
Course: ED414-Clinical Experience with ELLs
Credit: 3 credit hours
Semester: Spring 2026, Sessions 1&2
Date & Time: By arrangement
Instructor: Tim Hange
Location: By arrangement
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I. DESCRIPTION

This course is a supervised experience in planning and implementing standards-based learning experiences under the direction of a certified ELL teacher in a school setting. Students will develop a portfolio and reflection piece about their own learning experience during this course. (Prerequisites: Completion of ED311, ED312, ED313, ED411, ED412, and ED413. Education majors also require ED348, ED350, and ED446.)

II. DEPARTMENTAL THEME STATEMENT

The Education Department at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. PRACTICUM TRACKS

There are two tracks for this practicum, for two types of students:

- **Education majors pursuing Missouri state certification:** This option must be accomplished at a Missouri K-12 school under the supervision of a state certified ELL specialist. Because the Certificate is a K-12 certificate, both elementary and secondary classes will need to be part of the practicum.
- **TESOL minors (Non-education majors) for whom Missouri State Teacher Certification is not a goal:** This option may be accomplished at a K-12 school, but will, more likely be accomplished through a ministry, outreach, educational service, or overseas trip that serves ELLs.

This syllabus addresses the requirements for education majors pursuing Missouri State Certification. An appendix at the end of the syllabus will outline the differences for TESOL minors not receiving Missouri State certification.

The student will perform this practicum under the direction of a state-certified ESL teacher and participate in a variety of observations and activities (at both the elementary and secondary levels) to become familiar with the school's approach to serving ELLs. These activities can include:

- Providing one-on-one or small group assistance in learning activities.
- Delivering lessons or portions of lessons under the direction of the instructor.
- Learning through observation.
- Providing other educational assistance as mandated by the instructor.

This course should generally be taken during the senior year. The student must be officially admitted to the Teacher Education program, or already be in possession of Missouri state teaching certification. Please Note: To satisfy the requirements for this course, students will need to secure an official background check.

IV. OBJECTIVES

A. General competencies to be achieved: The student will:

1. Gain insight into the diverse needs of ELLs within the school's context.
 - a. (MTS 2.6; 2.4; 5.3; 6.2) (PLO-4)
 - b. Assignments: A, C, D, E, F, G
2. Observe and participate in specific ELL classroom experiences.
 - a. (MTS 3.1; 3.2; 3.3; 4.1; 4.2; 5.1) (PLO-3)
 - b. Assignments: A, C, D, E, F, G

B. Specific competencies to be achieved: The student will:

1. Acquire a deeper perception of the characteristics of an experienced ELL teacher by observing his/her daily routine.
 - a. (MTS 5.1; 5.2; 5.3; 6.4; 7.1;9.1) (PLO-6)
 - b. Assignments: A, B, C, D, E, F, G
2. Gain insight into the daily operation and challenges of an ELL classroom.
 - a. (MST 1.1; 1.4; 5.2) (PLO-3; PLO-4; PLO-6)
 - b. Assignments: A, B, C, D, E, F, G
3. Identify the classroom management strategies useful for ELL classroom involvement.
 - a. (MTS 5.1) (PLO-3)
 - b. Assignments: A, E, G
4. Recognize the diverse needs within the ELL community and identify/ implement differentiated methods and techniques to meet their needs.

- a. (MTS 2.1; 2.2, 2.3; 2.4; 2.5; 2.6; 6.2) (PLO-1; PLO-4)
 - b. Assignments: A, C, D, E, F, G
5. Connect observations with the second language acquisition theories previously studied, furthering understanding the second language acquisition process.
 - a. (MTS 1.3; 3.1;4.2) (PLO-2)
 - b. Assignments: A, C, D, E, F, G
 6. Evaluate the curriculum interacted with (or created) in terms of the lesson and unit planning principles studied in prior TESOL courses.
 - a. (MTS 1.1; 1.3; 3.1;4.2) (PLO-2)
 - b. Assignments: A, C, G
 7. Reflect on teaching experiences through thoughtful journaling.
 - a. (MTS 1.1; 1.3; 8.1; 8.2; 8.3) (PLO-1; PLO-3)
 - b. Assignments: A, C, E, G
 8. Solve problems arising in the classroom through critical thinking.
 - a. (MTS 4.1; 4.2; 4.3) (PLO-2, PLO-3)
 - b. Assignments: A, C, E, G
 9. Maintain a professional, polite, constructive, and collegial demeanor with all involved in the process, including university faculty, and school faculty and staff.
 - a. (MTS 8.1; 8.2; 8.3) (PLO-3; PLO-4)
 - b. Assignments: B, E
 10. Approach a challenging teaching environment with energetic and dynamic expectation.
 - a. (MTS 8.2; 9.1; 9.3) (PLO-1; PLO-6)
 - b. Assignments: A, B, D, E, F

V. **MATERIALS:** The following textbooks are required: (These are textbooks from prior classes that will be referenced for reflection).

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

Lightbown, Spada *How Languages Are Learned, 4th Edition* Oxford, UK:
Oxford University Press 2013. ISBN: 978-0194541268 (Retail \$40.00)

Eschevarria, Vogt, Short *Making Content Comprehensible for English Learners (5th edition)* New York: Pearson 2016. ISBN-13: 978-0134045238 (Retail \$72.00)

VI. REQUIREMENTS

Student Expectation: In an exemplary manner, students are expected to comply with and complete all the following course requirements:

- A. Journaling: Students are required to write a minimum of a one-page journal entry at the conclusion of each classroom session. The entry should, at a minimum, recount meaningful observations from the session, identify both successes and challenges, and reflect on the student's interaction with ELLs. Thought should be given to how the learning environment and the student's own teaching techniques could be improved.
- B. Coordinating Practicum Assignments: To begin the process of obtaining a practicum assignment at a school, education majors should set up an appointment with the TESOL coordinator at Calvary University to discuss what options are available. The coordinator will present options from schools with which we have a DESE approved memorandum of understanding. The TESOL coordinator will contact the human resources department of the school to begin the process. Be prepared that thorough background checks and vetting are required by the state of Missouri.

Once the practicum begins, you will observe (and may assist in) an assigned classroom weekly for 45 clock hours. The teacher you observe must be Missouri State certified, have at least three years of experience, and be recognized for his or her excellence in teaching. This field experience must take place in a traditional school setting with a class size of 15 or more students. Observation and assistance must be performed at both the elementary and secondary levels.

- C. ELL Characteristics Report: Observe and identify student diversity in the ELL classroom in terms of cultural, academic, and cognitive features. Write a 3 page paper which describes profiles of the students that you observed in the classroom. Discuss how these diverse profiles affected the teacher's strategies for meeting the needs of these students. (General Competencies: A1; A2) (Specific Competencies B1; B4; B7)
- D. Lesson/Activity Planning Portfolio: Using the format provided by your TESOL studies coordinator, create a portfolio that contains lesson and activity plans along with their appropriate artifacts. (General Competencies: A1; A2) (Specific Competencies B1; B2; B3; B8)
- E. TESOL Coordinator Checkpoints: Students performing the practicum must visit the TESOL studies coordinator a minimum of every two weeks for the duration of the

- program. Students should be prepared to share their journals and lesson plan portfolios at this time. (General Competencies: A1; A2) (Specific Competencies B1; B2; B7; B9)
- F. *Schedule*: This report should include all dates, times, and places of observation, along with a brief explanation of the type of engagement performed in each session. (General Competencies: A2) (Specific Competencies B1; B9)
- G. *Observation Reflection Report*: Write a 5 page field experience report. This should include at least the following:
- A general summary of the field experience.
 - Reflections on what was learned (using the journal as input)
 - Reflection upon their experiences in light of the second language acquisition principles, and lesson planning principles studied in the two course textbooks. (General Competencies: A1) (Specific Competencies B1; B2; B3; B4; B5; B6; B7)
- H. Schedule and Submission of All Requirements: The TESOL coordinator will work with each student individually to create a schedule of visits and assignment submission. Unless otherwise specified, course requirements are to be submitted through the *Canvas* portal according to the announced schedule.

VII. METHODS AND POLICIES

- A. Minimum Grade Requirement: To complete the ELL certification program successfully, education majors **must** maintain a high standard for their GPAs. Education majors must maintain a 3.0 GPA in Professional Education and Content Area coursework. All students must pass this course with a grade of “C” or better, depending on the student’s GPA in Professional and Content Area courses. ***Students who receive less than a “C” grade will be required to repeat the course.***
- B. Student Participation: At all times, Calvary students are reminded that they are guests in any external school and classroom they may visit. Field experience participation is a privilege, not a right. Student observers are expected to conduct themselves in a mature, respectful, and professional manner. **Students are expected to be attentive and actively engaged in their classroom observations and assistance.** Mobile phones must be turned off and stored out of view. Students should not engage in texting or other online communication during the classroom sessions. Working on other assignments during a field experience is strictly prohibited.
- C. Attendance: Attending classes and observations is required, and students who would become teachers should make every effort to be present and on time for all scheduled meetings. During field experiences, emergency absences are restricted to serious illnesses or crisis situations only and must be limited to no more than two sessions. Days missed for any emergency absence must be made up. When an absence is

necessary, the student observer **must** notify both the cooperating teacher and the TESOL coordinator in advance (i.e., no less than two hours before the session is scheduled to begin).

- D. Tardy Policy: Do not be tardy.
- E. Communication: Please be aware that Calvary has established approved channels for official communication between instructors and students. These include instructor office telephones, **the Calvary email system**, student mailboxes, and the *Canvas* portal. Students should regularly check these sources for communications.
- F. Assessment: No quizzes or examinations are scheduled for this class, but all assignments will be assessed.
- G. Writing and Spelling: Student writing is expected to be both thoughtful, and well-presented. Though primacy is placed upon the quality of reflection, attention must be paid to organization, grammar, spelling, mechanics, and word choice. A lack of attentiveness in these areas will result in substantial grade reductions.
- H. Assignments, Readings, Papers, & Projects: Students must complete and submit all coursework on time. Assignments, homework, papers, textbook readings, observations, presentations, and projects are due immediately upon call. Do not delay submission of any work. **Late work will be penalized at 5% per day.**
- I. Equal Treatment for All Students: The professor makes every effort to evaluate all students on the basis of fairness, equality, objectivity, and individual performance. No student is ever extended preferential consideration or given any special treatment. Each student earns a final course grade which accurately reflects his or her individual performance.
- J. Accommodations Statement: Students with disabilities have the responsibility of informing the Accommodations Support Coordinator of any disabling condition that may require support. Email: aso@calvary.edu
- K. Syllabus: This syllabus, its content, and its requirements may be modified, adjusted, or changed, as necessary, at the exclusive discretion of the professor.
- L. Written Assignments: Complete and submit all written assignments on time, as assigned, or announced. All class papers must follow APA style according to the *Publication Manual of the American Psychological Association, 7th edition*.
- M. Academic Honesty: Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated. Most assignments at Calvary require the student to produce original work. In these cases, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. AI, however, may be utilized in cases where the instructor

has allowed, or even required, the use of AI to accomplish specific tasks. In these cases, AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

- N. Clark Academic Center: The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.
- O. Evaluation: Final evaluation is a reflection of individual student performance and/or competency as demonstrated through the completion of the course requirements as outlined in this syllabus and the material presented by the student. Final course grades will be determined according to the following criteria:
 - 25% = Reflection Journal
 - 50% = Activity assignments and reports
 - 25% = Supervisor evaluation

Appendix A:

Requirement Differences for Non-Education Majors:

For students taking the TESOL track who are NOT pursuing Missouri state teacher certification, the practicum does not have to be performed in a K-12 school, under the supervision of a Missouri state certified ESL teacher. It may be performed at an ESL program of a church, outreach center, ministry, tutoring center, or charity. The student's choice of organization must be pre-approved by the TESOL coordinator.

The prerequisites for the practicum are ED311, ED312, ED313, and ED411, ED412, ED413.

The practicum does not have to be performed under the supervision of a Missouri state certified ESL teacher, but there must be supervision involved in the program. (ie.. It cannot simply be a student tutoring in a private arrangement).

Background check requirements are at the discretion of the organization selected.

Classroom hour requirements may be adjusted, since often these types of organizations meet with less frequency. In these cases, additional assignments will be added in lieu of contact hours. This will be worked out on a case-by case basis with the TESOL studies coordinator.

P. Grading Scale: The following grading scale is used in this class:

A	=	93	-	100	C	=	73	-	76
A-	=	90	-	92	C-	=	70	-	72
B+	=	87	-	89	D+	=	67	-	69
B	=	83	-	86	D	=	63	-	66
B-	=	80	-	82	D-	=	60	-	62
C+	=	77	-	79	F	=	0	-	59