidence of the student having read the assigned weekly material

Final grades will be determined as follows:

98-100=A+, 94-97=A, 91-93=A-, 90-88=B+, 84-87=B, 81-83=B-, 78-80=C+, 74-77=C, 71-73=C-, 68-70=D+, 64-67=D, 61-63=D-, ≤ 62=F

**CLASSWORK RESPONSIBILITIES**

1. Complete assigned readings, attend weekly seminars, and participate in discussions and activities
2. Contribute to the Reflection Blog, posting your two paragraphs by the assigned due dates.

**DUTIES IN THE FIELD**

Although there will be a substantial text-based component, the course is centrally fieldwork, and the requirements are laid out in detail the Guide to Student Teaching. Specific assignments will vary according to the site. In general the minimums are:

1. Be in school a minimum of 4 hours a day 5 days a week for at least 15 weeks.
2. Teach 1 period per day 5 days a week under the supervision of your cooperating teacher.
3. Observe at least one other teacher during 2 periods per week. The teacher observed can vary, but it must be arranged in advance.
4. Develop your own lessons, including planning, finding and producing materials and assessments after the third week.

### **Professional Responsibilities:**

1. Monitor and mold student behavior to keep it focused on learning.
2. Be wherever you are supposed to be in the school whenever you are supposed to be there, be it your class, an observation, or scheduled time in the office.
3. Notify supervisors, your cooperating teacher, and myself of absences as early as possible, and provide lesson plans for classes missed.
4. Meet with parents on parent-teacher nights (unless specifically requested not to by your cooperating teacher, AP, or principal). This duty overrides attendance in any class.
5. Interact appropriately with teachers, assistant principals, students, and parents in your school.
6. Follow the instructions of your cooperating teacher even when you disagree, but if your cooperating teacher does not permit you to fulfill your duties, just inform us immediately. Similarly, please discuss any conflicts or problems with cooperating teachers with us before trying to handle them yourself.
7. **Warning:** if you are removed from a school for unprofessional conduct, you will receive an “F” for the course.

### **CUNY POLICIES**

#### **Academic Integrity:**

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at:

<http://qcpages.qc.cuny.edu/provost/policies/index.html>

#### **ADA Statement:**

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Special Services Office, Kiely 171; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens students contact: Pratik Patel, Special Services Office; 171 Kiely Hall; 718-997-5870 (8:00 a.m. to 5:00 p.m.). E-mail address: [pratik\\_patel@qc.edu](mailto:pratik_patel@qc.edu)

#### **Use of Student Work**

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let us know before the start of the second class. Your cooperation is greatly appreciated.