

**ESL Advanced Practicum Handbook
for Additional License Students**

*Center for Second Language Teaching and Learning
Hamline University
St. Paul, MN*

Address correspondence and inquiries to:

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Practicum Categories

ESL

Category A (one semester credit)

1. Teaching Experience Required: three years ESL, including at least one year at each level (elementary and secondary)

2. Requirements

- a. Two weeks in current position, observed by Hamline faculty for two hours
- b. Formal lessons plans for observed lessons
- c. Letter from a supervisor (such as a principal) for teaching at the level not observed by Hamline faculty
- d. Written assignments pages 7-8.

Category B (two semester credits)

1. Teaching Experience Required: one-two years of ESL

2. Requirements

- a. Three weeks at level of least experience, observed by Hamline faculty. Practicum must be done with a licensed ESL teacher.
- b. Formal lessons plans for observed lessons
- c. Letter from a supervisor (such as a principal) for teaching at the level not observed by Hamline faculty
- d. Written assignments pages 7-8.

Category C (four semester credits)

1. Teaching Experience Required: two years of teaching experience, but less than one year of ESL

2. Requirements

- a. Seven weeks of practicum, four weeks at level of least experience (based on level of licensure and/or teaching experience), and three weeks at the other level.
- b. Formal lessons plans for observed lessons
- c. Written assignments pages 7-8.

Category D (six semester credits)

1. Teaching Experience: less than two years

2. Requirements

- a. Four weeks at level of original license, six weeks at other level
- b. Formal lessons plans for observed lessons
- c. Written assignments pages 7-8.

BIED

BIED practicum will be Category A if the requirement of one year of full-time BIED teaching has been met, if not the practicum will be Category B.

Assessment of Prior Experience

Prior experience will be credited to your program in the following manner:

1. A school day consists of five student contact hours
2. A school year is nine months long.
3. A year of teaching consists of 800-900 student contact hours.
4. An ESL "class" consists of two or more students.

ESL/BIED Lesson Plan Components

1. Context: Who are the students? Proficiency level? Previous education? Why are you teaching this particular lesson?
2. Language Objectives (most students need to work on these)
Students will be able to.....
3. Content Objectives (teaching language through content)
4. Skill Objectives (may not be there all the time)
5. Assessment-make sure their assessment matches their objectives, and that it's
Actually there!
6. Activities, including some kind of contextualization (also know as “hook” or
“anticipatory set”)
7. Materials needed.

You must have a lesson plan for each class that you teach! Some plans may work for more than one day. The Context (#1) only needs to be on the first lesson plan.

ESL/BIED Advanced Practicum Guidelines

The advanced practicum is designed for those of you who already have an initial license in elementary or secondary education. Its purpose is to provide experienced teachers, such as you, with an intensive practice teaching experience in which you can apply what you have learned about second language learning in the elementary and secondary classroom and discover what approaches and methods are most effective. Since advanced practicum is shorter than those required for initial licensure and involve experienced teachers, we expect you and your cooperating teacher to work out an arrangement in which you teach as close to full time as possible.

Practicum Preparation

- A. When you have determined when you want to do your practicum fill out a **blue** *Intent to Begin Advanced Practicum* and send it to: Hamline University, Second Language Teaching and Learning, MSA-1790, 1536 Hewitt Avenue, St. Paul, MN 55104. This form has been included in this packet but if you need another one please call the SLTL program assistant at 523-2964. This form should be received by the following dates:

Practicum Term	Deadline for Declaring Intent
Winter/Spring term (Jan.-May)	the preceding Oct. 1
Summer term (June-Aug)	the preceding March 1
Fall term (Sept.-Dec.)	the preceding May 1.

Register for and attend the one-day Advanced Practicum Seminar. If you will be doing your Advanced Practicum in the upcoming semester, complete your practicum registration form and pay your registration fee at the practicum seminar. This is very important because you are only covered under Hamline University's liability insurance if you are a registered student.

- B. After you have received your practicum assignment, contact your cooperating teacher to:
1. Verify the exact dates and times you will be in the teacher's classroom and relay this to the Coordinator of Advanced ESL Practicum by filling out the **pink** *Advanced Practicum Assignment* form and sending it to the SLTL Program. You must send this form in before you can begin your Advanced Practicum.
 2. Determine your teaching responsibilities. This includes:
 - deciding how long you will observe before you start to teach (The attached observation task forms can be used to focus your observations).
 - the amount of teaching you will do
 - the lessons/unit you will teach
 - the materials that you will be expected to use
 - the amount of freedom that you have to choose and develop lessons
 - other duties you may have

Although the amount of time is negotiable that students doing their Advanced Practicum have full responsibility for the classes they teach, we recommend (*but do not require*) the following:

*For students doing a

2-week practicum (category A) -- ten full days

3-week practicum -- at least nine full days

4-week practicum -- at least fifteen full days

6-week practicum -- at least twenty full days

If you do your Advanced Practicum in summer school, you will most likely teach fewer days per week and fewer hours per day than during the >regular= school year. If that is the case, plan your the length of your practicum in terms of hours. One week = 25 hrs; two weeks = 50 hrs, etc. Calculate the amount of full-day teaching you do proportionately.

3. Review and register to take the Praxis Subject Area Test for ESL.

During the Practicum

While your practicum is in progress, make sure you do the following:

1. Keep the lines of communication open with your cooperating teacher. Between the two of you, determine the form you want your observations and feedback to take (The attached observation forms can be used if you wish, but are optional.)
2. Contact your practicum supervisor at Hamline to set times and dates for her to come out and see you teach. Your supervisor needs to see you teach two classes at any time during your practicum; each class should be between 45 to 60 minutes long. When she comes to observe, provide her with written lesson plans for the classes she will see. Schedule the visit so that she can talk to you for 30-45 minutes after each observation.
3. Set specific goals for yourself and for your teaching.
4. Contact your Hamline supervisor about any difficulties you may be having meeting the practicum requirements.

After the Practicum

1. Complete your Advanced Practicum assignments (see **yellow** sheets, pg 6).
2. Complete the TESOL Standards/Propositions Portfolio Index and organize the assignments that will go into your standards portfolio.
3. Call Ann Mabbott and schedule a time to present your standards portfolio. She can be reached at 651-523-2446 or amabbott@hamline.edu.
4. Turn in a completed MN state license application and conduct review form, with appropriate payments, to the SLTL program assistant. If you need copies of these forms, please contact the program assistant at 651-523-2964. You may also print the forms from the Minnesota State Department of Education website <http://education.state.mn.us>

As soon as all of your advanced practicum requirements have been completed, a grade will be submitted.

Written Assignments for Practicum

I. Reflective Journal

Your reflective journal must contain at least one entry per week assessing and reflecting on your practicum experience and including the feedback you receive from your cooperating teacher and your university supervisor. In your journal, include the answers to these questions:

1. What language/ cultural issues do your students have?
2. What are you doing to address them?
3. Identify what is going well and why. Identify what could have been better and why.
4. Identify alternatives to what you did.

Your journal can contain reflection beyond the above questions, but must include answers to the above questions. It should be at least two pages for every week of your Advanced Practicum (assuming approximately 500 words/page).

II. Professional Development Plan (fill out at the end of your Advanced Practicum experience)

A. How would you rate yourself on your ability to teach ESL in the following areas? You are not expected to be strong in all areas, and you will not be graded on this assessment. It will serve as a basis for you to develop your Professional Development Plan for your post-licensure work.

Area	very strong	strong	fair	needs work
Oral skills: pronunciation				
Oral skills: error correction				
Oral skills: speaking and listening				
Pragmatics (meaning in context)				
Semantics (meaning)				
Sociolinguistics				
Grammar				
Spelling				
Reading: teaching second language learners of all age groups (learning to read and reading to learn)				
Writing skills: process writing				
Writing skills: error correction				
Coordinating with mainstream curriculum				
Teaching language through content				
Language used in math				
Other area you identify:				

B. Write a professional development plan for the next two years. Reflect on your areas of strength as well as areas in which you wish to become more competent. Make a list of goals, and plans to reach those goals.

Ways to reach your goals may include:

- becoming active in a professional organization such as MinneTESOL and/or TESOL
- taking part in professional development offered by your employer or a university;
- enrolling in an MA program;
- networking with colleagues in your school and making a plan to work on a particular issue;
- reading the literature and discussing issues with colleagues;
- Writing grants.

Your professional development plan should be at least two pages (approximately 1,000 words).

III. Curriculum Unit with Assessment of Student Learning Component

All professionals in education track student learning. We would like you to pay particular attention to assessment of student learning in your Advanced Practicum placement.

- A. Develop a unit (content-based whenever possible) that you actually teach and is at least five lessons in length. Provide lesson plans and materials based on expectations/format set out in the ESL Methods course.
- B. Develop an assessment system that will demonstrate student learning by following these steps:
 1. Select one or more of the language objectives from your unit.
 2. Develop and describe your pre-assessment of the selected objective(s). Include a copy of any assessment tool that you used.
 3. If you do any formative (during instruction) assessment, include a description of that.
 4. Describe your final, or summative assessment, including a copy of any tool that you used.
 5. Aggregate student results and report them.
 6. Reflect on how students have responded in comparison to your expectations. What modifications might you make if you were to teach this unit again?

Hamline University
Advanced ESL/BIED Practicum
Cooperating Teacher Evaluation

Student: _____ Date: _____

Grade level (check one): ___ elementary ___ middle school ___ high school ___ adult

School Name _____ School District _____

School Address: _____

Cooperating teacher name: _____

SS#: _____
 (for payment purposes – please include if this is the first time working with a Hamline Student)

Address: _____ Phone _____

Please return to:

Caroline O’Hagan, Additional License Program Assistant
 Hamline Graduate School of Education
 1536 Hewitt Ave. , MS A 1720
 St. Paul, MN 55104

Evaluation Scale 5 = Superior Competency
 4 = High Competency
 3 = Acceptance Competency
 2 = Low Competency
 1 = Unacceptable Performance
 NA = Not applicable

Circle the number that most closely corresponds to your judgment about the levels of competency and performance of the practicum student. After each section is a space for comments.

Planning

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. The objectives of lessons are clear and appropriate. | 5 | 4 | 3 | 2 | 1 | NA |
| 2. The teacher plans adequately for lessons. | 5 | 4 | 3 | 2 | 1 | NA |
| 3. Lesson content is consistent with curricular goals. | 5 | 4 | 3 | 2 | 1 | NA |

Comments:

Implementation

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. The teacher uses materials and media appropriate to the interests, skills level and cultural background of the students. | 5 | 4 | 3 | 2 | 1 | NA |
| 2. The teacher demonstrates flexibility. | 5 | 4 | 3 | 2 | 1 | NA |
| 3. The level of teacher control is appropriate. | 5 | 4 | 3 | 2 | 1 | NA |
| 4. Teaching techniques and strategies demonstrate a knowledge of ESL methodology. | 5 | 4 | 3 | 2 | 1 | NA |

- | | | | | | | |
|--|---|---|---|---|---|----|
| 5. ESL students are given sufficient opportunities to use language in a variety of settings (formal, informal, in pairs or small groups, etc.) | 5 | 4 | 3 | 2 | 1 | NA |
| 6. Language skills are, for the most part, integrated. | 5 | 4 | 3 | 2 | 1 | NA |
| <i>Comments:</i> | | | | | | |

Post Instruction

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. The teacher assesses student performance formally or informally. | 5 | 4 | 3 | 2 | 1 | NA |
| 2. The teacher uses what she or he has learned from teaching a lesson in planning and executing the next lesson. | 5 | 4 | 3 | 2 | 1 | NA |
| 3. The teacher is capable of evaluating the strengths and weaknesses of a lesson after having taught it. | 5 | 4 | 3 | 2 | 1 | NA |
| <i>Comments:</i> | | | | | | |

Human Relations

The teacher:

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. Communicates clearly with supervisors, staff members, parents, and students. | 5 | 4 | 3 | 2 | 1 | NA |
| 2. Exhibits warmth towards students and is aware of their personal feelings. | 5 | 4 | 3 | 2 | 1 | NA |
| 3. Respects the personal and legal rights of students. | 5 | 4 | 3 | 2 | 1 | NA |
| 4. Recognizes the racial, cultural, and economic diversity in a classroom and addresses its implications for the teaching-learning situation. | 5 | 4 | 3 | 2 | 1 | NA |
| <i>Comments:</i> | | | | | | |

Written Evaluation

Please use this space to supplement the above ratings and comments with additional information about the teacher's particular strengths. Please also comment on any areas in which the teacher may need additional work.

1.b.8 Understand and apply knowledge of sociocultural and political variables to facilitate the process of learning English.	3	2	1	NO
1.b.9 Understand and apply knowledge of the role of individual learner variables in the process of learning English.	3	2	1	NO
1.b.10 Provide appropriate instruction and feedback.	3	2	1	NO
1.b.11 Help ESOL students to communicate in socially and culturally appropriate ways.	3	2	1	NO
1.b.12 Help ESOL students develop academic language proficiency.	3	2	1	NO

Comments:

Culture

2.b.3 Understand and apply knowledge about the impact of students' socioeconomic status, race, religion, class, national origin, disability, and gender on learning and teaching ESL.	3	2	1	NO
---	---	---	---	----

Comments:

Planning, Implementing, and Managing Instruction

3.a.1 Plan standards-based ESL and content instruction.	3	2	1	NO
3.a.2 Create environments that promote standards-based language learning in supportive, accepting classrooms and schools.	3	2	1	NO
3.a.3 Plan students' learning experiences based on assessment of language proficiency and prior knowledge.	3	2	1	NO

3.b.1 Organize learning around standards-based subject matter and language learning objectives.	3	2	1	NO
3.b.2 Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material.	3	2	1	NO
3.b.3 Provide activities and materials that integrate listening, speaking, reading, and writing.	3	2	1	NO
3.b.4 Develop students' listening skills for a variety of academic and social purposes.	3	2	1	NO
3.b.5 Develop students' speaking skills for a variety of academic and social purposes.	3	2	1	NO
3.b.6 Provide standards-based instruction that builds upon students' oral English to support learning to read and write.	3	2	1	NO
3.b.7 Provide standards-based reading instruction adapted to ESOL learners.	3	2	1	NO
3.b.8 Provide standards-based writing instruction adapted to ESOL learners. Develop students' writing through a range of activities, from sentence formation to expository writing.	3	2	1	NO
3.c.1 Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.	3	2	1	NO
3.c.2 Select materials and other resources that are appropriate to students' developing language and content-area abilities, including appropriate use of L1.	3	2	1	NO
3.c.3 Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia.	3	2	1	NO
3.c.4 Use appropriate technological resources to enhance language and content-area instruction for ESOL students (e.g. Web, software, computers, and related devices).	3	2	1	NO

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3.c.5 Use software and Internet resources effectively in ESL and content instruction. 3 2 1 NO

Comments:

Assessment

4.b.3 Understand, develop, and use criterion-referenced assessments appropriately with ESOL learners. 3 2 1 NO

4.b.4 Understand, construct, and use assessment measures for a variety of purpose for ESOL students. 3 2 1 NO

4.b.5 Assess ESOL learners' language skills and communicative competence using multiple sources of information. 3 2 1 NO

4.c.1 Use performance-based assessment tools and tasks that measure ESOL learners' progress toward state and national standards. 3 2 1 NO

4.c.2 Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ESOL learners at varying levels of language and literacy development. 3 2 1 NO

**Intent to Begin Advanced Practicum in ESL/BIED
Second License Students**

Name: _____

Address: _____

number street

city state zip

Home phone: _____ **Work phone:** _____

Hamline ID#: _____ **Email address:** _____

Practicum category: _____

1. Please indicate term(s) or months in which you plan to do your Advanced Practicum. If you have very specific time constraints for your Advanced Practicum, please be as specific as possible.

2. Have you approached any ESL teachers about doing your Advanced Practicum with them? If you have, please give name and school.

If you want Hamline to find your Advanced Practicum placement, please let us know if you have any of the following preferences. Please keep in mind that preferences cannot always be respected. Finding cooperating teachers can be very challenging at certain times of the year and in certain districts.

3. Let us know what preferences you have for school districts or geographical areas.

4. For secondary placements, do you prefer middle school or high school?

5. Is there any other information we should know that would help us make a good match for you in your Advanced Practicum assignment? (Please use the back.)

Due dates for this form:

For Winter/Spring term (Jan.-May) Advanced Practicum --> preceding October 1

For Summer term (June-Aug.) --> the preceding March 1
For Fall term (Sept.-Dec.) --> the preceding May 1

RETURN THIS FORM TO:
Ann Mabbott, SLTL Department
MSA-1790, 1536 Hewitt Ave
St Paul MN 55104

Student Data

Advanced ESL/BIED Practicum
Summary of Education and Teaching Experience

Name: _____

Mailing Address: _____

Home Phone: _____ **Email:** _____

Institution	Dates Attended	Degree Completed
_____	_____	_____
_____	_____	_____
_____	_____	_____

ESL Licensure Coursework for Addition of Major Field

- Linguistics for Language Teachers**
- Language and Society**
- The History of English**
- Development of Literacy Skills**
- ESL Methods**
- Second Language Acquisition**
- Basics of Modern English**
- Testing and Evaluation of LEP Students**

BIED Licensure Coursework for Addition of Major Field

Principles of Bilingual/Bicultural Education

Methods and Materials of Bilingual/Bicultural Education

Linguistics for Language Teachers

Second Language Acquisition

Testing and Evaluation of ESL Students

Development of Literacy Skills

Teaching

Licenses: Please list areas/subjects and levels of teaching licenses that you already have. Please include provisional or limited licenses.

<u>Area and/or Subject</u>	<u>Level</u>
_____	_____
_____	_____
_____	_____

Experience: Please list all teaching experiences that you have had in ESL or in other areas.

<u>School and District</u>	<u>Level/Subject</u>	<u>Dates</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Briefly describe any other ESL teaching or tutoring experience you have had:

Please write a brief statement explaining what you expect to get out of your Advanced Practicum experience:

Signature

Date

**Advanced Practicum Assignment
Second License Teachers**

Personal Information:

Name: _____

Address: _____

Home Phone: _____ Work Phone: _____

SS# _____ Email: _____

Practicum Category: _____

Placement Site #2:

School Name: _____ Phone: _____

Address: _____

Principal: _____ Cooperating Teacher: _____

Placement Dates: _____

Student Signature

Date

**Advanced Practicum Assignment
Second License Teachers**

Personal Information:

Name: _____

Address: _____

Home Phone: _____ Work Phone: _____

SS# _____

Practicum Category: _____

Placement Site #2:

School Name: _____ Phone: _____

Address: _____

Principal: _____ Cooperating Teacher: _____

Placement Dates: _____

Student Signature

Date

Expectations Conference
Hamline University's ESL/BIED Advanced Practicum

This forum is intended to facilitate a meeting between practicum teachers and their cooperating teachers. Its purpose is to clarify expectations and responsibilities. After your conference, you will want to make a copy of this document for your self as well as your cooperating teacher.

Background Information:

Cooperating Teacher

Student

Phone Number (School)

Phone Number (School)

Phone Number (Home)

Phone Number (Home)

Grade Levels

Program Type(s): (Collaborative, KLDM, Pull-out, Language Academy, KLDM, Sheltered, etc.)

Potential Responsibilities:

Consider the following tasks as they pertain to your particular setting. You may want to clarify to what degree you will be responsible for these various tasks. Feel free to discuss any additional areas of responsibility.

	Keeping attendance records		Supporting established classroom management strategies
	Developing and submitting lesson plans		Creating/selecting materials
	Duplicating materials		Ordering, obtaining AV equipment
	Attending faculty/staff		Holding small group or one-on-

	meetings		one tutorials
	Presenting new material		Evaluating student performance or projects
	Developing evaluation tools		Assigning course grades
	Attending parent teacher conferences		Homework policy (preparing, collecting, giving feedback, etc.)

Teaching Expectations:

Teaching schedule: (Starting/ending times, class periods, prep time, lunch time, etc.)

Building up teaching load: (Observation/assisting/team teaching/lead teaching/phase out)

Extra duties: (Bus, lunchroom/breakfast supervision, hall supervision, playground duties, etc.)

Work space: (in the classroom, in the school)

School policies/Student Code of Conduct: (drug/alcohol issues, dress code, food/beverage policies, etc.)

School Resources: (Media Center, AV Room, Computer Lab, Internet Access, etc.)

Observation/Evaluation:

How often can I expect you to observe my teaching in the classroom?

How often and where will we meet to plan and review daily performance?

How often and what manner of informal performance evaluation can I expect? (written, oral, dialogue journal, e-mail, etc.)

How often and what manner of formal performance evaluation can I expect? (mid-practicum performance review with university's evaluation form, professional letter of recommendation, final written evaluation form with university's evaluation form, professional letter of recommendation, final written evaluation form with university's evaluation form, etc.)

TESOL Pre-K – 12 Teacher Standards

1.a. Describing Language

Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking reading, and writing for social and academic purposes.

1.b. Language Acquisition and Development

Candidates understand and apply concepts, theories, research and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

2.a. Nature and Role of Culture

Candidates know, understand, and use the major concepts, principle, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

2.b. Cultural Groups and Identity

Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

3.a. Planning for Standards-Based ESL and Content Instruction

Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English language models, as they plan for multilevel classrooms with learner from diverse backgrounds using standards-based ESL and content curriculum.

3.b. Managing and Implementing Standards-Based ESL and Content Instruction

Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading and writing, and

for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

3.c. Using Resources Effectively in ESL and Content Instruction

Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

4.a. Issues of Assessment for ESL

Candidates understand various issues of assessment (e.g., cultural and linguistic bias, political, social and psychological factors) in assessment, IQ, and special education testing (including gifted and talented), the importance of standards-based assessment, and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.

4.b. Language Proficiency Assessment

Candidates know and can use a variety of standards-based language proficiency instruments to inform their instruction, and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

4.c. Classroom-Based Assessment for ESL

Candidates know and use a variety of classroom and performance-based assessment tools that are standards based to inform instruction.

5.a. ESL Research and History

Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

5.b. Partnerships and Advocacy

Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.

ESL and BiEd Second Licensure Standard Portfolio based on TESOL Standards

Name _____ Date Submitted _____

TESOL Standard Assignments/projects in which standard was addressed. You may use an assignment for more than one category. (include number or name of course in which the assignment was completed)

1.a. Describing Language _____

Approaches _____ Meets _____ Exceeds _____ Standard

1.b. Language Acquisition _____
and Development _____

Approaches _____ Meets _____ Exceeds _____ Standard

2.a. Nature and Role of _____
Culture _____

Approaches _____ Meets _____ Exceeds _____ Standard

2.b. Cultural Groups _____
and Identity _____

Approaches _____ Meets _____ Exceeds _____ Standard

3.a. Planning for Standards- _____
Based ESL and Content _____
Instruction _____

Approaches _____ Meets _____ Exceeds _____ Standard

3.b. Managing and Implementing Standards-Based ESL and Content Instruction _____

Approaches _____ Meets _____ Exceeds _____ Standard

3.c. Using Resources Effectively in ESL and Content Instruction _____

Approaches _____ Meets _____ Exceeds _____ Standard

4.a. Issues of Assessment for ESL _____

Approaches _____ Meets _____ Exceeds _____ Standard

4.b. Language Proficiency Assessment _____

Approaches _____ Meets _____ Exceeds _____ Standard

4.c. Classroom-Based Assessment for ESL _____

Approaches _____ Meets _____ Exceeds _____ Standard

5. a. ESL Research and History _____

Approaches _____ Meets _____ Exceeds _____ Standard

5.b. Partnerships and Advocacy _____

Approaches _____ Meets _____ Exceeds _____ Standard

5.c. Professional Development and Collaboration _____

Approaches _____ Meets _____ Exceeds _____ Standard

This student has _____/has not _____ successfully completed Advanced Practicum and the exit portfolio and is recommended _____/ not recommended _____ for licensure.

Signature of Hamline Supervisor or Faculty _____ Date _____

ESL and BiEd Second Licensure Standard Portfolio based on TESOL Standards

Name _____ Date Submitted _____

TESOL Standard Assignments/projects in which standard was addressed. You may use an assignment for more than one category. (include number or name of course in which the assignment was completed)

1.a. Describing Language _____

Approaches _____ Meets _____ Exceeds _____ Standard

1.b. Language Acquisition _____
and Development _____

Approaches _____ Meets _____ Exceeds _____ Standard

2.a. Nature and Role of _____
Culture _____

Approaches _____ Meets _____ Exceeds _____ Standard

2.b. Cultural Groups _____
and Identity _____

Approaches _____ Meets _____ Exceeds _____ Standard

3.a. Planning for Standards- _____
Based ESL and Content _____
Instruction _____

Approaches _____ Meets _____ Exceeds _____ Standard

3.b. Managing and Implementing Standards-Based ESL and Content Instruction _____

Approaches _____ Meets _____ Exceeds _____ Standard

3.c. Using Resources Effectively in ESL and Content Instruction _____

Approaches _____ Meets _____ Exceeds _____ Standard

4.a. Issues of Assessment for ESL _____

Approaches _____ Meets _____ Exceeds _____ Standard

4.b. Language Proficiency Assessment _____

Approaches _____ Meets _____ Exceeds _____ Standard

4.c. Classroom-Based Assessment for ESL _____

Approaches _____ Meets _____ Exceeds _____ Standard

5. a. ESL Research and History _____

Approaches _____ Meets _____ Exceeds _____ Standard

5.b. Partnerships and Advocacy _____

Approaches _____ Meets _____ Exceeds _____ Standard

5.c. Professional Development and Collaboration _____

Approaches _____ Meets _____ Exceeds _____ Standard _____

This student has _____/has not _____ successfully completed Advanced Practicum portfolio and is recommended _____/ not recommended _____ for licensure.

Signature of Hamline Supervisor or Faculty _____ Date _____

Checklist for ESL/BIED Licensure Completion

In order to apply for your ESL teaching license, you must do the following:

Before beginning your Advanced Practicum:

- Get a copy of the blue “Intent to Begin Advanced Practicum” form, fill it out, and return it to the practicum coordinator.
- Complete all course and foreign language requirements as outlined on your learning contract.
- If your teaching experience has changed since the date you signed your learning contract, notify us in *writing* what your additional teaching has been. Include name of district, subjects or grades taught, years or months taught, in full-time equivalencies.
- Register and attend the ESL Practicum Seminar.
- Register for Advanced Practicum using the special registration form (purple-Advanced Practicum Educ 6567 Registration Form).
- Fill out and return a “Student Data Form” to the practicum coordinator.

Advanced Practicum:

- When you receive your Advanced Practicum assignment, fill out the yellow form and return it to the practicum coordinator at least three weeks before you begin your Advanced Practicum
- Arrange to be observed two times (one hour each time per placement) by your Hamline supervisor.
- Make sure your cooperating teacher fills out and returns an evaluation of your Advanced Practicum.
- Complete and turn in written assignments required for your practicum category.
- If required by your practicum category, get letters from administrators/principals in your file to document previous ESL teaching.
- Prepare your standards portfolio.
- Register and arrange to take the Teaching English as a Second Language Praxis Series test.
- Schedule an appointment to present your standards portfolio to your Hamline supervisor. After you have done all this, a grade for your practicum will be submitted.

Applying for licensure:

Once all of the requirements outlined on your learning contract have been completed and you have taken/passed the Praxis test, you can apply for your license.

- Obtain an application for licensure and a conduct review form from the SLTL Program Assistant (651-523-2964) or from the Dept. of Education.
- Fill out the forms and return to the SLTL Program Assistant (SLTL MS A1790 , Hamline University, 1536 Hewitt Ave, St Paul, MN 55104) with:
 - A check for \$57 made out to the Department of Education.
 - A check for \$5 made out to Hamline University for an official transcript.

In the state of Minnesota, teacher education programs are the body that recommends teachers for licensure. Therefore, the application is sent to us, we attest that you have met all requirements, and send it to the State with our recommendation. Depending on the time of year, it can take from six to ten weeks for you to receive a copy of your license from the State. If, for employment purposes, you need proof of having applied for licensure before receiving your license, contact our Program Assistant for a letter confirming that your application has been submitted.