

EDUC 447 Advanced Methods of Teaching ESL

Field Experience Handbook

Fall 2023

Field Experience Assignment(s):

1. In the Field Application Logs

Throughout the semester you will complete nine application logs. The purpose of this assignment is to synthesize and apply your understanding of assigned readings and class discussions. For each log, you will make explicit connections between your assigned reading(s) and your classroom (teaching/observation) experiences. Details on Canvas provide you with what you with a specific focus. Note that each log will require you to observe or enact something different. Therefore, looking ahead is critical as you will need to work with your CE to plan appropriately for upcoming weeks. The shape of each log may differ slightly throughout the semester depending on the topic. You are encouraged to include pictures, illustrations, links to activities, or video clips in your logs to help share your experience. You will complete each log on Canvas. Some logs will be graded for completion and others will be graded using the rubric provided on Canvas.

Example:

In the Field Application Log 2

Complete the following:

1. Work with your CE to select one of the Building Background teaching ideas in the SIOP text to implement with students this week. If you prefer to implement a building background idea that is not in your textbook, please run it by Dr. Budde first. The activity you select should complement instruction happening in the classroom. In other words, you should be enacting the building background SIOP component to support student learning. You and your CE should decide if you will implement this activity with a small group of MLs or in a whole class setting that contains MLs/Non-MLs.

Planning/Teaching Configuration for This Log: You must co-plan with your CE. You may co-teach with your CE or teach independently. You and your partner also may co-plan (with your CE) and co-teach this activity.

2. Implement the activity on a day in which you are in the field the week of **the week of 9/27**.

3. Complete your written Log. (Directions on Canvas)

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

E&IST Field task:

Purpose

In this field-based task, you 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.

You 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. The student should also have parental permission to be video recorded.

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***. You will need to borrow and bring the photos to one EDUC 447 class for planning purposes. Alternatively, to avoid damaging or losing the photos, you may wish to take a photo of the photo. If you do take a photo of the photos, you must delete the photos from your 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.

Then, using your conversation planning sheet as a guide, you will practice eliciting with a student who has shared “meaningful” photographs from their lives. This activity is an opportunity for you to practice listening carefully in-the-moment and responding to what the student says. Plan to spend **15-20 minutes total** in this eliciting conversation. You will record the entirety of the interaction. Video permission form required.

3. SIOP-Based Lesson Plan

You will use the SIOP-based lesson plan template (on Canvas) provided to independently plan and teach one detailed, stellar SIOP-based lesson plan for your content area. This lesson plan is meant to serve as a representative sample of your **best lesson planning**, so it should be detailed and include all the resources needed so any educator with expertise in your field could come along and teach the lesson to another group of multilingual learners.

You will record yourself teaching your SIOP-based lesson. Video permission forms required. The lesson should be presented to a group of multilingual learners (at least four or more). Your lesson may be delivered in an ESL class, a small group in a push-in

setting, or to a mainstream class with both multilingual and non-multilingual students. Your lesson/recording should be at least 15 minutes long. Most lessons are between 25-60 minutes.