Masters of English Education
TESOL Practicum & Supervision

COURSE INSTRUCTOR
Dr. Sunardi, S.S.,M.Hum

FACULTY OF TEACHER TRAINING AND EDUCATION - 2018
TESOL Practicum and Supervision
Course Syllabus

Credit Hours : 3 credits
Instructor : Dr. Sunardi, S.S., M.Hum
            Dr. Bibit Suhatmady, M.Hum
Phone : 
Office Hours : 
Email : 
Webpage : 
Required Text :

Description
This course is about observation, reflection and teaching. The learning process is structured through a set of focused classroom observation tasks which engage the observer. It is also a practicum in which the practicum student teaches an ESL class. Students develop classroom teaching skills for teaching English through a supervised teaching practicum.

The primary goal of this course is to provide Practicum Students with the opportunity to observe classes and ultimately teach in a real-life setting in order to obtain first-hand experience in teaching by receiving feedback from experienced teachers in the field.

Students develop a reflective approach to their development as English language teachers through a minimum of 18 hours in the practicum placement, weekly lectures, microteaching, and written reflection.

Students Learning Objectives (SLOs):
Upon completion of this course, the student should be able to:

1) Observe classroom teaching and reflect on the experience.
2) Experience teaching an ESL class and reflect on the experience.
3) Analyse key aspects of English language classroom teaching practices.
4) Respond sensitively to the needs of their learners in the classroom.
5) Plan, design, deliver and evaluate lessons for English language learners.
6) Reflect critically on their teaching practice.
7) Produce accurate and appropriate oral and written reflective paper for professional and academic purposes

Requirement for the TESOL Practicum and Supervising Course:

1. This course involves working closely with a course supervisor for the course: This course supervisor is the assigned lecturer for the MPBI course.
2. This course also involves meeting with the lecturer(s) three times throughout the semester: begin, middle, and end
3. An initial meeting to discuss the syllabus, etc. and two additional times to assess your progress and give you feedback on your work. These meetings are face-to-face.

Course Outline:
1. Observation:
   Practicum student must complete 5 session of class observation (seat in supervising teacher/clinical supervisor’s teaching class

   Requirement : Observation rubric for grading (see appendix #01)
   Required output: Observation summary Journals

2. Meeting at class with Lecturer/Designated Supervisor for Preparing Lesson Plan and Supervising
   Required output: 5 Lesson Plans

3. Teaching Practice:
   Practicum student must complete 5 sessions of teaching (10 hours teaching each)

   Requirement: Teaching rubric for grading (see appendix #02) Required output:
   Self-recording teaching Using video youtube platform and submit via edmodo
4. Teaching Portfolio
This course requires completion of several pedagogical tasks designed to encourage you to reflect deeply and critically about what you are observing and practicing in your work with English Learners

Requirement:
Required output: Portfolio containing:
1. Reflective paper
2. Statement of teaching philosophy;
   What practicum student philosophy of teaching as developing as TESOL teacher based on
   - what theory have been read and what have not read
   - what have not been read and what have observed practice as a teacher
   - what have been tried as teacher (practice)
   - what strategies or theories underlie your teaching?
3. Supplementary Materials including:
   - Lesson plan
   - Log of observation and teaching hours performed in class
   - Consent form letter
   - All materials used in class
   - A compiled video youtube observation summary report

Key Term used in this practicum course:

Student Practicum:
MPBI student participating in the practicum experience in class
Clinical Supervisor:
the host lecturer or site supervisor/the cooperating teacher
Course Supervisor:
the MPBI course lecturer who coordinates or supervises the practicum student both in class and in practicum clinic

Course Guideline
For Practicum Students:
1. The Practicum Student can observe more than one level and/or more than one skill, but should ultimately target one class for the
purposes of getting to know the curriculum and students as much as possible before taking over some of the classroom instruction.

2. The Practicum Student can grade tests and/or homework assignments.

3. The Practicum Student can teach lessons using existing plans but should eventually be involved in creating lesson plans of their own.

4. The Clinical Supervisor can assist the Practicum Student in the creation of new materials.

5. The Practicum Student should assist the Clinical Supervisor in a variety of classroom tasks that are representative of the work that teachers typically do, such as passing out papers, making copies, proctoring exams, and the like.

6. The practicum should free from controlled activities to more autonomous activities in which the Practicum Student is actually involved in teaching a class or part of a class.

7. To the extent possible, the Practicum Student should be oriented to ways to incorporate appropriate technology in their instruction.

For Clinical Supervisor
The Clinical Supervisor (who is either a cooperating teacher has a crucial role in providing the Practicum Student with a safe classroom environment in which to complete 5 sessions of class observation and 5 sessions of teaching class commitment that is also conducive to developing appropriate knowledge and skills in the area of TESOL. This role is described in the “Clinical Supervisor Consent Letter form” (see Appendix #01). It includes participation in the following activities:

- **Observation and Evaluation.** Endorsement seeking Practicum Students will be formally observed by both their Clinical Supervisor and their Course supervisor. The Clinical Supervisor is responsible for conducting the following two observations:
  - *The Formative Observation.* This is an informal assessment that should be conducted by the Clinical Supervisor midway through the practicum (about 5 weeks into student teaching). Any problematic issues that arise in the course of the formative observation should be addressed in a timely fashion so as to give the Practicum Student the opportunity to improve their
performance. If there are any issues of grave concern, the Clinical Supervisor should contact the Course supervisor or Faculty Advisor. Provide feedback.

- *The Summative Observation.* This is a formal assessment that must be conducted by the Clinical Supervisor before the end of the practicum. After conducting the assessment, review it with the Practicum student. Both you and they should sign the evaluation. The evaluation should be copied and a copy given to the student to upload to Edmodo platform to submit as part of the Practicum requirements.

- *Tips for marking the Summative Evaluation.* The Summative evaluation is based on the following rubrics:
  1) Reaching rubric for Grading
  2) TESOL Teaching Practicum Evaluation Form

**EVALUATION:**
Observation, teaching experience and teaching portfolio will be evaluated as follows:

1. **Observation Tasks** (20% of final Mark)
   a) Arrange to observe an ESL class for 5 classes consisting 2hours sessions each (total of 10 hours of observation).
   b) Students will complete an application form (see appendix I)
   c) Students will fill out a log of the practicum observation hours (see page 12) and submit it to the MPBIstaf.
   d) Write up a reflection of the observation task. Use the questions in the textbook at the end of the task in the “reflection” section to guide you in your reflections. Some of the questions might refer to your current teaching. If this is the case and you have not taught yet, reflect on what you have learned that you could incorporate in future teaching situations.
   e) Submit your observation task before you observe your next class.

   **Due Date:** Each task should be submitted before the next observation

2. **Observation Summary Journal** (Value: 10%)
a. Write a reflective journal on your observation experience. The following questions can be used as a guide in formulating your paper:

i. What have I learned about observation as a learning tool?
ii. What have I learned in regards to teaching and learning through observation?
iii. How effective has this experienced been for me as an ESL or future ESL teacher?

*Criteria*: organization, insights, punctuality.

*Due Date: Tentative*

3. **Teaching Experience (40% = Assessment & Curriculum 10%, Lessons 30%)**

a. **Teaching:**

   - Clinical Arrangement to teach an ESL class under the supervision of a sponsor teacher (total of 10 hours of teaching).

b. **Class Assessment and Curriculum/Overall course plan (10%)**

   Practicum Student will assess the needs of the learners in the first of the five lessons. This may occur as part of the first lesson with four further lessons to follow, or the practicum student may arrange to interview the learners in advance, before the first lesson. The practicum student will hand in the assessment tool which was used and a description of the learners. The assessment should include an estimation of the learners' language abilities, a description of their life situation as it will impinge on the language learning experience, and information about what the students want to learn and have identified as their needs.
Curriculum/Overall course plan:

Practicum Student will prepare an overall plan of goals and objectives for the five lessons. This plan will include topics and themes, as well as areas of linguistic, sociolinguistic, discourse, and strategic competence which are appropriate for the needs of the students.

Due: Tentative.

c. Five Lesson Plans and Reflections (30%)

Due:

Each lesson plan and reflection must be submitted to the teacher trainer before your next teaching class.

The practicum student will create easy-to-follow lesson plans that include what will be taught and how it will be taught. These lesson plans do not need to follow a fixed format, but should include a rationale for the activities chosen. The lessons should be clear enough and contain enough information that someone else could teach from the plan.

These lesson plans will be handed in after the teaching experience, together with a written reflection on what happened in the teaching experience and what the practicum student learned from the experience. In the reflections, the practicum student will evaluate whether goals were met and continue to plan for how following sessions might meet further goals or correct perceived teaching or learning problems.

Criteria for grading:
The Course Lecturer will grade the lesson plans for thoroughness of preparation, appropriateness of the lesson material to learner needs, adherence to communicative principles.
4. **Teaching Summary/Evaluation (10%)**

   At the conclusion of the teaching practicum, the practicum student will reflect on the overall experience of teaching an ESL class. Report on what learning you observed in your learners and what learning you experienced as a teacher. **Due:**

5. **Portfolio Evaluation (10%)**

   The course supervisor will evaluate your teaching according to the criteria.
APPENDIX 1

LETTER TO CLINICAL SUPERVISOR

Clinical Supervisor’s Name : ____________________________________________
Class : ____________________________________________________________
Course Taught : ______________________________________________________
Clinical Supervisor’s Email : __________________________________________
Practicum Student’s Name : ___________________________________________
Dates of Practicum : _________________________________________________
                          /          /             to                /          /  
                          Month   day     year           month    day    year

Dear Clinical Supervisor :
We appreciate your willingness to be a clinical supervisor (participating teacher) and to accept a TESOL Practicum Student for this period. In the following brief paragraphs we have tried to outline some expectations that we feel help ensure a good experience for all concerned.

1) Allow the Practicum Student to sit in your class for the four session of observation by encouraging him/her to assume varied and partial roles.
2) Permit the Practicum Student to experience practical field for the four sessions of class teaching consistently with your schedule.
3) Complete the necessary evaluation forms enclosed with this letter.
4) Please sign this document and return it back to the student for issuing the Rector Decree.

If you have any questions or concerns, please contact: Dr. Sunardi, S.S., M.Hum and Dr. Bibit Suhatmady, M.Pd (Course Supervisors), or Dyah Sunggingwati, Ph.D Head Program of MPBI.

Signature of Clinical Supervision ________________________________________________________________________ Date __________________________

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Appendix

Adapted from University of Pennsylvania

**Language Classroom Observation Form**

**Pre-observation questions for the language teacher**

1. What are the objectives for today's lesson?

2. How do the objectives for today's lesson relate to the goals of the course?

**Language Classroom Observation Form**

Class: ______________________________  No. Students:  

Instructor: ___________________________  Date:  

Observer: ____________________________

### A. PREPARATION  
4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor

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<tbody>
<tr>
<td>1. The instructor had a clear lesson plan.</td>
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<tr>
<td>2. There was a balance of structured and open-ended/communicative activities.</td>
<td></td>
</tr>
<tr>
<td>3. The exercises and activities were introduced in context.</td>
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<tr>
<td>4. The plan was geared toward real/authentic language use.</td>
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</tbody>
</table>

### B. LANGUAGE USE  
4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor

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<table>
<thead>
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<tbody>
<tr>
<td>1. The instructor used the target-language in the classroom appropriately and effectively.</td>
<td></td>
</tr>
<tr>
<td>2. Use of English was appropriate to student needs.</td>
<td></td>
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### C. LESSON PRESENTATION  
4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor

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1. The lesson was presented effectively and clearly.

2. The activities/exercises chosen to achieve the objectives were effective.

3. There were smooth transitions between activities.

4. The time allotted for activities was appropriate.

5. The amount of teacher talk and student talk was appropriate.

6. The type and amount of teacher feedback was effective.

7. Cultural instruction was integrated into class activities.

**D. CLASSROOM MANAGEMENT**  

<table>
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<tr>
<th>4 - Outstanding</th>
<th>3 - Good</th>
<th>2 - Fair</th>
<th>1 - Poor</th>
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1. The use of small groups/pair work during each activity was appropriate.

2. The seating arrangement facilitated learning.

3. The use of audio-visual & technology materials was effective.

4. The instructor divided his or her attention among students appropriately.

5. Student participation was on task.

**E. CLASSROOM ATMOSPHERE**  

<table>
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<tr>
<th>4 - Outstanding</th>
<th>3 - Good</th>
<th>2 - Fair</th>
<th>1 - Poor</th>
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1. Student participation was active and lively.

2. The class atmosphere was warm, open and accepting.

3. The instructor was sensitive to students' difficulties and abilities.

**F. USE OF TECHNOLOGY**  

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<tr>
<th>4 - Outstanding</th>
<th>3 - Good</th>
<th>2 - Fair</th>
<th>1 - Poor</th>
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1. Technology use was appropriate given the material being presented.

2. Use of technology accomplished something that could not have been done with other media.

3. Technology use supported with appropriate outside-of-class use (e.g., e-mail)

**COMMENTS**
Post-observation questions for the language teacher

1. To what extent did you achieve your objectives?

2. Is there anything that you would have done differently?
Teaching Rubric for Grading

1 - completed; 1/5 - incomplete; 0 - not included (To be filled in by Clinical Supervisor)

<table>
<thead>
<tr>
<th>Topic/Context/Theme clearly stated</th>
<th>Objectives were clear</th>
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<tbody>
<tr>
<td>Task types (Hook/Book/Look/Took) included in each lesson</td>
<td>Lesson steps clearly articulated (instructions clear)</td>
</tr>
<tr>
<td>Materials and resources submitted</td>
<td>Level appropriate lessons, tasks, and materials</td>
</tr>
<tr>
<td>Summary of what actually happened (as compared to the plan)</td>
<td>Reflection (why; what I might do differently; what I learned)</td>
</tr>
<tr>
<td>Overall impression</td>
<td>Punctuality (lessons should be handed in before teaching your next class)</td>
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Comments:

__________________________________________________________________________
__________________________________________________________________________
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APPENDIX 3

TESOL Teaching Practicum Evaluation Form
(To be filled in by Clinical Supervisor/Course Supervisor)

Practicum Student’s Name: ____________________________________
Cooperating Teacher: _______________________________________
Total Number of Hours: ______________________________________

Comments on the Student’s Teaching Performance

a) **Strengths:**
   In your view, what are this practicum student strengths as a classroom ESL teacher?

Areas for improvement:
In your view, what areas should this practicum student continue to work on to improve his or her effectiveness as an ESL teacher?

Overall assessment:
What is your general assessment of this practicum student skills and abilities as a future ESL teacher?

_______________________________ ______________________
Signature of cooperating teacher Date

**NOTE:** The evaluation checklist is on the reverse side of this sheet.

Evaluation Checklist
(by Course Supervisor)
Instructions: For each of the six sections below, circle one letter indicating your assessment. You may add explanatory comments to the side if you wish. NOTE: “E” is reserved only for those cases in which the student showed truly outstanding abilities.

Codes:
Excellent, Very Good, Good, Satisfactory, Somewhat Weak, Poor

1. Lesson Preparation

Did the lesson show careful preparation?
Were objectives clearly thought out?
Was the lesson clearly appropriate for this group of learners?

2. Materials/Equipment

Did the practicum student use materials appropriate for the learners’ age and proficiency level? Were they well suited to the lesson?
Were they used correctly and effectively?

3. Lessons

Were the lesson goals and objectives met?
Was the ordering and variety of activities appropriate?
Was an appropriate balance of teacher-fronted, pair/group, and individual activities maintained?
Was the practicum student able to deal with unexpected questions, problems, or situations if they arose?

4. Teacher Preparation

Did the practicum student have a proper grasp of the material being taught? Was the material presented to the students accurate?

5. Classroom Management
Were speaking volume and rate appropriate for this class?
Did the practicum student display a high level of enthusiasm and interest in the material?
Was the practicum student able to establish an appropriately relaxed classroom atmosphere? Did learners receive individualized help when it was needed?

6. **Learner Response**

Did the learners respond favorably to the teacher?
Were all the learners actively involved in the lesson?

**SUMMARY:** Overall I would evaluate this practicum student abilities as (please circle one):

Excellent Very Good Good Satisfactory Somewhat Weak Poor
APPENDIX
Log of Teaching/Observation Hours Masters’ Program of English Education (To be filled in by Practicum Student)

Student Name: ____________________ Practicum Class: ______________________
Practicum Location: ______________________
Clinical Teacher: ______________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Size of Class</th>
<th>Length of Class</th>
<th>Teacher</th>
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