

# **TELL Practicum Guidelines**

Linking the Practicum Projects to the TELL Learning Outcomes

Pat Draper, Stefinee E. Pinnegar, & Lauren Hutchings



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**Pat Draper**

Brigham Young University

Pat Draper is currently responsible for the TELL practicum for the pre-service teachers. She has a master's degree in linguistics from the University of Utah. She has been an active participant in the design and implementation of the TELL courses from the beginning. She taught TELL courses in the Salt Lake City School District from 1997 through her retirement for SLCSO contributing to the endorsement of 1200 teachers. Across these years, she has regularly prepared facilitators for the Foundations and Family courses. In 2017, after 40 years in the classroom, she retired from teaching. From 2013 to 2017, she mentored new teachers in SLCSO through their first year of teaching. Most recently, she has been actively involved in redesigning the TELL courses and producing the instructional guides used in teaching them.





## Stefinee E. Pinnegar

Brigham Young University

A St. George native, Dr. Pinnegar graduated from Dixie College (now DSU) and Southern Utah State (now SUU). She taught on the Navajo Reservation then completed an M.A. in English at BYU. She taught for 5 years in Crawfordsville, Indiana. She then completed a PhD in Educational Psychology at the University of Arizona (1989). She was faculty at Western Michigan University in Kalamazoo, before coming to BYU. She helped develop and now directs the TELL program. She is Acting Dean of Invisible College for Research on Teaching, a research organization that meets yearly in conjunction with AERA. She is a specialty editor of *Frontiers in Education's* Teacher Education strand with Ramona Cutri. She is editor of the series *Advancements in Research on Teaching* published by Emerald Insight. She has received the Benjamin Cluff Jr. award for research and the Sponsored Research Award from ORCA at BYU. She is a founder of the Self-Study of Teacher Education Practices research methodology. She has published in the *Journal of Teacher Education*, *Ed Researcher*, *Teachers and Teaching: Theory and Practice* and has contributed to the handbook of narrative inquiry, two international handbooks of teacher education and two Self-Study of Teaching and Teacher Education Practices handbooks. She reviews for numerous journals and presents regularly at the American Educational Research Association, ISATT, and the Castle Conference sponsored by S-STTEP.



### Lauren Hutchings

In preparation for becoming a future educator, Lauren Hutchings has dedicated her time to serving at schools in the community, advocated for students with learning disabilities, and has conducted research on student and school inclusion. Lauren is currently working on her bachelor's degree in Elementary Education at Brigham Young University. She is also an assistant for the TESOL program in the BYU McKay School of Education. After graduating from BYU Lauren is planning to teach in her community to touch the young minds of the rising generation. She also plans to pursue an advanced degree to further her skills as an educator.



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# Welcome to the TELL Practicum Guide

We are delighted that you have chosen to add the ESL Endorsement to your Teacher Certification program. Completion of TELL 442R (the practicum) is the final step in the process and provides an opportunity for you to demonstrate in your interaction with English Learners (ELs), or Emergent Bilinguals (EBs), all that you know about meeting their needs and capitalizing on the strengths of these students as you move them forward in developing language and literacy skills, developing academic vocabulary, and acquiring content knowledge. The program and its learning outcomes enable you to meet the USBE ESL Standards (You will find them listed in Appendix C in this book) We have intentionally made this program a minor (K-12 TESOL Minor) so that it travels with you since you may teach somewhere other than Utah and so that it can potentially expand your teaching opportunity since it is a K-12 endorsement. The courses are designed to teach you what is needed to meet the ESL standards. While the standards listed are specific to Utah and BYU, most states have similar standards and meeting the standards in this program will most likely transfer to other states or contexts.

During the practicum you will work with ELs under the guidance of a mentor teacher and a university supervisor. It is important for you to know that not all of these ELs will be new immigrants and they will perform at various WIDA levels. Your task is to support all the ELs you work with in moving forward in their language and literacy competencies. Your supervisors will observe you using the PAES form. An annotated form of the PAES is found in Appendix B in this book. We have annotated the PAES form that is used for all observations of you as a teacher in this program. The annotation articulates how the various competencies are relevant to teaching ELs. Both your mentor teacher and your university supervisor must submit both an informal and a formal PAES. It is the formal PAES we rely on to document your teaching skill and prowess in meeting the needs of English Learners.

The five assignments you complete for the practicum are found in this book. Each chapter describes an assignment and its purpose. In addition The documents you will need to support you in completing the assignments are found in Learning Suite and are linked in the individual chapters. In this book, we have articulated which learning outcomes are met by the assignment. Every assignment includes a reflection. The purpose of the reflection is for you to demonstrate your learning from the assignment and your understanding of the principles and theories needed in meeting the needs of English Learners. All assignments have a reflection. Guidelines and rubrics for the reflection are in Appendix A.

This EdTech book contains all of the assignments you need to complete during The TELL 447R Practicum. It also includes other sections that contain information you will need access to. The five assignments are explained and all relevant information and forms are linked on that page. There are five assignments for you to complete. At the bottom of this page are two links. The first provides a description of each of the five assignments Below this page, you will be introduced to each of the assignments and their due dates.





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# Description and Brief Explanation of the Five TELL Practicum Assignments

The TELL practicum consists of five assignments. They are:

1. **Teacher Observation.** You watch a teacher during a 20-30 minuted lesson. You note the SIOP items used by the teacher. This is not to judge the teacher's use of SIOP, but to remind you of the parts of SIOP, supporting you as you begin teaching English learners. You will write a *reflection* based on your observation and submit to Learning Suite.
2. **Teacher Interview.** You will interview your mentor teacher using six prepared questions. Take notes on the conversation you have with the teacher and reflect on your learning. Write your *reflection* and submit to Learning Suite.
3. **Individual Language Development Plan (ILDLP).** You will select an EL student in the class to study for this assignment. Your mentor teacher should be consulted as you select a student. Your next step is to observe the student and do some assessments to discover the strengths and needs he/she has. You will then develop a plan for that student to improve in all the areas of literacy. Complete your *reflection* and submit this assignment of Learning Suite.
4. **Multiple Simultaneous Diverse Learning Activities.** Commonly called the MSDLAs, this is the opportunity for you to create a set of learning activities as in TELL 440. You may work with a partner in the same or close grade level to develop them. Be sure to work with your mentor to determine a state standard to base the centers on. You will enact these in your classroom. Your work, as well as a *reflection*, will be submitted to Jenn Hughs at the email address given to you—not on Learning Suite.
5. **Final Reflection.** This is your opportunity to reflect on your learning and growth from completing the previous four assignments. Submit this final *reflection* assignment on Learning Suite.

**You will find each assignment fully explained in the chapters below.**



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# Preservice Teacher Information Sheets

## Beginning and Ending Information Sheets for Preservice Teachers.

**Purpose:** There are two forms listed here:

**The first form** provides us with information that allows us to contact you, your school-based mentor, and your university supervision. We ask you for this information so that we can be proactive in supporting you in the practicum and collecting from those working with you appropriate evaluations needed for completing the course.

The form is posted below. Following the link will give you access to a form for you to fill out and post through Learning Suite. It is worth 25 points. You can also access and post it through Learning Suite (in your section) listed under assignments on the BYU Grades tab. Please upload this form in Learning Suite in your section or from the link below and again submit it through learning suite.

You can also access the beginning term sheet by clicking [HERE](#). Remember once you fill it out to submit it on Learning Suite.

**The second form**, you will fill out at the end of your experience. It is called the End of Term Student Information Sheet. The form begins by identifying who you are and how to contact you and includes the details of your school placement. The bottom section of the form asks you to report when your Mentor, your University Supervisor, and you submitted PAES forms. Please upload this End of Term Form in Learning Suite for the section you are enrolled in and submit it through Learning Suite (It can also be accessed there).

You can also access the end of term sheet by clicking [HERE](#). Remember once you fill it out to submit it on Learning Suite.



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# Guidelines for your Mentor for Providing Support

## Mentor Information and Expectations

We strongly suggest that you make a copy of this information for you to give to your your mentor teacher. It would also be helpful for you to read the information yourself.

You can get mentor information by clicking [HERE](#).



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# Assignment 1: Teacher Observation

**Purpose:** This assignment allows you to demonstrate your understanding of the practices teachers do or do not demonstrate in their teaching (and how well you recognize them) in relationship to program outcomes. This assignment reveals your knowledge and understanding rather than your enacting of these standards.

## Learning Outcomes met

**Language and Linguistics:** knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development. (footnote language and definition)

**Cultural Diversity Domain:** create a learning environment that is sensitive to and supportive of English language learner's cultural identities, language and literacy development, and content area knowledge.

**Instruction Domain:** know, understand, and use the Utah English Language Proficiency Standards in selection of programs, practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization, teaching strategies for development and integrating language skills, and choosing and adapting classroom resources.

## Directions:

1. We would prefer that you observe your mentor teacher. You can, however, observe any teacher in the school with or without an ESL Endorsement. Remember that the purpose is for you to identify the good practices you see and note practices that you did not see. This is not an evaluation of the teacher but a demonstration of your knowledge about teaching ELs, or emergent bilinguals. (You can observe with a partner but each of you will write your own reflection.).
2. Select the teacher and make arrangements to observe a 20-30 minute lesson. To guide your observation we have developed a teacher observation worksheet ([located here](#)).
3. You will then **write a reflection** based on the observation. The **rubric** that will be used to evaluate all reflections is found in **Appendix A** of this book. In writing the teacher observation reflection use the SIOP categories listed in observation protocol to guide your reflection. If you want more information on the SIOP you can find the tool in the TELL Tools book here: [https://equitypress.org/ell\\_tools](https://equitypress.org/ell_tools)
4. The first form is for notetaking as you observe the teacher, identifying the SIOP items you see. The second form gives you information for the reflection you need to hand in and following the directions will produce a good paper. The only form you need to upload is the reflection paper you write.
4. Submit the assignment through Learning Suite for this course. The link is found on the BYU Grades tab under assignments.



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## Assignment 2: Teacher Interview

**Purpose:** This assignment provides another opportunity for you to demonstrate your understanding of how teachers can promote ELs language and literacy development. In your reflection, you will demonstrate your understanding in relationship to a teacher's explanation of how s/he meet the needs of ELs in his/her teaching. This assignment reveals your knowledge and understanding rather than your enacting of ESL standards.

### Learning Outcomes met

**Language and Linguistics:** know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language and linguistic systems to support English language learners' development of literacy.

**Cultural Diversity Domain:** know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups.

**Instruction Domain:** know, understand, and use the Utah English Language Proficiency Standards in selection of programs, practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization, teaching strategies for development and integrating language skills, and choosing and adapting classroom resources.

**Assessment Domain:** explain issues of assessment and accommodation and can use a variety of measurement tools to evaluate English language learners for placement, proficiency and instruction.

Family, School, & Community Involvement: understand the role and contribution of family and community in the cognitive, linguistic and social development of students. Candidates provide support and advocacy for ELLs and their families and understand the history, laws, and policies of ESL teaching. Candidates work in partnerships with families and communities to create positive learning environments

### Directions:

1. We would prefer that you interview your mentor teacher. You can, however, interview any teacher in the school with or without an ESL Endorsement. Remember that the purpose is for you to articulate your knowledge and understanding of the domains represented in the learning outcomes for the K-12 TESOL Minor. This is not an evaluation of the teacher but a demonstration of your knowledge about teaching ELs, or emergent bilinguals. (You can arrange the interview with a partner but each of you will take your own notes and use them to write a reflection that demonstrates your understandings of teaching ELs.).
2. Select the teacher and make arrangements for the interview (The interview will probably take 15 to 30 minutes, there are six questions but add others if you would like. Be respectful of the teacher's time).
3. Use the Interview Protocol [linked here](#) as you conduct the interview. There is space to take notes.
4. Use the guidelines for writing a reflection based on your interview. The rubric used to evaluate reflections is found in **Appendix A**. In your reflection, make sure you reference the notes you took in response to each question. The questions identify your learning in relationship to what you learned in the various teacher certification and TELL courses.

5. Submit the assignment through Learning Suite for this course. The link is found on the BYU Grades tab under assignments.



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# Assignment 3: Individual Language Development Plan

**Purpose:** The Individualized Language Plan Assignment allows you to demonstrate your skill and knowledge in determining where a particular EL in your classroom is in terms of developing prowess in language and literacy development. The ILDP asks you to get to know this student well, as a person and as a learner and then use what you learn to create goals and a plan. Acting on these would enable you, as a teacher, to promote the student's further development. You will use both formal and informal assessment to discover the student's strengths and needs and based on these consider how you might support them in progressing to proficiency in listening, speaking, reading, and writing in English.

## Learning Outcomes Met:

1. **Language/Linguistics:** Knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development.
2. **Cultural Diversity:** create a learning environment that is sensitive to and supportive of English language learner's cultural identities, language and literacy development, and content area knowledge.
2. **Instruction:** Know, understand, and use the Utah English Language Proficiency Standards in selection of programs, practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization, teaching strategies for development and integrating language skills, and choosing and adapting classroom resources.
3. **Assessment:** Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs.

## Directions:

1. This assignment asks you to collect information about an EL student in your classroom. Begin by consulting with your teacher and selecting a student.
2. Use the Inclusive Pedagogy Framework and A Theory of Instruction for Teaching ELs: Communication, Pattern, and Variability to guide your thinking and your exploration about the student you selected. The tools and their explanations are found in the [TELL Tools book](#).
3. Use the [Student Background Information Form](#) (both pages) to collect and record the information you find out. Most of this is probably found on the *cummulative file* in the student's file in the office at the school. The teacher can help you access it or provide you with this information. You will not turn this form in. Instead, it is a place to record the details of your exploration about the child.
4. You need to determine where this student is in terms of their cognitive, social, and linguistic learning and development and then set goals and make a plan to reach them using the Individualize Language Development Plan form linked later on this page. The following documents will help you gather pertinent and helpful information. In

addition to the Student Background Information form linked above, you will want to utilize at least the two documents linked below:

- **[Current Realities](#)**. This guides to determine the programs and classroom strategies that support and/or constrain your student in learning, and asks you to create implications for your student.
- **[Definitions and Needs](#)**. This form guides you to note strengths and needs of your student in cognitive, social/affective, linguistic, cultural, age, and schooling.

5. You can use the additional forms to collect other information about the child that could be of help as you complete the Individualized Language Plan and make goals for your student. This [link](#) will take you to those additional forms.

6. The assignment sheet and the reflection on the project are the only two documents you will turn in through Learning Suite.

7. The assignment sheet is called the [Individualized Language Plan](#), linked here. This document will help you develop goals and a plan for your student. This document called, IDLP Writing Goals.

5. You will find the rubric for this assignment [linked here](#). Consider it carefully as you create the Individual Language Development Plan.

8. After you finish the IDLP, you will write a reflection that reports your experience learning about, evaluating his/her language development, and setting goals and making plans for that student, you will then write a reflection about this experience. Use Appendix A to guide you and as your rubric for the reflection. The Inclusive Pedagogy Framework can be used as you think about and write your reflection. (Remember it is found in the TELL Tools book linked above).

If you need an example of what an IDLP should look like, read through this [sample](#).



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# Assignment 4: The Multiple Simultaneous Diverse Learning Activity (MSDLA) Assignment

**Purpose:** The MSDLA provides you with an opportunity to demonstrate everything you know about adjusting your instruction to accommodate and promote the learning and language development of ELs and their classmates. In constructing the MSDLA you will develop content and language objectives, attend to Language and Literacy development (listening, speaking, reading, and writing), support vocabulary development, utilize the Standards for Effective Pedagogy, build on the knowledge they bring from their families, communities, or other experience and modify texts making them comprehensible for your learners.

## **Learning Outcomes met:**

**Language and Linguistics:** knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development.

**Cultural Diversity Domain:** create a learning environment that is sensitive to and supportive of English language learner's cultural identities, language and literacy development, and content area knowledge.

**Instruction Domain:** know, understand, and use the Utah English Language Proficiency Standards in selection of programs, practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization, teaching strategies for development and integrating language skills, and choosing and adapting classroom resources.

**Family & Community Domain:** demonstrate understanding of the role and contribution of family and community in the cognitive, linguistic, and social development of students.

**Directions:** (The work you do for this assignment will be turned in to [jenrowehughes@gmail.com](mailto:jenrowehughes@gmail.com) not Learning Suite.)

1. This assignment can be created with a partner and needs to be enacted during your practicum experience. (Remember you constructed an MSDLA during TELL 440). If you are working with a partner in your practicum placement, both of you should work together on this project. If you are working alone in your practicum and can find a preservice teacher who is working with students at your grade level, partner with them for this project. If you are working in a partnership, you will turn in only one assignment except for the reflection on the project which you will each do separately.
2. First, consult with your teacher and partner and select a content standard (math, science, social studies) from the Utah State Board of Education ([USBE Standards](#)) for your grade level.
3. To support you in making your initial plans for the MSDLA you will turn in two documents that reveal your thinking about the MSDLA as a whole. You, along with your partner, will turn in these two documents within about a week (the dates are posted in the schedule). These present a 'rough draft' for your MSDLA and will be returned quickly with feedback or a request for a phone conversation. The purpose is to support you in doing your best work. The links to these documents follow

- The Activity Center Planning Web can be accessed by clicking [here](#).
- The MSDLA Overview Template can be accessed [here](#) and to be turned when it is due for the grader to give you feedback.

4. Now begin work on your MSDLAs using the template to guide you. You will use the Multiple Simultaneous Diverse Activity Overview (MSDLA) [template](#) to guide you. You can also access the MSDLA checklist [here](#), which you will use to make sure you have included everything. When you complete the MSDLA project, use the MSDLA checklist to make sure you have everything and attached here is the [MSDLA rubric](#) form that will be used to evaluate your project.

5. You will need to attach a [student rotation chart](#) which you will use when you enact your MSDLA. You will fill this out with your student names when you enact the MSDLA in your class. This chart helps you create a flow for the students as they move through the centers and allows for all students to work with every other student in the class as they progress through your centers.

6. After you enact the center, each partner will individually write a reflection about your experience. The directions and rubric for writing reflections are found in Appendix A. The Standards for Effective Pedagogy, Assessment Literacy: Concepts, Principles, Checklist, and Strategies, and Literacy Guidelines for ELs all found in the [TELL Tools book](#).

#### MSDLA Resources



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Access it online or download it at [https://equitypress.org/ptd8/msdla\\_instructions](https://equitypress.org/ptd8/msdla_instructions).

# MSDLA Resources

## Linked documents to support the construction of your MSDLA

List of Support Materials:

1. The Works in Progress Document (this is optional but allows you to record your explanations and things you might want to remember as you put together your final MSDLA documents). The [WIP is found here](#).
2. Selecting and Teaching Vocabulary: [Facts about Vocabulary](#), [Teachings from the TELL courses about Vocabulary Learning](#), Video from the Literacy Course (TELL 430), linked [here](#). Remember you will scroll down to the video segment for session 7).
2. TELL Tools: [This link](#) will take you to an open access, online text that contains the TOOLS and explanations of them which you have used several times in the course.
  - Inclusive Pedagogy: This framework will guide you identifying information for the Student Position. The front of the tool includes the questions to ask to guide your global thinking about the child. On the back you will find more in depth thinking and questioning.
  - Standards for Effective Pedagogy: The tool lists each of the standards with definitions. The explanation includes the indicators for each standard and the article about the five standards by Roland Tharp.
  - A Theory of Instruction for Teaching ELs: Communication, Pattern, and Variability
  - Assessment Literacy: Concepts, Principles, Checklist, and Strategies
  - Literacy Guidelines for ELs
  - The SIOP Protocol
  - Framework for Family, Community & School Partnerships
  - WIDA
3. Designing Activities: These links will take you to descriptions of teaching strategies and assessment strategies you might use for your activities
  - [Comprehension Strategies](#)
  - [Assessment Strategies](#)
4. Directions for constructing rubrics: For the informal assessments you use in the various activities you will want to construct checklists or rubrics the teachers can use to evaluate the work. Directions for constructing a rubric can be found at this [link](#) or this YouTube Video (<https://equitypress.org/-MCVA>)



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# Assignment 5: Final Reflection of the TELL Practicum

## Consider Your Learning and Growth as You Complete the Practicum

**Purpose:** This assignment is the culmination assignment for the TELL Practicum. You can get a copy of the Final Reflection by clicking [this link](#). Reflect on your work as you completed assignments and taught in the classroom.

**Learning Outcomes potentially met:** Across the practicum you have had the opportunity to meet all of the learning outcomes for the k-12 TESOL Monor and the ESL Endorsement.

### Language and Linguistics:

- A. know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language and linguistic systems to support English language learners' development of literacy.
- B. knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development. (footnote language and definition)

### Cultural Diversity Domain:

- A. know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups.
- B. create a learning environment that is sensitive to and supportive of English language learner's cultural identities, language and literacy development, and content area knowledge.

### Instruction Domain:

- A. know, understand, and use the Utah English Language Proficiency Standards in selection of programs, practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization, teaching strategies for development and integrating language skills, and choosing and adapting classroom resources.
- B. Synthesize ESL research and history and apply it in practice and collaborate with colleagues and stakeholders to improve English language learning.

### Assessment Domain:

- A. Candidates understand issues of assessment and accommodation and will use a variety of measurement tools to evaluate English language learners for placement, proficiency and instruction.
- B. Use assessment data to plan, adapt and implement instruction for English language learners according to their level of English language proficiency.

**Family, School, & Community Involvement:** A. Candidates understand the role and contribution of family and community in the cognitive, linguistic and social development of students. Candidates provide support and advocacy for ELLs and their families and understand the history, laws, and policies of ESL teaching. Candidates work in partnerships with families and communities to create positive learning environments. B. Evaluate, select, and advocate for applicable models of family and community involvement and support implementation.

**Directions:**

1. Carefully peruse the assignment questions to be sure you understand what your reflection needs to be. This is the rubric which the grader uses to evaluate your reflection. You can get a copy of the Final Reflection by looking in Appendix A. Consulting the Inclusive Pedagogy Framework could be of assistance as well.
2. Consider carefully your work in the classroom and the mentor teacher with whom you worked. It is a good idea to write daily notes to yourself as you complete the practicum to remember items you can include in your reflection.

Rubric for Final Reflection



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# Rubric for Final Reflection

The Reflection Rubric is linked [here](#).



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# End of Term Information Sheet

You can access the End of Term sheet by clicking [HERE](#).



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# Appendices

Appendix A: Guidelines for Reflections

Appendix B: PAES Annotated Form

Appendix C: Utah State Board of Education Standards for the ESL Endorsement

Appendix D: Rext Modification Article



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# Appendix A: Guidelines for Relections

## Dorections:

1. Each reflection will have a series of guidelines or questions for you to consider as you construct your reflection.
2. Use the questions or guidelines to gather information and to inform your reflection.
3. All reflections will be evaluated using the reflection rubric attached [here](#).



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## Appendix B: PAES Form--Annotated

### Annotated to connect the ESL Standards

This form includes information from the PAES observation form used by the mentor teacher and the university supervisor when they observe you. It gives information as to what an observer would see occurring in a lesson for each of the items, and thus can be useful for you to peruse.

It is [linked](#) here.



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# Appendix C: Utah State Board of Education Standards for the ESL Endorsement

## BYU K-12 TESOL Learning Outcomes

Standard	Elements
<b>1: Language/Linguistics</b> <ul style="list-style-type: none"> <li>· know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language and linguistic systems to support English language learners' development of literacy.</li> <li>· knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development. (footnote language and definition)</li> </ul>	Acquire and employ knowledge of language as a system and the ways in which languages are different and similar.
	Employ theories of acquisition of a primary and new language in instruction.
	Employ theories of first and second language acquisition in teaching literacy
	Employ theories of first and second language acquisition in teaching content area subjects.
<b>2: Cultural Diversity</b> <ul style="list-style-type: none"> <li>· know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups.</li> <li>· create a learning environment that is sensitive to and supportive of English language learner's cultural identities, language and literacy development, and content area knowledge.</li> </ul>	Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students.
	Interpret the historical context of diversity and *discrimination and evaluate how it impacts current practices
	Demonstrate how culture affects language development and academic achievement.
	Understand and apply knowledge of how cultural identities impact language learning and school success

	by creating an environment that is inclusive of all students.	
<b>3: Instruction</b>  know, understand, and use the Utah English Language Proficiency Standards in selection of programs, practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization, teaching strategies for development and integrating language skills, and choosing and adapting classroom resources.	Use language and content objectives in teaching standards-based ESL instruction and the Utah Core Curriculum.	
	Demonstrate ability to plan standards-based ESL and content instruction.	
	Demonstrate ability to manage and implement standards-based ESL and content instruction	
	Employ a variety of strategies, materials and resources in standards-based ESL and content instruction	
	Acknowledge and follow local, state and federal laws and policies as they pertain to ELLs and their instruction.	
	Synthesize ESL research and history and apply it in practice.	
	Collaborate with colleagues and stakeholders to improve English language learning.	
<b>4: Assessment</b>  Candidates understand issues of assessment and accommodation and will use a variety of measurement tools to evaluate English language learners for placement, proficiency and instruction	Articulate issues of assessment as they affect learners' development of English language skills, their access to the Utah core curriculum, and their placement in appropriate programs.	
	Understand how to select and administer norm-referenced language proficiency instruments.	
	Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs.	

Use assessment data to plan, adapt and implement instruction for English language learners according to their level of English language proficiency.

Acknowledge and follow local, state and federal laws and policies as they pertain to ELLs and their assessment.

**5: (2 Credits) Family and Community Involvement**

Candidates understand the role and contribution of family and community in the cognitive, linguistic and social development of students. Candidates provide support and advocacy for ELLs and their families and understand the history, laws, and policies of ESL teaching. Candidates work in partnerships with families and communities to create positive learning environments.

Acknowledge and follow local, state and federal laws and policies as they pertain to ELLs and their families.

Employ strategies to empower parents/families to participate in their child's education.

Evaluate, select, and advocate for applicable models of family and community involvement and support implementation.

Demonstrate knowledge of how to use family and community members as a resource in learning.



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## Appendix D: Text Modification Article

This is the Text Modification Article from Mary Rice that may be helpful as you make text modifications for you MSDLA. The article is linked [here](#).



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## Appendix MSDLA Examples for Reference

In order to support you in constructing your MSDLA assignment, we have link examples that might help you with yours. These are not perfect. What I discovered as a teacher is that models that are competent and well-done are the best examples to push student work.

Teacher Task Card Examples:

- This [teacher task card](#) is for a vocabulary center where the students will act out vocabulary words.
- These [task cards](#) are for an MSDLA on brown and black bears.

Student Task Card Examples:

- These [task cards](#) are for the brown and black bear unit.

MSDLA Examples: These are MSDLAs produced by past students.

- This [MSDLA](#) is on determining unknown numbers in addition and subtraction equations (First Grade).
- This [MSDLA](#) focuses on the equal sign (First Grade).
- This [MSDLA](#) focuses on Wild Life Adventures (Second Grade).



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