

EDUC 447 Advanced Methods of Teaching ESL

Field Experience Handbook

Spring 2023

Field Experience Assignment(s):

Research-Practice Connections & Reflections

Throughout the semester teacher candidates (TCs) will complete **seven** research-practice connection reflections. The purpose of this assignment is to synthesize and apply understanding of assigned readings. For each reflection, TCs will make explicit connections between that week's assigned reading(s) and classroom (teaching/observation) experiences. TCs may choose to focus on something observed, something taught or implemented, or a missed opportunity- something observed or taught but realizing that incorporating an approach or strategy from the assigned reading(s) would have benefited students. The shape of the reflection may differ slightly throughout the semester depending on the topic. Each reflection will be completed on Canvas. A rubric is provided on Canvas.

High Leverage Practices: Eliciting & Interpreting Individual (ML) Student Thinking (E&IST) Assignment

Eliciting & Interpreting Individual Student Thinking (E&IST) is a high leverage teaching practice that occurs when teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content to understand student thinking. Teachers of MLs must also carefully consider the academic language that students need to participate in a given task. Therefore, teachers must adapt the E&IST practice with MLs by integrating a variety of language supports and sheltered instructional moves to foster students' in-the-moment comprehension communication as well as scaffold their ongoing language acquisition.

The E&IST assignment prepares TCs to draw out students' thinking through carefully chosen questions and tasks, as they consider and check alternative interpretations of each student's ideas and methods. Thus, TCs will learn how to simultaneously elicit and interpret around grade-level concepts while also attending to students' ongoing language development.

E&IST Field task:

Purpose

In this field-based task, TCs will practice eliciting with a student who has shared “meaningful” photographs from their lives. Students may feel motivated to learn and practice English when they are invited to talk about and discuss these photographs that show what is particularly important to them. This activity is an opportunity for you to practice listening carefully in-the-moment and responding to what the student says.

TCs will work with their CE to **identify a focal student**. Ideally, this student should be an ML and have a WIDA (ACCESS or Screener) level between 1-4.

Then, following the CE’s recommended method of **home communication** (e.g., traditional assignment sheet, letter to the student’s caretaker, Class Dojo message, e-mail, phone call) you will ask the student to bring in **5-10 meaningful photos***. TCs will need to borrow and bring the photos to one EDUC 447 class for planning purposes. Alternatively, to avoid damaging or losing the photos, TCs may wish to take a photo of the photo. If TCs do take a photo of the photo, they must delete the photo from their personal device after completing this assignment. If your student does not have printed photographs, consider asking them to take photos on their home or school-assigned device and then share the photos with you virtually.

*Meaningful photos tell stories of a student's life. Such photos could include family, friends, pets, special events, hobbies, interests, personal artifacts- things the student would like to share with you so you can learn more about them.

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Preparing for the Interaction

1. Complete the Eliciting Conversation Planning Sheet
 - Review the practice of *eliciting and interpreting individual students’ thinking* using the eliciting observation tool to remember the parts of this practice. Other tools TCs can review:
 - “Considerations for Emergent Bilingual Students” from the decomposition of *eliciting and interpreting individual students’ thinking*
 - “Eliciting and Interpreting with Newcomer and Beginning Proficient Emergent Bilingual Students.”
2. Set up and check the recording equipment prior to the start of the session. **Analysis of this interaction depends on obtaining a video recording.**
3. Plan how to begin the interaction. Remember to monitor pacing and think carefully about the language used to provide as much support as is required for the student to fully comprehend TCs in English.
 - **What will TCs do and say to launch into the conversation?** TCs should strive to set a friendly and collaborative tone to put the student at ease. Make sure to do each of the following before launching the eliciting portion of the conversation:

- Explain the purpose of the conversation.
- Explain the recording equipment, and explain reason for recording the interaction.
- **What will the opening question(s) be?** These can be very broad and should invite the student to “go first” in talking about the photographs. Allowing the student to start the conversation helps to establish that TCs are putting their expertise and life experience at the center of this interaction. Sample opening questions include:
 - What photograph would you like to talk about first?
 - Which photograph were you most excited to take?
 - How did you decide what to take pictures of?

During the Interaction

Plan to spend **15-20 minutes total** in this eliciting conversation. Be prepared to follow-up with questions and probes to “go deeper” into what the student says in response to the photographs. The goal is to “take up” as much of the student’s language as possible. Be mindful to keep the student’s ideas and expertise at the center of the conversation. Avoid talking about one’s own experiences, or “adding one’s two cents” about the photographs or related topics that come up during the conversation.

A key part of eliciting student thinking is to resist the impulse to offer advice or direct instruction. With that said, TCs still will want to pay close attention to what they learn about the student that could be leveraged in future instruction. Pay careful attention to the language that the student is using and what this tells about their English language development. Keep track of the vocabulary the student chooses to describe the photographs and “bank” ideas about English vocabulary that could be shared with the student during future instruction.

Pointers for remaining “in-the-moment” while eliciting student thinking:

- Though you have a shortlist of prepared questions, keep in mind that follow-ups and responses should be based on what the student has said.
- Since you cannot plan for every possible student response, plan instead to listen closely to the student to find authentic places to press for more or to pose logical next questions.
- You will likely feel the need to “cover” the questions you’ve prepared, but in this activity, it is more important to focus on responding to the student in ways that further elicit their thinking and that support your understanding of their thinking.
- While a little nervousness during this practice is natural, consider this a chance to enjoy talking with and understanding a student’s thinking with genuine curiosity—from one person to another. your level of engagement and enjoyment will influence the student’s own.
- Eliciting should feel, to both parties, like a great conversation about an interesting topic. Your framing and delivery of questions and follow-ups should convey that you are genuinely interested in getting to know more about the student’s thoughts. You

should not be concerned about instructing or assessing the student during this interaction.

After the Interaction

- When TCs are finished with the conversation be sure to *give the student their photographs to keep and* thank them for sharing so much about their lives.
- Complete the video analysis assignment as soon after the interaction as possible. *Adapted from *Teaching Works. Univ. of Mich. English Language Arts*.

ML Unit Plan Portfolio

The key assessment for this course is a concise ML Unit Plan Portfolio. The purpose of this key assessment project is to demonstrate TCs proficiency in planning and implementing lessons using research-based instructional strategies for multilingual learners. There are several major components to this project: lesson plans, recorded instruction and reflection, an assessment plan, and the overall unit portfolio. TCs will complete the core lesson planning, delivery, and reflection elements of the portfolio in stages throughout the course, though several sections will be completed, and the final project finalized at the end of the course. The following components will be completed in the field:

SIOP-Based Lesson Plans: TCs will use the SIOP-based lesson plan template (on Canvas) provided to create two detailed, stellar SIOP-based lesson plans for their content area—each emphasizing two core inputs (reading or listening) and output (writing or speaking) language skills. These two lesson plans are meant to serve as representative samples of one's **best lesson planning**, so they should be detailed and include all the resources needed so any educator with expertise in the field could come along and teach the lesson to another group of multilingual learners. These are not scripted lessons necessarily, but very detailed. Each lesson plan will include content and language objectives, and academic language development should be incorporated into each lesson. If you are not an ELA teacher, show through your lesson plans how literacy extends across the content areas into non-ELA content areas. For each lesson plan, *explicitly* demonstrate how to differentiate the lesson for multilingual learners at the *beginning, intermediate, and advanced* stages of English language development.

Recorded Lesson Reflections: TCs will record teaching both SIOP-based lessons. Each lesson should be presented to a group of multilingual learners (approximately three or more multilingual learners). These lessons may be delivered to an ESL class or to a mainstream class with both multilingual and monolingual students. If there aren't enough multilingual learners in one of the TCs classes to meet these requirements, please reach out to the ESL teacher at your school to request permission to teach a group of multilingual learners (please also talk with Dr. Budde about your situation ASAP). The recording must be at least 15 minutes long. Additional details, templates, and rubrics are available on Canvas.

