

EDUC 472 Teaching ESL

Field Experience Handbook

Spring 2024

Field Experience Assignment(s):

The following is an overview of assignments students will complete in the field. More information will be provided in class and on Canvas. All assignments are graded using a rubric, available on Canvas.

Multilingual Learner (ML) Case Study

This Case Study is a semester-long project that consists of three parts.

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)
- is available to meet in a small group when students teach their mini-lessons on (4/22, 4/29, or 5/6)

Part I: Getting to know your student (2/12, 2/26, 3/4)

In Part 1, students will collect qualitative data on their focal student. They will then analyze and reflect upon the data collected.

To collect data about their focal student they will engage in two tasks:

1. Design a getting-to-know-you activity that focuses on learning more about the assets the focal student brings to the classroom. This activity should be framed around the student's strengths.
2. Interview a minimum of two of the student's teachers (one must be the ESL teacher and at least 1 classroom teacher that works with the student).

Part II: Focal Student Shadowing: Classroom Observations: (3/4, 3/11)

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 (3/18)

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 (4/22, 4/29, or 5/6)

Each student will plan three mini-lessons that target oral language development for MLs in the areas of vocabulary development, syntax, and reading comprehension. In class, Dr. Budde will share three evidence-based practices that support oral language development– this is how you will teach. Students must work with their CE to determine the content (or what) they will teach.

A minimum of two of the lessons should be taught to a small group of MLs, with one of those students being your focal student.

Students must use the approved lesson plan format for each lesson to organize the sequence of their instruction. This includes standards, language and content objectives, core learning experiences, and assessment. Lessons must be approved prior to teaching.

Overview of ESL Program Presentation (4/29 or 5/6)

The purpose of this assignment is to build background knowledge of the ESL program within the student's ESL method's placement school and district. To accomplish this, students will work with their ESL methods partner to conduct their own research online and talk with their CE to investigate how multilingual learners are being taught in their placement setting.