TSL 4940 Internship

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M 9, W 9-10
34 Anderson
Office Hours: M 1:30-2:30; W 10:00-12:00 and by appointment

Course Description: This course is designed to provide instructional support and professional mentoring for novice L2 teachers during their TESL internship experience. Throughout the internship, you will have opportunities to: 1) learn about and participate in instructional activities of experienced ESL teachers, 2) design, in collaboration with others, a course appropriate for Visiting Scholars, 3) create and teach appropriate instructional activities and materials for your course, 4) assess your ability to teach lesson content while effectively managing the learning environment, 5) develop and/or implement appropriate assessment measures to evaluate student learning and achievement, 6) work collaboratively with fellow interns and the internship supervisor as you plan and carry out their internship responsibilities, and 8) reflect on and learn about your own professional development as L2 teachers.

Text: While not required, I do encourage you to get Graves (2000) book if you plan on teaching. I will have selected chapters/materials on line for the course.

Other readings will be posted on the e-learning site.

Course Requirements:
Learning to teach is both an intellectual and emotional journey. You will be amazed by what you need to know about English, about teaching, about lesson planning, about...You will feel on top of the world at times and incompetent at others. This course will thus most likely not be like any other you have had at UF.

Being in the internship requires a commitment to teaching, to your students, as well as to your teaching cohort. You can’t skip classes like you might in others. This will be one of the rare times in your teaching life in which you will be surrounded by a supportive community who will work together to build and share materials. We need to build that supportive community through respect and a generous spirit towards each other. Each of you differs and how I can support each of you as an individual is something that becomes clearer as we work together. Helping me understand what you need in this internship is crucial to your growth as a teacher. You must be willing to work with others and open to critique. At times, my feedback
will be quite direct, but it's never meant as a criticism of you. My intention is to enable each of you to grow as much as possible as people and teachers.

1) **Design and Teach a Course (20%)**

   You will examine aspects of the educational, institutional, and social setting of your instructional context (to learn more about the Visiting Scholars) through assessments of the students’ oral proficiency. We will begin to do this together during our third internship meeting time. By getting to know the students, you will gain some understanding of what you need to develop for your course content. On the basis on our investigation you and your teaching partner will develop specific instructional goals and objectives for the first three weeks of the course at a minimum. The final five weeks will be designed according to goals/objectives that you have identified through working with your students. In addition to a detailed three-week syllabus, you will develop or revise the day to day objectives and lesson plans and activities for those days. Your partial syllabus should be ready for the first day of teaching.

WE WILL SET THE SPECIFIC TEACHING DATES AND TIMES TOGETHER IN AUGUST. It is obviously beneficial to use the hours of our internship time, but we’ll need to set up another day as well for teaching. Teaching will begin **September 29th and end on November 24th**.

2) **Practice Teach (5%)**

   Before you begin teaching, each of you will do a **Practice Teach** (20-30 minutes) in front of your classmates and me. During this time, you will receive direct, explicit feedback on your lesson, your power points, your activities, and your teaching (kinds of questions asked, etc.). Though this is definitely a face threatening activity, you will receive invaluable feedback that will help you get ready for the adventure ahead. You should get your lesson plan for the practice teach approved with me by at least two days ahead of time so your experience is fruitful. We will do this the week of Sept. 22nd unless anyone is ready earlier. I **won’t** grade these—this is intimidating but tremendously helpful. But you will get credit for doing it.

3) **Lesson Plan Study (50%)**

   As you prepare your lessons, you will be working with at least your partner, if not several other teachers, using a kind of professional development known as Lesson Plan Study. We will audiotape these meetings, and videotape lessons if necessary.

   This is a description of lesson plan study from http://www.tc.columbia.edu/lessonstudy/lessonstudy.html
What is lesson study?

Lesson study* is a professional development process that Japanese teachers engage in to systematically examine their practice, with the goal of becoming more effective. This examination centers on teachers working collaboratively on a small number of "study lessons". Working on these study lessons involves planning, teaching, observing, and critiquing the lessons. To provide focus and direction to this work, the teachers select an overarching goal and related research question that they want to explore. This research question then serves to guide their work on all the study lessons.

While working on a study lesson, teachers jointly draw up a detailed plan for the lesson, which one of the teachers uses to teach the lesson in a real classroom (as other group members observe the lesson). The group then comes together to discuss their observations of the lesson. Often, the group revises the lesson, and another teacher implements it in a second classroom, while group members again look on. The group will come together again to discuss the observed instruction. Finally, the teachers produce a report of what their study lessons have taught them, particularly with respect to their research question.

4) Observation, Dialogic Video Protocol, and Plan of Action (10%)
I will videotape you teaching at least once. For this requirement, we will arrange to have your instruction videotaped on one occasion and then shortly thereafter we will do a Dialogic Video Protocol in which you and I will watch and reflect on the videotaped lesson. We will then, on the basis of our observation and discussion, set up a Plan of Action for you to address focal points of teaching, growth points, that you will need to work on the rest of the semester and reflect on in your journal. We will do this during the first few weeks of teaching.

5) Teaching Philosophy (15%)
In order to get you thinking about the kind of teacher you want to be and the kind of classroom interaction you hope to have, you will begin by articulating your philosophy of teaching (2 pages). This will be a work in progress throughout the semester, though you will write a draft during the first month (Journal 1), and modify it while you are teaching. Due Dec. 4th, I grade this and have a rubric.

Grading:
For information on current UF grading policies for assigning grade points, please go to:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#grades

A  100-95   C+ 77.9-75
A- 94.9-91   C  74.9-70
B+  90.9-87   C- 69.9-66
B  86.9-82   D  65.9-60
B- 81.9-78   E  59.9-0

Attendance Policy: Attendance is required. Because activity focused on instruction drives this course (as opposed to information you can gather from books), being in class is essential to your educational experience, especially in September as we prepare courses. Once you begin teaching, you obviously need to be there. However, you may have to be absent for personal reasons, and
having a teaching partner alleviates any problem. You have to be committed to being present for the internship.

**Academic Integrity:** The University of Florida defines academic dishonesty as including, but is not limited to, cheating, plagiarizing, fabricating of information, or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who engage in academic dishonesty will be penalized and may risk failure of this course. For more information see [http://www.registrar.ufl.edu/catalog/policies/students.html#honesty](http://www.registrar.ufl.edu/catalog/policies/students.html#honesty)

Disability Access Statement: The University of Florida is in compliance with the provisions of **Americans with Disabilities Act.** Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Students who qualify for accommodations should contact the Dean of Students Office: [http://www.dso.ufl.edu/drc/current.php](http://www.dso.ufl.edu/drc/current.php) (001 Building 0020 (Reid Hall); 392-8565). If you anticipate needing special accommodations as a result of a disability, please see me as soon as possible

**Examination Policy:** There are no exams in this course.

**Tentative Course Schedule**

**August 25**

- Introduction to the Course
- Identify teaching teams, courses, and possible teaching times
- Evaluating speakers: brief intro

**Readings for next class:** Johnson & Golombek (2002)


Peruse some of the materials on the website. Check out these:


[http://www.carla.umn.edu/speechacts/requests/tm.html](http://www.carla.umn.edu/speechacts/requests/tm.html)

**August 27**

- Assessing scholars- The how to

**Readings for next class:** 1) Storytelling Genre AND 2) Freadman: storytelling in the modern language curricula AND 3) Oral fluency

Continue to peruse the website especially the section on storytelling
Sept 1          NO CLASS – Labor Day

Sept 3          Begin Assessing Scholars

Sept 8          Assessing Scholars
By next class, email me a response to the following:
What does my ideal class look like? (not what kind of class would you most like
to teach in BUT what will you be doing, what will students be doing, etc.) In
other words, how do you imagine your idealized version of your teaching to look
like?
Reading for next class: 1)Graves, K. Chapter 2 AND 2)Principles of Instruction

Sept 10         Course preparation: objectives and lesson planning
Readings:      Asking good questions at
http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html

Sept 15         Course preparation
Readings:      As needed
Be prepared to discuss some short warm-up activities you could do with your
students before beginning class

Sept 17         Course preparation
Readings:      As needed

Sept 22         Practice teach session

Sept 24         Practice teach session

Weeks of Sept. 29th – Nov. 24th Teach
    ➢  During this time, during our regularly scheduled class, we will meet weekly as a
group for one hour for lesson study and to provide support and feedback to each
other.
    ➢  I will videotape each of you teaching starting the first week, and we will do a
video protocol together (takes about 1 ½ hrs). This will give you a concrete
sense of your teaching, and will help us to develop a plan of action for what you
will focus on in developing your teaching.
    ➢  I will do additional observations after this is necessary or welcomed.
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>Nov. 27th</td>
<td>NO CLASS - Thanksgiving</td>
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<td>Dec 4th</td>
<td>Debriefing</td>
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<td>Teaching Philosophy Due</td>
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<td>Dec 6th</td>
<td>Final meeting as a class</td>
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