



**Lakehead**  
UNIVERSITY

Professional Development  
in Education

# Teaching English as a Second Language

## Program Handbook

### Spring 2017

**TEACHING ENGLISH AS A SECOND  
LANGUAGE  
PROGRAM HANDBOOK  
2017**

# **Handbook**

## ***Teaching English as a Second Language Standard 1 Program***

**Department of Professional Development in  
Education**

**Faculty of Education**

**Lakehead University**

**2017**

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**TESL Standard 1 Program** is certified by TESL Canada



[www.tesl.ca](http://www.tesl.ca)

## Section One: Introduction to the program

### Mission Statement

Through the active exploration of curriculum organization, principles and methods of instruction applied to teaching English as both a second or as an additional Language, and the development of Literacy of English Language Learners (ELL) in Canada and in the world, the TESL 1 Program is committed to a clear vision of what it means to be an ESL/EFL teacher. This commitment is at the core of teacher professionalism and is the foundation for this program. The program is committed to methodological advances in the field of additional languages and cultures acquisition and learning in order to facilitate the integration of theory and practice throughout the program. The program will also promote intercultural understanding, appreciation and celebration of diversity by encouraging participants to re-visit pre-conceptions on who are English language learners. To this end, participants in this program shall actively investigate and put into practice ways of addressing ELLs' academic and social needs in the Canadian society.

### Rationale

International students and immigrants arrive in Canada to some of the most diverse cities in the world. Census data shows that cities like Toronto have more foreign-born residents as a percentage of its population than any other city in Canada. Immigrants in the same city are reportedly from 170 countries speaking more than 100 languages. Similarly, the number of international students at Lakehead University has also increased in the past three years and is expected to continue to increase with internationalization. For these two segments of the population, learning the English language and about the different cultures it represents is one of the keys to successful settlement and to becoming functioning members of our society. For the second segment, specifically, advanced proficiency in the English language is the key for their success in their university studies.

In the same manner, the increase in the commercial relations between Canada and numerous countries in the world have also made these countries a source of employment for Canadian individuals who have an interest in teaching English as a foreign language<sup>1</sup>. Such a demand has also motivated these countries to demand minimum qualifications from those native or non-native speakers of the English language who wish to teach at their institutions.

The program will be delivered online during the course of the spring semester or for seven weeks starting in the month of April. The program covers three major areas: Theory in

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<sup>1</sup>The acronym E.S.L. has traditionally been used to describe the teaching of English as Second Language in the contexts where English is the primary language of communication. On the other hand, the term English as a Foreign Language is used in contexts where English is not a primary language of communication and is learned for business or academic purposes.

Practice, Methodological Issues and Professional Issues. This program does not constitute an equivalent of the ESL Parts 1, 2 and Specialist already offered as Additional Qualification online courses by the Department of Professional Development in Education.

## Organizational Structure of the Program

*TESL 1* has been developed taking into consideration the requirements for program certification established by TESL Canada. This will be a credit program and, as a result, every aspect of its operation has been negotiated with the Chair of the Department of Professional Development in Education, the Dean of the Faculty of Education and the Director of Lakehead International.

- The Program Administrator is the Chair of the Department of Professional Development in Education. The second representative of the program is the developer and instructor of the program. Therefore, the program is housed and delivered through the Department of Professional Development in Education at the Faculty of Education.
- The program serves similar overall goals of similar programs offered in Ontario and which have been certified by TESL Canada.
- The course work and certificate requirements mirror those established by TESL Canada Standard 1 certification.
- The Department of Professional Development in Education, in collaboration with TESL Canada, identifies and approves qualified faculty who teach and supervise students in the program. Qualified faculty should hold TESL Canada Standard 3 Permanent certification.
- The Program Administrator submits a report to TESL Canada every 5 years outlining changes made to the program and students' evaluation of the program.
- Each student's practicum work is supervised by TESL Canada certified instructors.
- Course development and delivery is conducted by TESL Canada certified instructors.
- Course evaluations are conducted online by the Department of Professional Development in Education according to union and senate regulations in place at Lakehead University. In addition, course evaluations are a required part of the program according to TESL Canada regulations.
- There are protocols for administrative and academic matters, such as student withdrawals and appeals.

## Section Two: Administration of the program

### Entry requirements

Students applying for admission in the *TESL 1* program must have completed at least a minimum of two years of university studies or be considered a mature student as per Lakehead University's definition appearing on its admissions requirements webpage: *a Canadian citizen or permanent resident who has not been engaged in full-time studies for at least two years and has completed less than one year at a community college. This person has never attended a University and does not meet the General Admission Requirements.* **However, students described above should be aware that TESL Canada only offers professional certification to those trainees who hold an undergraduate degree.**

Students whose first language is not English will have to show proof of their proficiency in this language by submitting official documentation for one of the following English proficiency tests before they start the program:

- **TOEFLiBT**- Test of English as a Foreign Language (Internet based), Minimum Score of 80. Please refer to TOEFL's webpage at <http://www.ets.org/toefl> for more specific details on where to take this exam and future dates.
- **IELTS**- International English Language Testing System. Minimum Individual Scores: Writing 6.5, Speaking 6.5, Reading 6.5, Listening 6.5. Please refer to IELTS's webpage at <http://www.ielts.org/> for more specific details.;
- **Canadian Language Benchmarks (CLB)** 9 in each area or above. Please refer to the Canadian Language Benchmark's webpage at <http://www.language.ca/> for more detailed information; or
- **Completion of an undergraduate or graduate degree from an English speaking university.**

Application to the *TESL 1* program is considered complete when the following items are included:

- a complete set of official transcripts
- the application form
- the English Language Proficiency (ELP) score (if applicable)



## The Admission Process

- General admission requirements are outlined in the Lakehead University online calendar.
- The application forms and any required supporting documents must be returned by mail or fax to the **Department of Professional Development in Education** on or before the application deadline, which is indicated on the application form.
- For applications requiring official transcripts or proof of proficiency in the English language, it is the applicant's responsibility to ensure that sufficient time is provided for these documents to be received by the application deadline. Applicants are advised to apply early and, if required documentation is not included, to indicate on their application that this documentation will be forwarded separately. (Note: Late applications may be considered in exceptional circumstances and will be reviewed on an individual basis.)
- Applications are processed as they are received and applicants are notified by email when this process has been completed.

## Deferral Policy

The *TESL 1* program will not grant deferrals to successful applicants who are unable to begin the program the year they applied.

## Program Requirements

Students are required to be registered in the program. The program requirements for the certificate *Teaching English as a Second Language 1* is as follows:

- 100 hours of instruction via an online learning platform;
- 20 hours of supervised practicum: 10 hours of observation and 10 hours of instruction.

Failure to complete any of the above will result in not receiving the certificate for the program.

## Program Outline and Grades

- The outline for the program is due at the Department of Professional Development in Education by April 14<sup>th</sup>.
- The program begins in the last week of April and runs for a period of 7 weeks till June 17, 2017.
- Grades are due in the Department of Professional Development by September 1<sup>st</sup>.

## The Grading Matrix

The interpretation of grades at the *TESL 1* Program aligns with the grading matrix at Lakehead University (please see table below). A passing grade in this program is C or 60%. A final numerical grade of 59% (equivalent to D) or lower is considered a failing grade in this program. **Students may not receive a certificate of successful achievement with a failing grade.**

A+	A	B	C
90-100	80-89	70-79	60-69

In addition, the existing Faculty of Education rubric (see Appendix Eight) will be used to assess to provide a final grade for the program.

## Grade Changes

When an instructor determines that a grade must be changed, formal signed notification is sent to the Administrator (Chair of the Department of Professional Development in Education), no more than five weeks after the final deadline for submission of grades. The Administrator forwards a copy of the recommended change to the Dean of the Faculty of Education.

## Grades of Incomplete

The Lakehead University Calendar states:

“An incomplete grade may, **at the discretion of the instructor and in consultation with the student**, be assigned to a course when the instructor considers that for a **valid reason** the student has not yet completed all the requirements of the course. In such cases, when a percentage grade would normally be assigned to the course, the instructor must also assign a grade for work completed to that point, expressed as a portion of the entire course mark. Courses graded on a Pass/Fail basis will be assigned an INC. Incomplete grades will not be included in the calculation of the student's average. The instructor is obliged to set the due date for the additional work in order to permit submission of the revised grade to the Registrar's Office.”

(<http://mycoursecalendar.lakeheadu.ca/pg35.html>)

The University Calendar also states:

“To clear an incomplete grade the student must complete the outstanding work and a Change of Grade form from the instructor must be received in the Registrar's Office by the appropriate above date. Grades that are not cleared by the appropriate date will be converted to the numeric grade assigned and at that point will be included in the student's average. Pass/Fail courses with an INC will be converted to F.”

(<http://mycoursecalendar.lakeheadu.ca/pg35.html>)

## Student Appeals

A student wishing to appeal a grade must first discuss the grade with the instructor of the program who issued it within twenty working days of release of grades. If this step does not resolve the issue, the next step for the student is to contact the Chair of the Department of Professional Development in Education at the Faculty of Education. Within ten working days, the program administrator will seek informed opinion of a faculty member in the same or similar field of study of the program. This person will be asked to re-assess any paper(s) or other program assignments submitted for grading, where the final grade is disputed. This assessment normally will be made within ten working days. If re-assessment does not result in a conclusion satisfactory to the student, the student may utilize the appeals procedure in place at Lakehead University. Students should take into consideration time lines and assessment fees related to appeals in force at Lakehead University.

## Course Evaluations

The Department of Institutional Planning and Analysis at Lakehead University administers online programs evaluations. Program evaluations are carried out during the final two weeks of the theoretical portion of the program.

### *TESL 1 Program Evaluation*

TESL Standard 1 program evaluation is composed of two sections: the academic content evaluation and the instructor evaluation. These will be conducted as follows:

- Course evaluations are carried out by the Department of Institutional Planning and Analysis at Lakehead University.
- Evaluation is administered during the last two weeks of the program or before students go on their placements.
- Notification e-mails are distributed to every student. Once completed, the evaluation forms are collected, grouped together and analyzed by the Department of Institutional Planning and Analysis at Lakehead University.
- The results of program evaluation are not released to the program instructor once final marks have been submitted.
- Responses always remain anonymous.

### *Distribution of Evaluation Results*

- Evaluation results for the *TESL 1* program are released to the Department of Professional Development in Education after final marks have been submitted by the instructor of the program.
- Program evaluations are important to the future planning of the program, the program content and permanent certification by TESL Canada.
- A summary of the program evaluation sections, including a summarized report of any comments made in these sections, is provided to the Program Administrator by the Administrative Assistant.
- Based on varied union and Senate regulations in place at Lakehead University, the instructor evaluation section of program evaluations including numerical and written data remain confidential to the instructor. Specifically, the following protocols apply:
  - A copy of the complete evaluation to be sent by confidential mail to the instructor only.

## Tuition

Tuition fees for the TESL 1 program are \$1450.

## Library Access

Lakehead University Library has a well-established collection of monographs and journals (both print and electronic) and other teaching materials in support of the undergraduate and graduate programs of the Faculty of Education. The libraries on the Thunder Bay campus include the Chancellor Paterson Library and the Education Library. Together these two libraries offer over 560,000 print volumes and over 137,000 electronic book titles. The Chancellor Paterson Library supports all of the programs offered at Lakehead University, while the specialized role of the Education Library is to support the needs of the students, faculty and staff of the faculty of Education.

In addition to the main University Library, the Faculty of Education houses a library resource centre where students can access a wide range of resources devoted mainly to the teaching profession. The students also have access to a highly qualified staff, who is always ready to assist them in their search of materials.

**The library is open from 8 a.m. to 9 p.m. Monday through Thursday, from 8 a.m. to 5 p.m. on Fridays and from 12 p.m. to 5 p.m. on Saturdays and Sundays.** Similarly, the library is closed on major holidays such as Labour Day, Thanksgiving Day, Christmas Day, Family Day, etc. The library also has two areas designed for students who wish to get together to prepare for assignments for their courses/programs and for students who may wish to study in one of the private areas. Further, the library also provides access to computers with access to the Internet, black and white and colour photocopiers and printing services.

The Education Library also has a strong collection of readers appropriate for individuals learning to read English. Readers are available for all reading abilities and interests including contemporary stories, classics and non-fiction. Many of these readers are available in the 428.6 classification of the Library's Book Collection, but may also be found in the Approved Textbook Collection; Historical Textbook Collection and Media Resources Collection. Contemporary picture books and fiction stories can also be found in the Education Library's Children's/Young Adult Literature Collection. Of particular note is the Orca Currents Series which offers a selection of High Interest/Low Vocabulary readers for English-language learners. The Education Library also has a collection of children and young adult stories with accompanying sound recordings (CD).

For information regarding how to access resources consult:

Gisella Scallese

Education Librarian

Tel.: (807) 343-8719

Fax: (807) 346-7996

e-mail: [gisella.scalese@lakeheadu.ca](mailto:gisella.scalese@lakeheadu.ca)

<http://library.lakeheadu.ca/wp?pg=386>

## Program Resources

For learning assistance for international students, special needs students, and emotional support, please consult Lakehead University's webpage: [www.lakeheadu.ca](http://www.lakeheadu.ca). In addition, if you believe that your writing skills in English are not at the level required to teach English to other students, please make sure you visit Lakehead University's writing centre (<http://writingcentre.lakeheadu.ca/>) in order to receive the support needed when writing the assignments for this program.

## Contact Information

Please consult the Department of Professional Development in Education's website at <http://education.lakeheadu.ca/pde/> for contact information regarding the program, the Program Administrator and Chair of the department. If you wish to contact the program instructor, please consult the program outline directly.

## Section Three: Program Requirements

### Program Description

The *TESL 1 Program* explores curriculum organization, principles and methods of instruction applied to teaching English as an additional Language, and the development of Literacy of English Language Learners (ELL) in Canada and in the world. In addition, the course is intended to help develop an understanding of basic linguistics and its application in the fields of additional language acquisition and English language development. Based on psycholinguistic, sociolinguistic, and cultural theories of second language instruction and acquisition, this program is of interest to individuals who are interested in acquiring the basic knowledge necessary to teach English as a Second/Foreign Language in Canada and abroad. The program is based on the requirements outlined by TESL Canada for a Standard I certificate. Upon successful completion of the program, graduates may apply directly to TESL Canada to receive their certification for this course.

Please note that this program does not replace Additional Qualification (AQ) ESL Part 1, Part 2 and Specialist courses, which may be taken after initial teacher certification. Furthermore, the program does not grant automatic TESL Canada certification. Individuals taking this course must apply directly to TESL Canada to receive certification. For more information regarding how to obtain professional certification by TESL, please refer to this institution's webpage at [www.teslcanada.com](http://www.teslcanada.com).

Finally, you may consider becoming a member of TESL Ontario at this moment. You do not need to have taken any formal TESL training in order to become a member.

### The Program of Study

The Program Administrator completes admission procedures, and the Department of Professional Development sends letters recommending acceptance into the program. An applicant who receives such a letter from the Chair of this department is required soon thereafter to contact the same department expressing their acceptance or refusal of the recommendation. Admission to the program is considered complete when a letter of acceptance to the Chair of Professional Development in Education is received.

### Overview of Program Requirements

The Department of Professional Development in Education requires students in the program to familiarize themselves with academic regulations governing credit undergraduate

courses at Lakehead University. The program and placement requirements for the *TESL 1* program total 120 hours as follows:

### Coursework

- **The 100 hours of online instruction in the TESL Standard 1 Program will be divided into three sections/courses. They are as follows**

#### TOPICAL OUTLINE

#### **ESL 1: Teaching English as an Additional Language Fundamentals and Methodology** ***70 hours.***

##### Theory in Practice (20 hours) Week 1

- The teaching of additional languages. Brief history of its development. Main methods of teaching additional languages and cultures. Present tendencies and focus.
- Pedagogy as a science in education. Principles and laws of pedagogy. The teaching of additional languages and cultures as a means of education.
- Andragogy as a science in education. Principles and laws of andragogy. Teaching additional languages and cultures to adults.
- Strategies and styles of teaching and learning. Their importance in the teaching and learning process. Their importance in the teaching and learning of English as an additional language and culture.
- Psychological, socio-cultural and economic factors that influence the learning English as an additional language and culture.

##### Linguistic Training (20 hours) Week 2

- Linguistics, sociolinguistics and psycholinguistics: Their importance in the teaching of English as an additional language and culture.
- Phonetics, phonology, morphology and syntax of the English language: Their importance in the teaching and learning process of English as an additional language.
- Pedagogical grammar vs. Structural grammar: Their roles and places in the teaching of communicative English as an additional language.
- Linguistics of the text and Discourse analysis: Their importance in the teaching of communicative English as an additional language and culture.

##### Professional Issues (30 hours) Week 3 and 4



- Curricular conceptions of the teaching activity 1: Andragogy and the main characteristics of the adult English as an Additional Language classroom.
- Curricular conceptions of the teaching activity 2: Main characteristics of teaching of English as an additional language and culture for specific or academic purposes.
- The role of the teacher and the role of the students in the process of teaching and learning English as an additional language and culture. Their pedagogical and didactic interaction. Different interpersonal relationships that emerge in the additional language and culture classroom.
- Developing resources for the English as an additional language classroom.
- Managing the adult English as an additional language classroom: teaching multilevel classrooms and large classrooms.
- The always-changing English as an additional language classroom: Ongoing professional development as the key to successful teaching: TESL Canada, TESL Canada Journal, SHARE TESL Canada's e-magazine, TESL Canada Annual Conferences, TESL Ontario online workshops, Tutela, The Canadian Language Benchmarks Centre.

## **ESL 2 30 hours.** Weeks 5 and 6

### **Methodological Issues**

- The English as an additional language classroom: General characteristics. The teaching of vocabulary, grammar and phonetics.
- The development of oral skills and listening comprehension skills in the communicative process of teaching and learning English as an additional language and culture.
- The development of written skills and reading comprehension skills in the communicative process of teaching and learning English as an additional language.
- The importance of the consideration of sociocultural factors in the success in communicating in English.
- Planning lessons to develop oral skills.
- Planning lessons to develop listening skills.
- Planning lessons to develop written skills.
- Planning lessons to develop reading skills.
- Incorporating technology to support language proficiency.
- Error correction while learning English as an additional language and culture.
- Assessment and Evaluation 1: Their role and place in the process of teaching and learning English as an additional language and culture.
- Assessment and Evaluation 2: Portfolio-Based Language Assessment (PBLA)

## ESL 320 hours

### Practicum

The *TESL 1* program has a **compulsory practicum component**. The practicum must have a minimum duration of 20 hours. These 20 hours are divided into 10 hours of directed observation and 10 hours of direct supervised teaching. The practicum is intended to model an internship based on a continuum of professional growth over at least 20 hours of classroom experience.

The teacher candidate's first four days in the classroom should involve practical assistance to the practicum supervisor or sponsor teacher, focused observations, and written reflections. As trainees progress, they assume more responsibility, and begin to assume responsibility for increasing amounts of planning and teaching. Trainees are supported electronically by their instructor on Desire2Learn throughout the entire practicum.

In order for teacher candidates to receive their certificate of completion of the program, **they must have successfully demonstrated professionalism, competence, and independence in both the academic and practical components of the *Teaching English as a Second Language 1* program.**

Students taking this program may complete this portion of the program either locally or outside of Thunder Bay. In either situation, they will have to fill out the Practicum Approval form (see Appendix Two) and forward it to the Program Administrator. The Program Administrator will then forward the form to TESL Canada for their approval. The requirements for both of these phases are outlined below. **Please read these carefully as they will ensure your successful completion of the practicum.**

Similarly, **upon contacting a potential institution, trainees will have to write a cover letter introducing themselves and briefly explaining the reason for contact.** Once the practicum has been established, trainees will have all their observation and teaching hours documented and signed by their practicum supervisors or sponsor teachers. Please refer to Appendix Four for a copy of this form.

The 10 hours of directed observations will:

- be under the direction of a qualified practicum supervisor and sponsor teacher. The sponsor teacher's minimum qualifications are TESL Canada Standard 1, 2 or 3 Permanent

with at least 2,000 hours of adult ESL/EFL classroom teaching. Many instructors at educational institutions in Thunder Bay and Southern Ontario possess TESL Canada certification. Information on centres that deliver Language Instruction for Newcomers (LINC) programs can be found on the newly created Immigration, Refugees and Citizenship Canada (formerly known as Citizenship and Immigration Canada – CIC) webpage. Many major centers in Southern Ontario like universities and colleges also offer English Language Programs (ELPs) and most of the instructors in these centres also possess TESL Canada certification. Similarly, there are a number of private language schools in Southern Ontario that deliver ELPs for international students.

- be conducted in adult settings with classrooms of five or more ESL/EFL students. Students in these settings must be over the age of 18.
- have specific required observation tasks associated with the observation. Please refer to the *Appendix Three* for a form outlining the observation requirements. Please note that this form **MUST** be filled out after each lesson you have observed. That is, if you observed a lesson which lasted 1 ½ hours, you **MUST** complete a form for this length of time.
- cover a range of lesson types and a range of focus areas that have been covered during the 100 hours of instruction. The range of lessons you observe will be reflected in the Observation Form appearing in Appendix Three.
- include opportunities for reflection and discussion of observations with the sponsor teacher and the practicum supervisor.

The 10 hours of supervised teaching will:

- be under the direction of the practicum supervisor or sponsor teacher for all 10 hours of teaching to allow proper assessment and constructive feedback to the student.
- be accompanied by oral and written assessment and feedback using both the forms appearing as appendices in this handbook and qualitative comments on a range of teachings skills as covered in the program curriculum.

### **Professionalism**

According to the Ontario Education Act, a teacher candidate has the same responsibilities to learners as has a certified teacher. Teacher candidates should be mindful that the general public's expectations on teachers are high, and that **one never ceases to be a teacher anywhere in the community.**

The trainee will always:

- speak and act as a teacher, and therefore, as one who treats students with respect and dignity and deals judiciously with them, acknowledging always their rights and sensibilities.

The trainee will

- maintain a professional relationship with learners in their classes;
- be aware of human rights codes, as well as the harassment policies and physical contact regulations of the school.
- acknowledge that the culture of teaching demands professional courtesy, self-reflection, and a compassionate and nurturing nature. The candidate will maintain good order and discipline in the institution where s/he is placed;
- discuss discipline, strategies, and consequences with the practicum supervisor or sponsor teacher.
- hold the safety and security of students in higher regard than his or her own rights and privileges. The candidate will become familiar with the placement institution's codes of learner behaviour and discuss strategies to be used with special needs learners.
- treat colleagues, paraprofessionals, allied professionals, and students with professional courtesy and consideration. The trainee will refrain from verbal remarks that could be interpreted as defamation and maintain classroom routines and expectations.

Teaching is emotionally stressful and physically demanding. The Department of Professional Development expects trainees in this program to be able to:

- cope with the emotional, intellectual, and physical demands of the classroom;
- provide a safe, secure environment for students;
- remain professional in speech and behaviour throughout their times in their placement institutions.
- abide by "The Code of Student Behaviour and Disciplinary Procedures" when in placement institutions and the Faculty of Education's Ethical and Professional Expectations and Responsibilities for Teacher Candidates.

## **Independence**

All trainees at the end of the 20 hours of placement must have demonstrated independence in their ability to do all of the following:

- plan lessons and/or units that reflect the program's curriculum expectations;

- deliver a wide range of lessons using a variety of strategies;
- collect assessment data in a variety of ways;
- evaluate and report on student achievement of learning expectations and learning skills with respect to strengths, areas for growth, and next steps;
- perform consistently at an acceptable level indicative of success for a novice ESL instructor entering the profession.

Trainees are required to do written reflections regularly and to invite and document ideas for improvement suggested by the placement supervisor or sponsor teacher. It is in the trainee's best interests to keep all documentation from the placement (e.g., daybook, lesson plans, assessment data, records of verbal and written placement supervisor or sponsor teacher's feedback). This documentation will be needed if there are difficulties during or after the practicum has been completed.

### **Requirements to be met by the end of the first four days of practicum**

- I. Establish a time for meeting with your sponsor teacher to discuss your progress.
- II. Discuss with your practicum supervisor or sponsor teacher his/her lesson planning requirements, classroom duties, etc.
- III. Review with your practicum supervisor or sponsor teacher the assessment forms and due dates (formative and summative reports, basis of the assessment form - rubric).
- IV. Contact your instructor with any concerns you may have.

### **Summary of Course Assignments**

*Detailed explanation of each of these assignments will be included in the course outline the first day of classes.*

<b>1. Analysis and Evaluation of Readings</b>	<b>15%</b>
<b>2. Resource List and Description</b>	<b>20%</b>
<b>3. ESL Lesson Critique</b>	<b>30%</b>
<b>4. Unit Plan</b>	<b>35%</b>
<b>TOTAL</b>	<b>100%</b>

## Section Four: Roles and Responsibilities

This section of the handbook addresses the roles and responsibilities of program trainees. It aligns with the mission statement and the Department of Professional Development in Education's vision of the program as a whole. Further, it is intended to complement policies and procedures currently in place at Lakehead University.

### *The Teaching English as a Second Language Trainee*

Once admitted to the program, all trainees are expected to become familiar with the rules and protocols that apply. All trainees are also expected to assume personal responsibility for their growth and learning as future teachers of English as an Additional Language. Teaching English as an Additional Language means understanding the importance of creating human relations with future students, sharing and creating knowledge with them, and being immersed in a culture of mutual understanding. In addition, being a teacher English as an Additional Language means becoming a cultural negotiator and considering the implications this role brings to the practice. Therefore, all students and the instructor have the right to study and work in an environment that is free from discrimination and/or harassment. **Language or activities that defeat this objective and thus, the mission of the program, violate Lakehead University's Policy on Discrimination/Harassment and shall not be tolerated.**

Successful trainees will work collaboratively with their instructor and the Department of Professional Development in Education. Similarly, **active online engagement is mandatory.** Please make every effort to balance work hours and course hours as lack of engagement in the course weekly discussions and assignments may jeopardize your ability to successfully pass the course. Please contact both your instructor and the departmental contact if an emergency arises and you are unable to post your responses to readings during a specific week and/or unable to submit an assignment on the specified date. A doctor's note will be required if a full week's work is not completed or if an assignment due date is not met without previous notification. **Additional assignments will not be assigned to make up for missed classroom attendance.**

The same procedure will apply to the practicum schedule. **Trainees in this program are expected to complete their 20 hours of practicum in a continuous basis as opposed to when it is convenient to the trainee to attend.** Please note that such behaviour is unacceptable and failure to comply with this stipulation will result in a failure of the whole program. Further, **potential institutions where you may conduct your placement are under no obligation of providing you with that opportunity,** therefore, be mindful of their generosity and act accordingly.

## The Instructor of the Program

The instructor of the program possesses extensive experience in the teaching and learning of additional languages, is certified by TESL Canada with a Standard 3 professional certification and is a member of TESL Ontario. The instructor has also completed at least a Master in Education.

The instructor of the program facilitate students' foundation formation in the field of additional language teaching and learning by providing meaningful and hands-on activities in which students can learn from her or him and from each other.

The instructor of the program provides helpful reasonably timely feedback to students in the *TESL 1* program. Because of the duration of the program, feedback to students is expected within two weeks of the assignment being submitted. They submit the course outline and grade as outlined in this Handbook. The instructor of the program is familiar with the current grading policies at Lakehead University and in the Faculty of Education.

The instructor of the program communicates when necessary with the Program Administrator. She or he participates as required in planning meetings about the program, providing input and feedback. She or he undertakes to keep themselves informed and up-to-date on policies and protocols, rules, regulations of the program. Similarly she or he ensures that the students in the program are informed as well.

## The Practicum Supervisor and the Sponsor Teacher

Practicum Supervisors and/or Sponsor Teachers (from now on, Practicum Supervisors) may be the same person at the institution where you conduct your placement. These individuals are certified by TESL Canada Professional Certification Standard 1, 2 or 3 Permanent, are members of their provincial TESL organization and have at least 2,000 hours of instruction in an adult ESL classroom. They facilitate the students' integration in the school context where they are placed and guide trainees overall progress in the practicum. Similarly, practicum supervisors provide helpful feedback, acts as a liaison for the student and the program instructor. When necessary, the practicum supervisor will provide feedback via the Program Administrator on matters pertaining to supervision of a particular student. Please see *Appendix Six* for the Letter of Concern form. They also assist students in determining a schedule for the observation tasks and the instruction tasks.

### **Interaction with Trainees**

- Maintain contact with trainees.
- Provide information and ongoing support for trainees.
- Submit two brief written reports based on the observations conducted during the 20-hour teaching practicum. One report should be submitted at midpoint of the practicum and the other at the end of the teaching practicum.

- Work closely with candidates and program administrator to resolve difficulties or concerns.
- Generate a Letter of Concern for the candidate's file as soon as there are concerns regarding the trainee. The trainee will receive a copy.

### **Interaction with the Department of Professional Development in Education at Lakehead University's Faculty of Education**

- Save copies of formative and summative evaluation forms, written feedback, and attendance documents provided for each trainee.
- Track each trainee's 20 hours of practicum attendance. Provide documentation of make-up days (dates) for the trainee's file (fax, email, doctor's note, or summative report).
- Assess and assign a grade for **Practicum** assignment, taking into account the documentation provided by and the recommendations of the sponsor teachers for the entire 20 hours of practicum.
- Refer situations that cannot be resolved to the Chair of Professional Development in Education.
- Provide a report at the request of the Review Committee.

### **Trainees' assessment & evaluation**

The 20-hour practicum is divided into two blocks of practicum, and is treated as a progression from novice to fledgling teacher. The two blocks are at different levels to provide a variety of experiences. Assessments are made over the 20 hours of practicum.

The ongoing assessment of student teaching is the joint responsibility of the trainee and the practicum supervisor. A Pass or In Progress (IP) grade on the placement is decided by the program supervisor.

The following procedures involve trainees and program supervisors.

At the end of the first 10 hours of placement,

- a. the practicum supervisor independently completes and submits a formative assessment.
- b. the trainee independently completes a formative self-assessment using the form provided or downloaded.
- c. the practicum supervisor and the trainee discuss their formative assessments. They collaboratively formulate a learning plan at the bottom of the formative assessment form to identify the most significant areas for candidate growth over the final week of the practicum.
- d. copies of both assessments are submitted to the program instructor and trainee.
- e. At the end of the practicum, a summative assessment to reflect progress from the formative assessment to the end of the placement is completed and submitted.



## Final Considerations Regarding the Practicum

Summative reports are the documents that trainees are asked to include in their applications for TESL Canada Certification and, subsequently, employment. They may also be used in decision making by hiring teams. It is necessary that the trainee obtain a signed copy of the summative assessment before departing from the practicum school/institution. When the trainee reviews the summative assessment with his/her practicum supervisor, before leaving his/her practicum, this is the time for the trainee to ask for clarification on any of the comments or rankings that have been made.

Once the practicum is completed, it is **not** appropriate for the trainee to challenge or communicate with the practicum supervisor about the summative assessment. The trainee is required to discuss any issues with his/her practicum supervisor.

- a. If it is a trainee's first 10 hours of placement, the summative assessment comments should indicate strengths and provide direction in areas for growth for the second practicum session.
- b. For the summative assessment, the program supervisor must check off an appropriate recommendation to the program administrator. In situations in which a number of marginal rankings have been made, the program supervisor will determine the severity of the difficulties in order to judge whether the trainee has clearly passed the practicum, or whether a second practicum will be necessary.

When the trainee receives three or more marginals on the final assessment report, the trainee will be required to complete an additional placement with a different school/institution. Even when the trainee does not receive a marginal ranking, the program supervisor may require the trainee to complete an additional placement. This situation arises when the practicum supervisor's comments on the final assessment, along with difficulties encountered on the placement, indicate that an additional practicum is necessary and advantageous.

Note that the choice of D for the 1<sup>st</sup> 10 hours of practicum means "Developing" as appropriate for a novice teacher. A recommendation of D means "Developed" in a second 10 hours of practicum, and indicates your belief that the trainee is ready to assume classroom responsibilities independently. A recommendation of INC indicates the trainee is not finished yet, and that more time is recommended for further development.

- c. Explain reasons for assigning an INC in the extenuating circumstances section of the summative form.

## The Final Grade

In assigning the final grade for trainee teaching, the practicum supervisor will take into consideration written reports, reflections, lesson plans and other substantive documents provided by the candidate, and, when applicable, classroom observations.

There are three possible grade designations that can be assigned at the end of the 20 hours: Trainees who do not have 20 successful hours of practicum completed will automatically be graded as (IP) until all absences have been made up and documented.

**P = Pass** — Trainee will receive a 'P' for the practicum and, upon receiving their certificate, will be recommended to TESL Canada for certification.

**IP = In Progress** — Trainee has not yet exhibited the degree of competence, independence and/or professionalism in teaching required for a "P" in the practicum, but is eligible to apply for an additional placement to resolve identified areas for further growth. The candidate will not graduate or be recommended for certification until a "P" has been assigned on completion of the additional placement.

Or

The trainee is unable to complete a placement and has provided appropriate, official medical documentation or a letter documenting extenuating circumstances (e.g., compassionate grounds) to the Practicum Supervisor.

One opportunity is provided to complete an additional or deferred placement. Two compromised placements means that the trainee is withdrawn from the program. A delayed placement must be cleared within one academic year.

**F = Fail** — trainee has not exhibited the expected competence, independence, and/or professionalism in teaching necessary to receive a certificate of completion of *TESL 1*, and will not be recommended to TESL Canada for teacher certification.

Or

Trainees who withdraw from, or who are suspended or terminated in the practicum are unsuccessful will receive an "F" for *TESL 1*.

An additional placement will become necessary if the regular practicum is unsuccessful.  
The Program Administrator

Overall administrative responsibility for the program lies with the program administrator, who is the Chair of the Department of Professional Development in Education.

The program administrator represents the Faculty of Education and serves the interests of the program as a whole.

The program administrator schedules meetings and is responsible for the hiring of the program instructor and approving practicum supervisor(s) with the advice of TESL Canada. With the program developer or the program instructor, the administrator will ensure that application to program recognition by TESL Canada is submitted every five years once the *TESL 1* program has received permanent status. In addition, the program administrator will ensure that all changes to the programs are recorded and that course evaluations are kept on file. Similarly, the program administrator consults with the program developer and program instructor in making decisions regarding appeals, withdrawals and other matters related to the program.

The program administrator ensures that there is set of student and program records, including policies and procedures, forms and all communication. The program administrator makes sure that program evaluations are carried out according to the faculty association agreements at Lakehead University and as described in *Section Two: Administration of the Program*.

The program administrator coordinates admissions to the program and instructor workload for the program. Similarly, the program administrator facilitates course development, program orientation sessions, and special events. Similarly, the program administrator oversees the creation and production of all print and promotional materials including the Program Handbook, website, and newsletters. S/he engages in communication with trainees on a regular basis.

The program administrator maintains face-to-face and electronic contact with trainees, program instructor, practicum supervisor and support staff. S/he meets with trainees and the program instructor to determine concerns and suggestions concerning program development.



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