TESOL EXIT PORTFOLIO

IMPORTANT NOTICES

❖ **ALL TESOL CANDIDATES:**

   1. In the term prior to the one you plan to submit your TESOL portfolio, you must make an appointment with the Director of TESOL programs to receive details about *The Teaching Question Response* portion of the TESOL portfolio (Item 6). For example, if you plan on submitting your portfolio in spring term, you must meet with the Director of TESOL Program in the winter term for details and instructions about the *Teaching Question Response.*

   Contact: Chris Hall, Director of TESOL Programs
   Office: 465 Millett Hall
   Email: chris.hall@wright.edu
   Phone: 937/775-2268

   2. The TESOL portfolio cannot be submitted in the summer semester.

❖ **MA TESOL CANDIDATES:**

   The TESOL PORTFOLIO is part of the MA PORTFOLIO. Both portfolios must be submitted together.
   Due DATE: **-** WEEK 9 OF THE FALL or SPRING SEMESTER
                  - WEDNESDAY
                  - NO LATER THAN 4:00 PM
   Read the full requirements for the MA portfolio at this web page:
   http://liberal-arts.wright.edu/english-language-and-literatures/programs/graduate/graduate-portfolio

❖ **ENDORSEMENT AND CERTIFICATE CANDIDATES:**

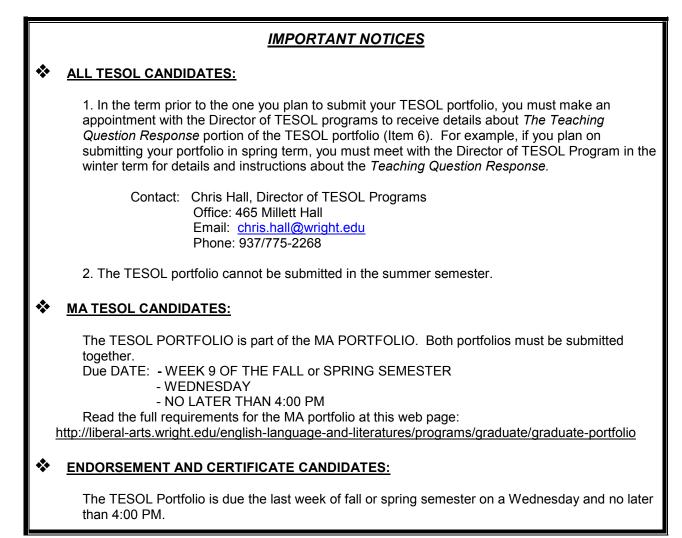   The TESOL Portfolio is due the last week of fall or spring semester on a Wednesday and no later than 4:00 PM.

TESOL certificate, MA, and endorsement candidates must complete the TESOL Exit Portfolio.

   Click here for electronic submission by MA TESOL and endorsement candidates .

   Click here for guidelines for evaluating the TESOL Exit Portfolio.
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The TESOL exit portfolio consists of:

1.   A statement of the candidate's philosophy of teaching (1 page);

2.   An introductory essay (3-4 pages) containing:
   a. A self-analysis of the candidate's development through the TESOL program, including overall strengths and weaknesses as an EFL/ESL teacher;
   b. A description of the internship or practicum;

3.   The internship or practicum evaluation(s);

4. A video from the internship or practicum, or other approved teaching experience (at least twenty continuous minutes in length), with a self-critique of the teaching (2-3 pages);

5. The final project from TESOL Practices and Materials or an approved original curriculum and materials project from another course. The project must contain a theoretical base and justification;

6. The Teaching Question Response (5-6 pages). The question must be included with the response. The candidate should request the teaching questions from the TESOL program director before beginning the portfolio. There are two scenarios, each with a specific grammar problem. The candidate will select one of the scenarios with the accompanying grammar problem and create a one-hour curriculum, addressing all the information required in the response. **Click here for the TESOL teaching question response description**.

7. Candidate's curriculum vita (optional).

Submission Instructions

1. The TESOL Portfolio must be done electronically for the TESOL MA and TESOL endorsement. It may be done electronically for other programs. See the TESOL Director for more information.

2. Tithe TESOL exit portfolio replaces item 1 (the introductory essay) under "Portfolio Requirements" in the document Graduate Portfolio Procedures and Requirements. Therefore, TESOL M.A. candidates must complete the TESOL exit portfolio and items 2-5 of the graduate portfolio requirements.

3. For TESOL Endorsement candidates, in addition to the TESOL exit portfolio, candidates must also submit the Technology Project from ESL in the Pre-K-12 Classroom and the research project for Sociolinguistics.

4. The TESOL exit portfolio is a professional document. It should be assembled professionally, with single files for each electronic section or with clearly identified hardcopy sections. Portfolios that are incomplete or unprofessional will be returned ungraded.

5. The TESOL exit portfolio is evaluated using the TESOL Exit Portfolio Guidelines. If the portfolio is not acceptable, candidates will be provided with a written explanation of the reasons why. Candidates will be notified of the results once the grading is completed. The TESOL exit portfolio, when handed in independently of the MA portfolio, will be graded within two weeks of submission. Candidates for the TESOL certificate must be sure that when they submit their portfolio, their TESOL Program Checklist is up to date and their name is listed as they wish it to appear on the TESOL certificate.

TESOL TEACHING QUESTION RESPONSE DESCRIPTION

You will be given two options. Select one and respond in five to six pages. (Include the question sheet in section 6 of your portfolio.)

Curriculum design is perhaps the most important aspect of an ESL or EFL program. For one of the two following populations (1 or 2), design a content-based curriculum for one hour of an ESL or EFL course which emphasizes listening, speaking, reading, and writing in a whole-language context. This hour is part of a course that may encompass a term, semester, or year-long curriculum. In your design, address the issues that follow:

1. general objectives for the course

2. methodology with accompanying theoretical base for the course
3. specific objectives for the one hour
4. linguistic and cultural material for the one hour
5. types of learning and teaching activities for the one hour
6. teacher's roles for the one hour
7. learners' roles for the one hour
8. role of instructional materials for the one hour
9. a **brief** evaluation instrument for the hour
10. a **brief** contextualized grammar lesson that addresses the problem indicated

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Guidelines for Evaluating the TESOL Exit Portfolio

The TESOL Exit Portfolio asks the student to assess his/her growth as a scholar/practitioner in the TESOL field. The TESOL exit portfolio should be assembled professionally, with sections clearly identified and listed in the table of contents.
The faculty committee charged with reviewing the student's TESOL portfolio applies the following guidelines:

• Demonstrates an understanding of the systematic nature of language

• Demonstrates an understanding of the implications of the relationship between language and culture for teaching English as a second or foreign language

• Shows familiarity with the theory and practice of teaching English as a second or foreign language

• Illustrates the ability to create, select, and adapt techniques, activities, materials, and assessment tools appropriate for teaching English as a second or foreign language to diverse populations

• Is carefully written, edited, and proofed