



Teaching English to Speakers of Other Languages (TESOL) Program Field Experience Guidelines

2012-2013

Department of Learning and Teaching

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Contact Information

Dear TESOL Candidate,

The information provided in the 2012/2013 TESOL Field Experience Guidelines has been compiled in an effort to help outline the purpose and expectations of your Field Experience requirement in the TESOL Program. Should you have any questions or comments, please don't hesitate to contact us.

- Department of Learning and Teaching

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Statement of Purpose for Field Experiences

The field experiences embedded within the TESOL program are designed to provide classroom experiences that will enhance understanding of language acquisition theories, instructional methods of teaching ESOL at a variety of proficiency levels, multiple skill areas, and settings. Students will have the opportunity to observe teaching and learning in progress and connect theories discussed in-class with classroom practices. The mentor teacher will serve as a resource for students, providing a strong professional model, discussing practices with students, and supporting the student as they “try out” lesson planning and classroom teaching.

Overview of Field Experiences

The following courses within the TESOL program have a field experience component.

Course	Title	Description	Hours
EDUC 540	Intro to Lang and Ling Analysis	Case Study	10
EDUC 541	Intro to Second Language Acq	Observations (Tutoring option*)	15
EDUC 543	Methods of Teaching Lit in ESL	One-on-one/small group lessons	15
EDUC 549F	TESOL Capstone Seminar	Small group/whole group lessons	50

* The tutoring option is available for 541 students who have 2 or more years of teaching experience.

EDUC 540 <i>Introduction to Language and Linguistic Analysis</i>
TESOL Candidates will conduct a needs analysis of the linguistic needs of one case study student in their placement and deliver five activities to support the student’s needs in the areas of phonology, morphology, syntax, semantics and pragmatics.
EDUC 541 <i>Introduction to Second Language Acquisition Theories</i>
TESOL Candidates will observe classrooms for 15 hours and record reflections and an analysis on the theoretical backdrop of the lecture/activities/group work they observe. TESOL Candidates also have an option of providing tutoring services to refugee students from the Youth and Leaders Living Actively Program (YALLA). For these tutoring sessions, TESOL Candidates should describe the activities or projects they did with their tutee based on their needs and reflect on their own teaching through their analysis of student learning.
EDUC 543 <i>Methods of Teaching Literacy in ESL</i>
TESOL Candidates will conduct a series of one-on-one or small group based on specific needs of the students with the guidance of the mentor teacher.
EDUC 549F <i>TESOL Capstone Seminar</i>
TESOL Candidates will provide support to the mentor teacher in the setting in which they are placed and will be required to teach a series of small group lessons and four whole group lessons through the course of the semester based on the identified needs of the students under the guidance and supervision of the mentor teacher and university liaison.

Overview of Field Experience Expectations

Professionalism

TESOL Candidates must remember that they will be representing the University of San Diego when they engage with the community and must conduct themselves accordingly.

- 1) Please be dependable, prompt and respectful.
- 2) Email/Telephone mentor teachers to schedule a time to meet prior to your initial observations to discuss the requirements for the course for which you are observing/teaching and discuss the mentor teacher's expectations of you.
- 3) Please communicate in a professional manner via email, telephone or in person with their mentor teacher and the university liaison.
- 4) Please remember that you are the learners in this process. (eg. do not provide critical feedback to the mentor teacher about their work or their students)
- 5) Please remember to dress in a professional manner.
- 6) Please keep private information confidential about students and staff members.
- 7) While in the classroom, please confer regularly with the mentor teacher, work closely with students, ask questions and show interest in observing and practicing assessment and instructional strategies, and assist the mentor teacher in the classroom as appropriate.

Documentation

Successful completion of the field experience requires the TESOL Candidate to turn in the following documents:

- 1) **Field Experience Request Form** – TESOL Candidates will indicate their availability and submit this form after the initial class meeting within the first week of classes. Sergio will notify you of your placement and will be the initial point of contact introducing you to the mentor teacher.
- 2) **Mentor Teacher/TESOL Candidate Agreement Form** – After Sergio has made the initial contact with the mentor teacher, TESOL Candidates should arrange to have an introductory meeting with the mentor teacher where the requirements for the field experience are discussed. This form should be submitted prior to initial observations.
- 3) **Field Experience Attendance Log** - all hours must be documented with the mentor teacher's signature in the attendance log. This form should be submitted after the completion of the required hours for the course/courses.
- 4) **Candidate Evaluation Form** – This form should be completed by the Mentor Teacher at the completion of the field experience.
- 5) **Field Experience Site Evaluation Form** - This form should be completed by the candidate at the completion of the field experience.

Please refer to the Forms and Evaluation Material Section for sample forms.

All forms should be submitted to Sergio E. Rodriguez, Assistant Director of Programming.

In order to ensure an appropriate placement, TESOL Candidates should not attempt to arrange for a field experience placement on their own. Students will fill out a form indicating their availability and will be placed by Sergio E. Rodriguez's office. Notification of placement will be sent within the first two weeks of classes.

Field Experience Responsibilities: Candidate

Time

TESOL Candidates are expected to observe and support teaching and learning at their placement site as part of their course requirements. For their initial courses, their requirements involve class observations and one-on-one tutoring. As they progress through their coursework, they will engage with small group or whole group instruction under the guidance and supervision of the mentor teacher and university liaison. All field experience placement documentation must be completed and returned by the end of the semester. The hours that a candidate spends at the site should be arranged in advance so that both the candidate and the mentor teacher can make appropriate accommodations. Before the first site meeting, TESOL Candidates will work with the mentor teacher to complete the **Mentor Teacher / TESOL Candidate Agreement**. This form must be signed and returned to Sergio E. Rodriguez in SOLES MRH 259A.

Attitude and Attire

Professionalism is a must. TESOL Candidates are expected to be dependable, prompt, courteous, and respectful at all times. TESOL Candidates should dress in a professional manner. Private information about students and/or staff members should be kept confidential.

Activities

TESOL Candidates should observe and support teaching and learning at the site. Activities may include the following:

Classroom observation – TESOL Candidates must spend a significant portion of their time observing the instruction and interactions in classrooms at the site.

Individual or small group interaction – TESOL Candidates must spend significant time working with individuals or with small groups who need a bit of extra time and/or support in their learning. This work should be done under the direction of the classroom teacher and should support on-going teaching and learning in the classroom.

Understanding instructional planning and assessment– TESOL Candidates are encouraged to spend time observing mentor teachers' work in planning for and assessing instruction. When possible, TESOL Candidates should have the opportunity to ask questions about the theory behind instructional practices, differentiation to meet student needs, and measures of student learning. Understanding the thinking behind a mentor teachers' work will support TESOL Candidates as they transition into their own teaching.

Classroom teaching –TESOL Candidates will teach at small group, whole group, or portions of lessons as directed in the university class syllabus.

Inappropriate activities – TESOL Candidates should not be expected to take on responsibilities at the site that fall outside of the direct realm of teaching and learning. Although making the occasional photocopy is fine, regularly running to the copy center is not. Examining student work to assess learning can be helpful, but grading stacks of student papers is an inappropriate use of time. TESOL Candidates and their Mentor Teacher should use their best judgment to ensure that the candidate’s field experience supports the program learning objectives as well as the candidate and Mentor Teacher at the field experience site. If there are questions or concerns, please contact the Coordinator of the TESOL Program, Sarina Molina - sarina@sandiego.edu.

Record Keeping

For the *TESOL Capstone Seminar*, candidate will be required to work with a mentor teacher for 50 hours. A university liaison will be assigned to each practicum student should the number of students exceed 6 in a given semester. The mentor teacher and university liaison will both observe and evaluate the candidate. Evaluations should be completed using the **Field Experience Candidate Evaluation Form** and shared with the candidate. A copy must be provided to the candidate and the Assistant Director of Programming, Sergio E. Rodriguez srodriguez@sandiego.edu. Satisfactory evaluations are required in order for the candidate to pass the practicum course.

In addition to the formal evaluation, if staff at the site placement have concerns about a TESOL Candidate at any time, they should contact the Coordinator of the TESOL Program, Dr. Sarina Molina sarina@sandiego.edu.

Finally, TESOL Candidates need to complete a **Field Experience Site Evaluation Form** to provide feedback on the site placement. Detailed feedback and specific suggestions are helpful in ensuring quality field experiences for future TESOL Candidates. Responses will be kept confidential and may be returned anonymously. The **Field Experience Site Evaluation Form** should be submitted to the Assistant Director of Programming, Sergio E. Rodriguez srodriguez@sandiego.edu at the end of the semester.

Field Experience Responsibilities: Mentor

Mentor Teacher:

Thank you for agreeing to host a USD TESOL Candidate this semester. Please review the information below and discuss your expectations with the USD TESOL Candidate. If you have any questions or concerns, please contact the Coordinator of the TESOL Program, Dr. Sarina Molina sarina@sandiego.edu. Thank you again for supporting our TESOL Candidates.

Description of Responsibilities:

1. It is the responsibility of the TESOL Candidate to manage all forms, keep track of his or her activities, and set up times for site visits. Each TESOL Candidate has also been asked to collect your preferred contact information and to notify you as soon as possible should he or she be unable to attend on a previously agreed upon day/time.
2. Through the course of the semester, please:
 - a. Provide opportunities for the candidate to participate in the following activities:
 - **Observation of teaching and learning**—Several hours need to be devoted to observation of teaching and learning at your site. This time spent observing (without simultaneously tutoring, working with small groups, etc.) will allow the candidate to learn from the mentor teacher at the site and provide opportunities to make connections between the practices in place at your site and the theory and research discussed in their education coursework.
 - **Interaction with individuals or small groups**— TESOL Candidates are required to provide support for the on-going educational activities at your site by working with individual students or small groups of students. TESOL Candidates may tutor individual students, offer academic enrichment to small groups of students, and provide additional support as directed by the mentor teacher.
 - b. Provide a description of the site, its goals, the students and community served, the successes and challenges it faces. Discuss your teaching and students' learning with the TESOL Candidate. Any information you are able to share with the candidate about your practices and the theories that guide your practices is much appreciated.

- c. Sign the TESOL Candidate’s **Field Experience Attendance Log** *after each visit*. It is the TESOL Candidate’s responsibility to keep the log up-to-date and to present it to you for your initials. The following chart presents the hours required for each course.

Course	Title	Hours
EDUC 540	<i>Introduction to Language and Linguistic Analysis</i>	10
EDUC 541	<i>Introduction to Second Language Acquisition</i>	15
EDUC 543	<i>Methods of Teaching Literacy in ESL</i>	15
EDUC 549F	<i>TESOL Capstone Seminar</i>	50

- d. Complete and sign a final **Field Experience Candidate Evaluation**. In addition to providing feedback to USD, this form should be used as a forum for discussing the TESOL Candidate’s progress with him or her. Please return the completed evaluation to the Sergio E. Rodriguez (srodriguez@sandiego.edu) and a copy to the candidate, by the end of the semester.

3. You are always welcome and encouraged to contact the TESOL Program Coordinator with questions, observations, or concerns. In addition, if you have serious concerns regarding the TESOL Candidate’s commitment and/or ability to meet the field experience requirements, you should contact the TESOL Program Coordinator. A meeting will be scheduled with the TESOL Candidate as soon as possible to discuss an appropriate course of action.

TESOL Program Coordinator: Dr. Sarina Molina sarina@sandiego.edu

Internships

The Department of Learning and Teaching continually posts position openings and job announcements on the following sites and Facebook pages.

- http://www.sandiego.edu/soles/programs/learning_and_teaching/
- <https://www.facebook.com/solesteach>
- <https://www.facebook.com/usd.tesol>

You can follow us on twitter at **#usdlit** which often includes some job postings.

You can also join [USD's](#) and the [School of Leadership and Education Sciences](#) (SOLES) LinkedIn page for job postings and opportunities to make professional connections.

It is the TESOL Candidates' responsibility to read the requirements for the positions and connect with prospective employers via the contact information provided only if they have met the requirements for the position. Please note that the TESOL Certificate and degree qualify you to teach in the adult sector in community colleges, adult education programs, language academies or in some private K-12 educational institutions both locally and internationally. A California teaching credential is required if TESOL Candidates seek to work in the K-12 sector in California. The faculty in the TESOL program will write letters of reference on your behalf should the application require such documentation.

TESOL Candidates interested in teaching opportunities beyond what the TESOL program offers, can seek internship (informal or formal) opportunities through establishing positive relationships with their mentor teacher and the institution in which they had the opportunity to observe and teach. Think of your field experiences in the field as a two-year long interview process. Many TESOL Candidates who have made a good impression during their field experiences have secured teaching positions in ESL offering institutions where they received their training.

Due to immigration requirements, international students can only pursue paid internships if they have completed their program and have been granted the Optional Practical Training (OPT) permission through the [Office of International Students and Scholars \(OISS\)](#). The application process begins before the end of the program, so please do contact OISS for deadlines and procedures.

Action Research/Thesis Projects

TESOL Candidates are required to conduct an action research study or engage in a thesis research project as a culminating requirement for the program.

Action Research is geared towards practicing teachers who have their own classrooms with the purpose of improving their teaching practice. A thesis project could involve action research methodology, but is geared towards understanding a particular phenomenon occurring in the classroom or institution. For the latter, you may need access to a school or classroom to conduct observations, interviews, or collect other forms of data that would respond to your research question. To collect certain forms of data, Institutional Review Board (IRB) approval may be required. Please visit the [USD IRB](#) webpage for more information.

Please Note: In certain cases, students may be required to complete an additional IRB application for the participating institution, unless the institution is part of USD.

In cases where TESOL Candidates do not have access to their own classrooms or to schools to conduct their study, we ask that candidates go through Sergio E. Rodriguez's office for the initial contact regarding these projects rather than approaching these institutions on your own as we have a cap on the number of students we can send to any of our partnering institutions.

Forms and Evaluation Material

On the following pages you will find materials that will facilitate the field experience. Please be aware that the teacher TESOL Candidates are responsible for maintaining all necessary records for the field experience.

Field Experience Request Form

M.Ed. in TESOL, Literacy and Culture Program

Student Name: _____

Please indicate which field experience you require this semester.

- ◇ K-12
- ◇ Adult

In the following table, please indicate your availability this semester. Also, if you have a window of time, please indicate below.

Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Morning	Morning	Morning	Morning
Afternoon	Afternoon	Afternoon	Afternoon	Afternoon
Evening	Evening	Evening	Evening	Evening

Please complete and submit to Sergio E. Rodriguez srodriguez@san Diego.edu within the first week of classes. Sergio will place you in classes based on your schedule, and will be the first point of contact with the mentor teachers. After Sergio makes the initial introductions, you are free to begin contacting your mentor teacher to set up the initial visit and for future correspondence.

Mentor Teacher /TESOL Candidate Agreement

Dear Mentor Teacher:

Thank you for agreeing to mentor a USD TESOL Candidate this semester. If you have any questions or concerns, please contact us directly. Thank you again for supporting our TESOL Candidates.

Dr. Sarina Molina, TESOL Program Coordinator
(619)-260-4685 | sarina@sandiego.edu

1. It is the responsibility of the TESOL Candidate to manage all forms, keep track of his or her activities, and set up times for practice teaching. Each TESOL Candidate has also been asked to collect your preferred contact information and to notify you as soon as possible should he or she be unable to attend on a practicum day.
2. Through the course of the semester, please:
 - a. Discuss your teaching and students' learning with the TESOL Candidate. Any information you are able to share with the candidate about your practices and the theories that guide your practices is much appreciated.
 - b. Provide opportunities for the candidate to participate in supporting your work with the students.
 - c. For the methods and practicum courses, please allow students to teach some whole group lessons or portions of lessons. These lessons should be planned by the candidate in response to your input and with your supervision. They should support your larger instructional and content goals. The candidate is encouraged to videotape him or herself teaching one or two of the lessons. Please observe the candidate while they teach these lessons and provide them with constructive feedback.
 - d. Sign the TESOL Candidate's **Field Experience Attendance Log** after each visit. It is the TESOL Candidate's responsibility to keep the log up-to-date and to present it to you for your initials. TESOL Candidates have committed themselves to serving you for 15 hours for their language acquisition course, 10 hours for their linguistics course, 15 hours for their methods course and approximately 3-4 hours per week, for 15 weeks (approximately 50 hours) for their practicum course.
 - e. Complete and sign the **Field Experience Candidate Evaluation Form**. In addition to providing feedback to TESOL Program Coordinator, Dr. Sarina Molina, this form may be used, at your discretion, as a forum for discussing the TESOL Candidate's progress with him or her. Please return the completed evaluation to our director of programming, Sergio E. Rodriguez (srodriguez@sandiego.edu).
3. You are always welcome and encouraged to contact Dr. Sarina Molina with questions, observations, or concerns. In addition, if you have serious concerns regarding the TESOL Candidate's commitment and/or ability to meet the field experience requirements, you may file a statement of concern. Depending on the severity of the concern, the field experience may be terminated.

Please sign below to indicate that the TESOL Candidate and Mentor Teacher have reviewed the expectations and set a mutually agreed upon schedule:

TESOL Candidate Signature

Mentor Teacher Signature

Field Experience Candidate Evaluation Form



USD Student: _____

Field Experience Site: _____

Mentor
Teacher/Supervisor: _____

Rating:
1= Needs improvement 2= Satisfactory
3= Strong 4= Outstanding
N/O= Not Observed

Student Performance	1	2	3	4	N/O	Comments
1. Dependability (attendance and promptness)	1	2	3	4	N/O	
2. Professionalism	1	2	3	4	N/O	
3. Commitment and willingness to work	1	2	3	4	N/O	
4. Ability to receive feedback and suggestions	1	2	3	4	N/O	
5. Capacity for reflection and inquiry	1	2	3	4	N/O	
6. Enthusiasm and potential for teaching	1	2	3	4	N/O	
7. Flexibility	1	2	3	4	N/O	
8. Clear communication	1	2	3	4	N/O	
9. Relationship/rapport with students	1	2	3	4	N/O	
10. Sensitiveness to issues of diversity including cultural, linguistic, economic and	1	2	3	4	N/O	
11. Implementation and interpretation of assessments and classroom/ school observations to determine student strengths and needs, and develop	1	2	3	4	N/O	
12. Working with students individually.	1	2	3	4	N/O	
13. Working with students in groups.	1	2	3	4	N/O	

Mentor Teacher Signature: _____ Date: _____

Field Experience Site Evaluation Form



Field Experience Site: _____

Mentor Teacher: _____

Rating:

- 1= Needs improvement
- 2= Satisfactory
- 3= Strong
- 4= Outstanding

Field Experience Survey Response	1 2 3 4
1. Opportunities to observe teaching and learning	1 2 3 4
2. Opportunities to interact with students in educational settings	1 2 3 4
3. Opportunities to interact with teachers / administration	1 2 3 4
4. Accessibility of site (time schedule, location)	1 2 3 4
5. Educational environment of site	1 2 3 4
6. Knowledge, experience, and pedagogy of teachers	1 2 3 4
7. Sensitivity of teachers to issues of diversity including cultural, linguistic, economic, and cognitive histories.	1 2 3 4
8. Support for student learning	1 2 3 4
9. Support for candidate learning.	1 2 3 4
10. Clear communication.	1 2 3 4

Short Answer Response:

11. Was this experience intellectually stimulating? Did it stretch your thinking?

12. What knowledge, skills, and/or dispositions did you gain from this experience?

13. What aspects of this field experience contributed most to your learning?

14. What aspects of this field experience detracted from your learning?

15. Would you recommend continued use of this field placement? What suggestions do you have for improving the experience?

16. Other comments: