

Practicum: Bilingual/ESL Education

Basic Information

Name of the Instructor: Dr. Yolanda Salgado

Email: salgado_y@utpb.edu.

Office Location: MB 3226

Virtual Office Hours: Tue/Wed 9:00-11:00 and/or by appointment

Office Phone: (432) 552-2142

Course Dates: May 11, – June 26, 2020

Course Credits: 3 hours

Location: This course is a web course and is conducted within CANVAS

<http://utpb.instruct.com>

Note: The due date and times for the activities will adhere to the Central Time Zone

Course Catalog Description:

This course Practicum in Bilingual/ESL EDBI 6392.783 is a course design for students to acquire and use skills to diagnose second language learners (SLLs) and to prescribe individualized instruction in a practicum setting.

Measurable Learning Outcomes: By the end of this course, you will be able to:

- Create an appropriate learning environment for bilingual and ESL classrooms
- Incorporate knowledge of diversity in planning and delivering instruction
- Highlight consciousness of current trends in ESL and bilingual instruction to participants
- Identify different models of bilingual/ESL
- Plan for and assess student learning
- Apply knowledge about child and adolescent development
- Incorporate technology in planning and delivering instruction

Course Prerequisites: Admission to UTPB; admission to graduate studies; in addition to the College of Education requirements, students seeking teacher certification in Texas and in bilingual education as a part of the Master of Arts in Education/Bilingual/ESL must apply to the certification program and take the additional coursework; after completing the program, demonstrate proficiency in Spanish by passing the Texas Bilingual Target Language Proficiency Test (BTLPT).

Materials: There is not book require for this course.

Recommended/Supplemental/Optional readings/books:

Garcia, Ofelia (2008) Bilingual Education in the 21st Century: A Global Perspective ISBN 978-1-4051-1993-1 or ISBN 978-1-4051-1994-8

Crawford, J., Bilingual Education: History Politics Theory and Practice. Crane Publishing Co., 1999. ISBN 0-89075-556-6

Richard-Amato, P.A., and Snow, M.A., Academic Success for English Language Learners: Strategies for k-12 Mainstream Teachers, Pearson Education, Inc. 2005. ISBN 0-13-189910-4.

Richard-Amato, P.A., Making It Happen: From Interactive to Participatory Language Teaching-Theory and Practice, Pearson Education, Inc. 2003. ISBN 0-13-060193-4.

Gonzalez, V, Yawkey, T., Minaya-Rowe, L., English-As-A-Second Language (ESL) Teaching and Learning: Pre-K-12 Classroom Applications for Students' Academic Achievement and Development, Pearson Education, Inc. 2006. ISBN 0-205-39251-2.

Reference Text (Not Required but Helpful):

American Psychological Association. (2001). Publication manual of the American Psychological Association (5th ed.). Washington, DC:

UTPB Academic Calendar: [University Calendar](#)

Important Dates:

Summer A 2020

	Date
First Class Day	May 11
Last day to add a course	May 13
Last day to Drop without creating an academic record	May 15
Last day to drop* a course or withdraw**	June 12
Last day of classes or final examinations	June 26

Course Overview:

Students in this course are responsible for placing themselves in bilingual/ESL settings for one semester and follow a clinical model to prepare instruction for individual or small groups of English language learners. Students will develop a philosophy statement and will conduct assessment and prescriptive instruction. The selected area should be a practical, general workplace training supported by an individualized learning plan developed by the employer, college, and the student.

Course Delivery and Setting:

The course will be delivered by independent study, through Canvas and practicum at school districts where the candidate is employed or at other approved sites. The internship is designed to meet the need of the individual student in terms of interest and or abilities. Students who are employed in administrative or other leadership positions may complete the internship partly using those placements, along with client work. Those who are focused primarily on teaching may do the internship with students in a classroom setting or as individual clients.

Course Requirements:

Completion of each assignment and field-based work is required to pass this course. You must choose one of the following 3 options to complete your internship. At least half of your practicum hours must include diagnosis of client(s) (EL students or adults).

Student Options for the Practicum

Option One: Clients Only

- A. Each student will assess and plan instruction for a minimum of two clients at least two levels. Some settings may lend themselves better for group instruction. In such a case, the practicum student may focus on one or more students in his/her reporting.
- B. At least 30 hours of instruction must be planned for each client (or small group of clients) at each level for a total of 60 hours. (A student may also choose to do 30 hours with two clients and an optional assignment as described below).
- C. **Optional** (if a student chooses to do a 30-hour internship, s/he will do the following assignment: Working in groups of 3-4, students will examine a series of videos and scenarios and will make recommendations and reports for clients, teachers and scenarios portrayed in the videos and scenarios.

Option Two: Administrative Option with One Client

Each student will propose an administrative learning experience for 30 hours. The experience may include assisting a principal or other administrator with LPAC training, paperwork etc. Providing training for Ell parents, assisting with Teacher Training, Program Implementation and/or other duties as proposed. Note: (A proposal for this option must be submitted and approved by the supervisor in charge and the professor of the course).

- A. Each student will also assess and plan instruction for one client or one group of clients. Some settings may lend themselves better for group instruction. In such a case, the practicum student may focus on one or more students in his/her reporting.
- B. At least 30 hours of instruction must be planned for the client or group of clients.

Option Three: Teaching /Mentoring/Coaching Teachers and One Client

- A. Each student will propose activities for 30 hours that includes assisting or coaching teachers. Activities may include teaching a college course, preparing, and presenting in-service training for teachers, administrators and/or parents, coaching or mentoring teachers and other educational personnel.
- B. Each student will assess and plan instruction for one client or one group of clients. Some settings may lend themselves better for group instruction. In such a case, the practicum student may focus on one or more students in his/her reporting.
- C. At least 30 hours of instruction must be planned for the client or group of clients.
- D. Working in groups of 3-4, students will examine a series of videos and scenarios and will make recommendations and reports for clients, teachers and scenarios portrayed in the videos and scenarios.

Activity Descriptions:

Syllabus Quiz: once you have read the syllabus, a quiz will be available for you to take. It will be timed, and you will take it only once. Points earned will be used as extra credit at the end of the semester as there will be no other opportunities for extra credit. To earn these points though, you **MUST** take the quiz on or before the due date. No points will be awarded for taking the quiz after the due date.

Self-Introduction is another opportunity you will have to earn extra points. This opportunity is for you to get to know those in the course with you and perhaps pair up for group projects early on. Points will be granted if posting is done by due date.

Pre-Practicum Position Paper & Proposal for Internships: Each student will write a pre-practicum position paper describing his/her position on language and literacy instruction for second language learner students.

- A. The paper should be approximately 3-4 pages in length with sources, etc. This will be used as the philosophical basis for the student's work in the internship and should be submitted by due date listed in the course calendar.
- B. Along with the paper, the student should submit the proposed activities (option 1, 2 or 3 to complete the course work).
- C. Verification for each client will also be submitted as a part of the Pre-Practicum Paper.
- D. If a student chooses option two, or three, specific details as to the practicum work to be done should be submitted. This will be done in lieu of the assessment that must be done with a client.
- E. The instructor will approve the proposed practicum experience and/or suggest changes to the proposed experience.

Diagnostic Assessment and/or plan for Coaching or Administrative Work:

- A. Client Work:** After clients have been identified, each practicum student should write a diagnostic/prescriptive report using the following procedure:
- a. Administer a language test to each client. (from state approved list)
 - b. Following the testing, the student should write a brief (2-3 page) synopsis describing each client's strengths and weaknesses.
 - c. Next, the student should briefly describe the type of lessons that would best assist the client in developing English and, if appropriate, literacy in another language.
 - d. Submit the report for approval of the instructor. After approval, work with clients may proceed.
 - e. At the end of the practicum, students will write a summary report of each client's progress, his/her further needs and suggestions for long-term instruction in English and another language (if appropriate).
- B. Action Plan for Coaching, Administrative Duties etc.** Each student pursuing this option will write out a plan, which details the need of the teachers or educational setting. Next a brief plan for implementing the coaching or administrative duties in lieu of the client assessment will be proposed and submitted to the instructor (2 to 3 pages in length).

Planning for Instruction (60-hour options):

- A. Client Work:** At least 30 hours of instruction must be planned for each SLL (or small group of SLLs) at each level for a total of 60 hours for option 1 **OR** a total of 30 hours plus the videos and scenarios assignment. Options 2 and 3 may do 30 hours total of instruction, splitting between a client and another setting as described earlier for a complete total of 60 hours.
- i. Each practicum student should write a series of lesson plans for each client to be delivered over a period of at least five weeks. The following procedure should be followed:
 - ii. Prepare the lesson plan containing an objective, list of materials, brief procedural description, and assessment.
 - iii. Next, the student should deliver the lesson to the client.
 - iv. Following the lesson, the student should write a reflection of the lesson to include:
 - a. The client's response to the lesson
 - b. The extent to which the lesson was successful
 - c. Progress that has been observed
 - d. Suggestions for future related instruction.
 - e. This will be submitted on a weekly basis.
 - v. You should post-test your students.

B. Implementation for Option 2 or 3

- a. Day to day work completed as a part of the practicum will include a log with summary of the work each day and the contact with other educators, parents and students that occurred.
- b. After noting the work that occurred, each student should reflect on and evaluate the work and make suggestions for improving the work that he/she has done and possible improvements that might help the school system improve their work.
- c. Daily logs should be around 3 paragraphs long and should include the reflective practices of the student in the approved environment. This will be submitted on a weekly basis.

C. Scenarios and Videos Analysis and Reflections:

(Not required for option one if doing 60 hours with clients):

Students will prepare reports according to the template and instructions in module two.

Final Report 100 Points: At the end of the practicum course, student will write a final report of approximately 2-3 pages describing what has been learned from the practicum. It should contain references to the pre-practicum philosophy paper. The student should describe whether his/her philosophy has changed as a result of the practicum experience and how these changes will affect their future instruction of Second Language Learners.

Submission and Naming Convention of Course Activities:

All the course assessment activities will be submitted via Assignment Tool. Keep in mind the following standards/practices for submission of assignments:

1. All course assessment activity files that will be submitted to the instructor should be in MS Word (Note that PDF and Google Docs are problematic for submissions)
2. Be sure to include a cover page with your name and the name of the assessment. If group work is being turned in, all students in your group must be included. Title should be in the center as well as in the header of your paper.
3. Assignments should NOT be submitted via e-mail. I will not accept them in that format and will not grade it. All assignments must be uploaded into the course drop boxes by the due date.

****Keep in mind the following standards/practices for naming & submission of assignments.**
All course activity files that will be submitted to the instructor should be saved as and bear the name as follows:

Assignment Name + First name + last name + course (EDBI 6392) + term
 Example: **Pre-Practicum-Position Paper + Jane + Doe + EDBI 6392 + SU I 2020**

All modules will open on the first day of class and will remain open so that you may have access to each module. It is highly encouraged though that you complete each module sequentially; meaning – **do not jump** to module 4 before completing module 3. What **will close** are the links to the assignments by 11:59 two days **after** the due date. Please make sure you make note of due dates that are posted in the course calendar; posting late (after due date) will receive penalty. No work will be accepted after the second late date. It is to your advantage to complete any of the module’s assessments on time.

**This course is pretty much self-pace. You will mostly be out in the field so you have to stay focus and diligent about due dates.

Course Assessment:

<i>Course Activity</i>	<i>Points</i>
Assignment 1 – Proposal for Practicum & Verification Form (25 each)	50
Assignment 2 – Pre-practicum Position	50
Assignment 3 – Diagnosis/Assessments (2) 50 points for each client or administrative/coaching setting	100
Assignment 5 – Lesson/Reflections (All Options) 4@ 125 each	500
Assignment 6 – Final Report	150
Practicum Hours Sign Sheet	150
Total	1000

Grading Scale:

100 - 92%	920 to 1000	A
91 – 84%	840 to 919	B
83 - 76%	760 to 839	C
Below 76%	769	F - No grades of ‘D’ are given in graduate school

**Unless otherwise stated, all materials, activities, and assessments are required and are not optional.*

Communication, Grading & Feedback:

The professor will check e-mails and telephone messages at least 3 times a week and will return calls and emails to address student's questions within 72 hours (not to include weekends or holidays). The professor will be available to students during office hours and/or by appointment for those who cannot make office hour times. While most online students begin communication with the professor by email, it is often helpful to speak by phone, conference or in person. For this course, some optional conferences will be scheduled if necessary. If you wish to have phone contact, email me first with times available and your number. I will call you at the scheduled time.

All the course activities will be graded one week after the set due date, pending professor's workload; does not include weekends or holidays time considerations. It will be graded on the point value system adopted by the College of Education. You can check your grades by going to the Grade Book. If there is any discrepancy in the grade, you must contact me immediately. I will provide individual feedback or a general feedback in the performance of the course activity.

Time Management:

A student should expect to spend three hours on preparation and learning assignments for every semester credit hour. In a class such as this, 3 credit semester hours, it is expected that a you should spend about 9 hours out of class on assignments in addition to 3 hours of in-class time for a total of about 12 hours per week to obtain an 'A' in a class. It is important to develop a *time management plan* to be successful.

Policies:

Discussion Board is primarily for discussing course related topics and issues. Best practices are:

- Read all messages postings in online discussion.
- Respond to the question directly.
- Reply to a minimum of two other student posts.
- Use a person's name in the body of your message when you are reply to their message.
- Avoid postings that are limited to "I agree" or "great idea", etc. if you agree (or disagree) state why by supporting your statement with concepts from your readings.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.
- Follow **Rules of Behavior (below)**.

Rules of Behavior:

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list.
- Do not overuse acronyms like you would use in text messages. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long response.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

NOTE: If you do not adhere to the guidelines for any posting, you will lose the points and the instructor reserves the right to remove your posting and to deny you any further posting privileges.

Make-Up/Late Submission Policy:

All course activities must be submitted before or on set due dates. If the student is unable to abide by the due dates, it is her/his responsibility to contact the instructor immediately; there is no guarantee that make-up work will be allowed. There may be a 10% deduction for each day of late submission of assignment. After 2 days late, assignment will not be accepted. *There is no penalty for early submission but note that the instructor may not grade early submissions until after the due dates.

Academic Dishonesty/Plagiarism/Cheating:

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook: Scholastic Dishonesty](#).

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the

instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

Attendance and Class Participation:

Regular and active participation is an essential, unmistakably important aspect of this online course. The expectation of the instructor is that students will log on a minimum of three every seven days. It is critical that you read all the lecture and assignment materials as well as all of the public discussion materials. Your full participation on a weekly basis is not only a requirement; it is essential to your success in an online course. All students are expected to do the work assigned, notify the instructor when emergencies arise, and work with the instructor to ensure communication about special circumstances is clear.

Tracking:

The learning management system has a tracking feature. Statistics are collected that quantifies how often and when students are active in the course and provides information as to when the student has accessed different pages of the course.

Absenteeism:

All the course activities have set dates to be completed and submitted. After the due dates, the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact the instructor immediately in case of emergency medical situations, only with valid documented excuse.

Course Incomplete/Withdrawal/Grade Appeal:

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given and will only be considered if the student has met **all** the following conditions:

- Complete 75% or more of the coursework,
- Earned (at the time of the incomplete request) a B or better average on all coursework,
- Submitted a valid, documented excuse for not being able to complete the course on time,
- And has contacted the instructor prior to the last day of regular classes (full semester/face-to-face students) or one week prior to the last week of classes (online/8-week session).

Students must submit a written (electronic) petition for an extension and sign a contract that lists the remaining coursework to be completed and due dates. If the assignments and activities identified in the petition are not completed by the agree upon due date, the student's grade will revert to an "F" two semesters after the original "I" grade was submitted.

Students are advised to review the University policy on Satisfactory Academic Progress and Financial Aid Probation that may result from course withdrawals or incompletes, Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

Accommodation for Students with Disabilities:

Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Mr. Paul Leverington
Address: Mesa Building 4243 /4901 E. University, Odessa, TX 79762
Voice Telephone: 432-552-4696
Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Computer Skills, Technical & Software Requirements:

This course is designed as a web-based class, which necessitates specific computer expertise on the part of the student, specific computer equipment or programs, and a commitment on the part of the student beyond that of most other courses. Student will need to create word processing documents, save files, submit files.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB e-mail address. For more information refer to [UTPB Office 365 Page](#).

Computer Technical Requirements: See [Technical Requirements](#).

Other Essentials to keep in mind for a successful online outcome: Become familiar with CANVAS and read thoroughly; doing so will help you navigate the course and address any frustrations you may experience in the beginning. The following should assist you in making this online transition a successful semester:

1. Basic computer literacy skills are necessary, a must. If you do not have them, you will find yourself learning those as you go along with learning the content of the course; however, navigating and constant engagement will give you the practice and comfort that will help you start out successfully.
2. Recognize that there is a difference between online learning and the traditional face-to-face classroom learning. In your online course, you will not see the Professor, nor will you see the

students. Reminders of assignments due will not be given to you as in traditional classroom settings; you must engage with the content and read postings to track your assignment due dates and course expectations.

3. The myth that online learning is easier than learning in the traditional classroom is false. It will require diligence and commitment of your time to be successful. Organization and planning are essential.

4. There is time allotted for reviewing the layout of the course and getting familiar with the location of its content (syllabus, assignments, lectures, readings etc.). Take time to navigate the course and ask questions to have a successful beginning.

5. Most communication in this online course will be through Discussion Board and/or Email.

6. Be a weekly active participant in all online discussions. This is closely monitored for feedback and ongoing questions. It will be your responsibility to keep up with the course readings and assignments. Be organized and pre-plan for major projects.

7. Organization of your time is a must; procrastinating to submit your assigned work can easily turn into a bad habit that can jeopardize your grade. Keep in mind that most students find online courses more time consuming than traditional courses.

8. Communication will be ongoing. It is your responsibility to keep in touch with your professor. Do not assume everything is fine if you do not hear from the professor.

Online Student Authentication:

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ **at least two methods** of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies **the second method** of student authentication by any two of the following:

*Approved up to date photo identifications are: passports, government issued identification, driver's licenses, and military ID from DOD; dual credit and early college high school students use school district identifications.

To Submit your Student Authentication:

Submission 1: A clear image of yourself in color

1. Well lit, and no shadows on your face or your ID that can obscure your image
2. Must be taken on the day you submit the photo to reflect your current appearance
3. Taken in full-face view directly facing the camera

4. With a neutral facial expression and both eyes open

Submission 2: A picture of your ID (can be a **UTPB ID** or **government issued ID**) with only your name and picture showing (meaning Picture ID card in which the ID number has been covered by taping over any numbers).

This submission of Identification is Non-graded but **mandatory** for on-line classes, **no Id, no grade**. *Any activity submitted will not be graded until ID's are received and reviewed.*

Identifications will be required for the following:

- Proctored exams using an approved photo ID*.
- Presenting an approved photo ID* through a web cam and video recorded proctoring during assessments (Respondus Monitor).
- Field or clinical experiences using an approved photo ID*.
- Synchronous or asynchronous video activities using an approved photo ID*

*A secondary method of verification (e.g. face-to-face proctoring at an off-campus site) may be required but usually comes with a fee which would be paid by the student.

For further information on UTPB's Distance Education Policy, please visit the [Distance Education Policy](#) page, which provides more information about the University's distance education policies, including rules regarding the protection of online students' privacy (SACSCOC FR 4.8.2).

Preparation for Computer Emergencies:

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call the instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files with saved date. If the server experiences unforeseen problems your course instructor will send an email.

End-of-Course Evaluation & Instructor Evaluation:

Every student is encouraged to complete an end-of-course evaluation/survey provided by UTPB. During the last two weeks of class, there will be an announcement in CANVAS, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous, and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services:

SERVICE	CONTACT
ADA Accommodation/Support	Services for Students with Disabilities (432) 552-4696
Testing Services	Testing Services & Academic Accommodations Department (432) 552-2630
Advising	(432) 552-2661 UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore (432) 552-0220
Email, Office 365, my.utpb.edu	Information Technology
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620
Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Student Services (432) 552-2600

SERVICE	CONTACT
Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights:

Information contained in this syllabus was to the best of the instructor's knowledge considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Professor's Commitment: I am committed to the vision of the College of Education to provide... "a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices." This means a commitment to the students' development of knowledge and skills that will result in excellence in the classroom setting. It is the goal of the instructor that the required competencies will be developed in a classroom that promotes mutual respect and compassion for all learners. I value you as a student, even if I have not met you and all our contact is via online sources. I will maintain professionalism with you in a supportive environment. I will expect you to show professionalism in the development of your teaching career, while maximizing your learning. If you are experiencing difficulties at any, I ask that you communicate with me regarding the problem, so that we may resolve the issue together. Your success is my goal. Together, we can make this a great learning experience.

Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Schedule:

Module 1	Assignment	Due Date	Points	% Grade
Focus: Setting Practicum: Bilingual/ESL				

May 11-May 16	Syllabus Quiz	May 13 th		
	Student Authentication	May 13 th	Mandatory	
	AVID	May 13 th	Mandatory	
	Self-Introduction	May 16 th		
	Practicum Verification Form & Proposal for Practicum	May 16 th	50	3%
	Pre-practicum Position Paper	May 16 th	50	3%
Module 2				
Focus: Diagnostic & Assessments				
May 18-May 30	Diagnosis/Assessments (2) 50 points for each client or administrative/coaching setting	May 27 th	100	8%
Module 3				
Focus: Practicum Implementation: Bilingual/ESL				
	Due Weekly:			
June 1-June 13	Lesson/Reflection #1: Client Work and/or Administrative/Coaching Implementation. OR Practicum: Scenarios/Videos	June 6 th	125	11%

	Lesson/Reflection #2: Client Work and/or Administrative/Coaching Implementation OR Practicum: Scenarios/Videos.	June 13 th	125	11%
	Lesson/Reflection #3: Client Work and/or Administrative/Coaching Implementation OR Practicum: Scenarios/Videos	June 20 th	125	11%
	Lesson/Reflection #4: Client Work and/or Administrative/Coaching Implementation OR Practicum: Scenarios/Videos.	June 22 nd	125	11%
Module 4				
Focus: Bilingual/ESL Books – impacting lives				
June 15-June 26	Final Report	June 24 th	150	11%
	Team Evaluation for Scenarios/Videos (optional)	June 24 th		
	Practicum Hours Sign Sheet	June 26th *If this is not turned in	150	11%

		for verification, there will be no grade for the course		
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Grading Scale:

100 - 92%	920 to 1000	A
91 - 84%	840 to 919	B
83 - 76%	760 to 839	C
Below 76%	769	F - No grades of 'D' are given in graduate school

Sample Syllabus



AVID

To Whom It May Concern:

By printing and signing my name below, I give the faculty of the College of Education and College of Arts and Science of the University of Texas of the Permian Basin permission to use my class work and any digital media as appropriate, although without my name attached, as a part of their *AVID Postsecondary Teacher Preparation Initiative*.

Printed Name

Signature

Date

UID Number

Sample Syllabus