EDUC 472 Teaching ESL

Field Experience Handbook

Spring 2023

Field Experience Assignment(s):

Multilingual Learner (ML) Case Study

This Case Study is a semester-long project that consists of four parts, three of which have requirements that will take place in the school setting.

Before beginning the case study, early in the placement, students should work with their CE, using the guidelines below, to select an ML focal student. Students working with a partner in their placement, should each select a different focal student. The "ideal focal student":

- has been identified by the school or district as an English Learner (EL)
- is a student about whom the school has data (e.g., WIDA ELP scores, reading and math benchmark scores, files from previous grades)
- works directly with the ESL specialist (this could be in a pull-out or push-in model)

Part I: Getting to know your student: Students will design a getting to know you activity to complete with their focal student. Additionally, students will arrange to interview a **minimum of two** of their focal student's teachers 1.) the ESL teacher and 2) at least one classroom teacher that works directly with the student (e.g., grade level teacher, interventionist) to learn more about their student. Students will submit a cohesive summary of the initial data collected. Additonal details and rubric are available on Canvas.

Part II: Focal Student Shadowing: Classroom Observations:
Students will arrange to shadow their focal student for at least 45 minutes (this should include appx. 20-30 minutes in **two different** classroom settings; we will discuss acceptable settings in class, but ideally should include time the focal student spends with the ESL teacher in a pull-out or push-in setting and time the focal student spends working with a grade level teacher in a whole class setting, small group setting, or combination of both. While observing, students will take notes using the observation protocols provided on Canvas.

Part III: Focal Student Assessment: Oral Language Assessment
Using the SOLOM-R, students will assess the oral language proficiency of their focal student. Students will interpret and analyze data from the SOLOM-R to identify their focal student's strengths and areas in need of improvement. Additionally, students will describe appropriate strategies, activities, and techniques from assigned readings and

class discussions that would be effective for improving the student's oral language proficiency. A template and rubric are available on Canvas.

Oral Language Mini-Lesson & Analysis

Students will use what they learned from observation and the SOLOM-R, to plan and teach a 10–15-minute mini-lesson that targets the oral language development of their focal student. In other words, they will prepare a mini-lesson designed to support their focal student's listening and speaking development. Students must use the data collected, and work with their CE to determine what they will teach. This could be a vocabulary lesson, a lesson to support an oral presentation, a pragmatics lesson, etc... Once students decide what to teach, they will need to decide how they will teach it using an evidence-based practice or strategy that they have learned in this course (additional evidence-based practices will be considered but must be pre-approved by the professor).

Students must use the approved lesson plan format to organize the sequence of instruction. This includes standards, language and content objectives, core learning experiences, and assessment. Students will video-record themself teaching this lesson. Recordings will be used for peer and self-analysis. After implementation, students will reflect on your use of each strategy and its impact on your students' learning.

Students must use the approved lesson plan format to organize the sequence of their instruction. Template and rubric are available on Canvas.

Overview of ESL Program Presentation
The purpose of this assignment is to build background knowledge of the ESL program within the ESL method's placement school and district. To accomplish this, students will work with their ESL methods partner and talk with their CE to investigate how multilingual learners are being taught in their setting. Student without a method's partner will have the option to complete this assignment independently or work with a classmate who is teaching in the same school district. The answers to some of these questions can also be found by exploring the school or district's website.

Together, partners will use PowerPoint, Google Slides, Prezi, etc. to create a visual aid to present to the class. To respect privacy, do not include the names of any students or teachers.

The questions below should be used as a guide for gathering information and organizing the presentation:

- What is the name of your school and school district?
- How do students qualify for ESL language support services? What screening assessment does your district use? What role does a Home Language Survey (HLS) play in identifying students for ESOL language support services?
- How many ESL teachers are there in your school? What are their educational and professional backgrounds?
- How many multilingual learners (MLs) are there in your school? What are their first languages and cultural backgrounds?

- What standardized assessments are used to determine the English language proficiency of multilingual learners in your school and district?
- What language support delivery models (e.g., sheltered class, pull out, push in, etc.) are used in your school and district? How are these delivery models determined?
- How do ESL teachers teach MLs in your school and district? How do mainstream teachers differentiate instruction and assessment for MLs in their classes?
- What content and language standards are used to teach MLs in your school and district?
- How do mainstream teachers and ESL teachers collaborate in your school and district? How do collaborating teachers and specialists use data on students' English language proficiency levels to support their collaboration? Did your CE identify any strengths or weaknesses of their collaborative approach?
- How do students qualify to exit ESL direct language support services?
- How are monitored English learners different from served English learners?
- How is the academic progress of students who have exited direct ESL language support services monitored?

This assignment uses a rubric as well as a group evaluation form (available on Canvas).