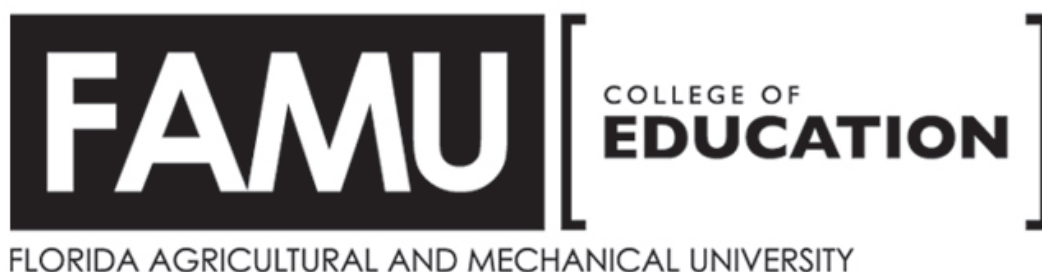


<p>ESOL ANCHOR FIELD EXPERIENCE</p>	<p><i>Florida A&M University</i> <i>College Of Education</i></p> <p>TSL 4081</p>
<p>Dr. R. Blankenship</p>	<p>The Anchor Field Experience report for ESOL is expected of all candidates in TSL 3080. Specific experiences are designed during participation in classrooms where ELLs are served and under the supervision of ESOL credentialed teachers. 12 hours of participation is required as designated by the professor of the course and in agreement with the cooperating school.</p>
	<p>ESOL ANCHOR FIELD EXPERIENCE</p>

Florida A&M University
College of Education



TSL 4081

FALL SEMESTER 2015

THE ESOL FIELD EXPERIENCE

PREPARED FOR

TSL 4081 ESOL Methods Surveys and Strategies

PREPARED BY

(THE NAME OF THE STUDENT)

(SEMESTER AND YEAR)

Utilize the Table of Contents to make sure that all reporting expectations are completed and included in the report.

Start with the Preliminary Information Reporting (including the description of the school site, description of the classroom physical environment and description of the classroom learning environment). Culminate with the Journal of daily participation.

Continue with the segment designated for the eight (8) artifacts followed by your summary of reflections and knowledge gained from the experience.

Always read and follow the rubric expectations in Task Stream to complete your assignments.

Table of Contents

- A. Certifications of the Field Experience with signature of classroom teacher (Required)
- B. Field Experience Description and Expectations
- C. Field Experience Overview and Description of School Site and Classroom Physical and Learning Environment
- D. Reflective Journal of Daily Observation-Participation in increments of thirty (30) minutes
- E. Observation and Participation Report
- Overview of the Field Experience.
 - Description of the school site
 - Description of the classroom physical environment
 - Description of the classroom learning environment
- F. Presentation of Artifacts
- ARTIFACT #1:** Mini Ethnography Study
- ARTIFACT #2:** Video Review Connection with Elements observed in the Field Experience
- ARTIFACT #3:** Critical Analysis of Language Interference between L1 and L2
- ARTIFACT #4:** Utilize a checklist to identify student stages of language and literacy/WIDA STANDARDS
- ARTIFACT #5:** Standard-based Supportive Teaching in the Field Experience classroom/WIDA STANDARDS
- ARTIFACT #6:** Digital Exploration to Acquire Technology Resources (Resource Bank)
- ARTIFACT #7:** Research and provide a narrative of the process for identification, parental consent and placement of ELLs for services/WIDA STANDARDS
- ARTIFACT #8:** Alternative Assessment/WIDA STANDARDS
- G. SUMMARY AND REFLECTIONS - Knowledge gained from the experience

CERTIFICATION OF ESOL FIELD-CLINICAL EXPERIENCE

THIS CERTIFIES THAT

PRINT YOUR NAME

OBSERVED AND PARTICIPATED IN CLASSROOM ACTIVITIES WITH ELLS

TWENTY-ONE (21) HOURS (7 WEEKS/3 HOURS PER WEEK)

(TEACHER INITIALS REQUIRED AT EACH VISIT)

WK 1	M	___/___/15	TIME IN	___:___	TIME OUT	___:___	INT.	_____
WK 1	W	___/___/15	TIME IN	___:___	TIME OUT	___:___	INT.	_____
WK 1	F	___/___/15	TIME IN	___:___	TIME OUT	___:___	INT.	_____
WK 2	M	___/___/15	TIME IN	___:___	TIME OUT	___:___	INT.	_____
WK 2	W	___/___/15	TIME IN	___:___	TIME OUT	___:___	INT.	_____
WK 2	F	___/___/15	TIME IN	___:___	TIME OUT	___:___	INT.	_____
WK 3	M	___/___/15	TIME IN	___:___	TIME OUT	___:___	INT.	_____
WK 3	W	___/___/15	TIME IN	___:___	TIME OUT	___:___	INT.	_____
WK 3	F	___/___/15	TIME IN	___:___	TIME OUT	___:___	INT.	_____
WK 4	M	___/___/15	TIME IN	___:___	TIME OUT	___:___	INT.	_____
WK 4	W	___/___/15	TIME IN	___:___	TIME OUT	___:___	INT.	_____
WK 4	F	___/___/15	TIME IN	___:___	TIME OUT	___:___	INT.	_____
WK 5	M	___/___/15	TIME IN	___:___	TIME OUT	___:___	INT.	_____
WK 5	W	___/___/15	TIME IN	___:___	TIME OUT	___:___	INT.	_____
WK 5	F	___/___/15	TIME IN	___:___	TIME OUT	___:___	INT.	_____
WK 6	M	___/___/15	TIME IN	___:___	TIME OUT	___:___	INT.	_____
WK 6	W	___/___/15	TIME IN	___:___	TIME OUT	___:___	INT.	_____
WK 6	F	___/___/15	TIME IN	___:___	TIME OUT	___:___	INT.	_____
WK 7	M	___/___/15	TIME IN	___:___	TIME OUT	___:___	INT.	_____
WK 7	W	___/___/15	TIME IN	___:___	TIME OUT	___:___	INT.	_____
WK 7	F	___/___/15	TIME IN	___:___	TIME OUT	___:___	INT.	_____

Field Experience Description and Expectations

The College of Education offers its teachers candidates the opportunity to work directly with English Language Learners (ELLs) in classroom settings with ESOL credentialed teachers. This experience provides candidates from a state approved program the opportunity to graduate meeting the ESOL requirements for the area of specialization.

PURPOSE

The field experience in ESOL provides candidates with multiple opportunities, throughout the program of study, to gain insight into the placement, services, appropriate programming, and classroom strategies aimed at providing a meaningful education for ELLs. As inservice teachers share their practice with candidates in various disciplines, they also share knowledge, skills, and professional dispositions to assist in the development of effective teaching as means for inducting future teachers into the profession.

OBJECTIVES

- Provide direct experiences working with ELLs in the context of classrooms where ELLs are taught at the grade levels and in the discipline for the certification area of the candidates.
- Provide ***“hands on”*** experiences while observing and participating using instructional materials or applying strategies for individual ELLs or small groups of ELLs in support of classroom instruction as assigned or in support of the instruction being provided by the classroom teacher.
- As opportunity is presented, apply some of the ESOL strategies learned in class in teaching situations with ELLs at varying levels of English language proficiency and literacy levels.
- Using critical thinking skills and problem solving, apply ESOL concepts learned through selected videos viewed in class to similar situations observed during the field experience. Make a connection to the use of strategies/approaches that can be used to enhance learning situations observed and/or experienced.

SCHOOL SITE EXPECTATIONS

- **DRESS PROFESSIONALLY.** Unprofessional clothing includes, but is not limited to shorts, tank tops, miniskirts, jeans, t-shirts, revealing attire, and the like.
- **TURN OFF ALL CELL PHONES** . Do not take or make calls or send/receive texts upon entering the school and during the visit.
- **SIGN IN AT THE FRONT OFFICE UPON ARRIVING AT THE SCHOOL AND REMAIN AT THE SCHOOL FOR THE ENTIRE PERIOD AS AGREED UPON IN CLASS.** The sign in records of the school informs who is authorized to be on campus. This is a safety measure for all school visits. Therefore, **YOU SHOULD NOT LEAVE THE SCHOOL PREMISE UNTIL THE INDICATED TIME FOR DEPARTURE AS ESTABLISHED IN THE COURSE.**
- Take a bag lunch or purchase lunch at the school so **THAT LUNCH TIME IS TAKEN WITH THE ELLS IN THE SCHOOL CAFETERIA.** Make this a great time to learn about the ELLs by gaining knowledge of their culture and socialization at school and in the larger community. Use this time to build your “Mini-Ethnography.
- **AVOID HAVING “CHITCHATS” WITH FELLOW CLASSMATES AND OTHERS** in the main office, hallways and classrooms. Your purpose is for instructional support and learning, not socialization with other.
- **AVOID THE FACULTY LOUNGE/WORK ROOM** (These areas are generally reserved for teachers and select employees).
- **DO NOT CONTACT PARENTS** unless given specific permission by the principal.
- Maintain confidentiality by not talking about teachers or students to others.
- Interviewing or holding conversations during instructional time takes away from teaching and learning. Always ask the teacher for an appropriate time to discuss specific issues.

OBSERVATION AND PARTICIPATION REPORTING

PRELIMINARY INFORMATION REPORTING OVERVIEW OF THE FIELD EXPERIENCE

State the location of the school and describe the physical layout of the school plant. Include the name of the school, the address, the location in terms of the other establishments that surrounds the school, physical attractiveness of the school building, grade levels served, and your initial impressions upon entering the school.

**ALWAYS READ AND
FOLLOW THE
RUBRIC
EXPECTATIONS IN
TASK STREAM TO**

A. DESCRIPTION OF THE SCHOOL SITE

B. DESCRIPTION OF CLASSROOM PHYSICAL ENVIRONMENT

Describe the physical location of the classroom within the school plant. Describe the physical arrangement of the classroom in terms of teacher desk, student desks and work areas, location of instructional materials, location of learning centers, bathrooms, bulletin boards, etc.

ALWAYS READ AND FOLLOW THE RUBRIC EXPECTATIONS IN TASK STREAM TO COMPLETE YOUR ASSIGNMENTS.

C. DESCRIPTION OF THE CLASSROOM LEARNING ENVIRONMENT

Include types of activities performed by the students, student mobility in the classroom, grouping arrangements, ESOL strategies used by the teacher, etc.

**ALWAYS READ
AND FOLLOW
THE RUBRIC
EXPECTATIONS
IN TASK
STREAM TO
COMPLETE
YOUR
ASSIGNMENTS.**

**D. REFLECTIVE JOURNAL OF DAILY OBSERVATION-
PARTICIPATION IN INCREMENTS OF THIRTY (30) MINUTES**

**JOURNAL ENTRIES
MUST ACCOUNT
FOR INTERVALS
OF THIRTY (30)
MINUTES EACH
THROUGHOUT
EACH DAY OF
VISITATION**

At the end of each day of participation record your memory of the day, include the impressions you formed from observation and interaction with the teacher, students, and general classroom dynamics.

**ALWAYS READ
AND FOLLOW
THE RUBRIC
EXPECTATIONS
IN TASK STREAM
TO COMPLETE
YOUR
ASSIGNMENTS.**

Date _____	JOURNAL ENTRIES
8:00-8:30 am	
8:30-9:30 am	

During the visit take general notes and narrate your thoughts after departing from the school.

*This is a **sample** (you must create your own) of the format for the journal. Your entries must be organized similarly and contain substantive information to reflect your observations of the teaching and learning dynamics of the classroom. Be specific in describing what you observed for each 30 minutes during each visit.*

ARTIFACT #1

Mini Ethnography Study

In narrative form, write at least three (3) paragraphs with general information you have gathered as a result of your interaction with the assigned ESOL student. Include information related to classroom/school social involvement with others such as friendship, sports, clubs, etc. Include other nonintrusive information gathered such as language used at home and in the community, preferred subjects, sports and other activities.

ALWAYS READ AND FOLLOW THE RUBRIC EXPECTATIONS IN TASK STREAM TO COMPLETE YOUR ASSIGNMENTS.

Provide a written summary of cultural observations and information gathered as a result of the interaction with ELLs during classroom visits as part of the Field Experience. Include information related to the Individual ELL and groups of ELLs related to learning styles, home socialization and use of language, prior schooling experience, integration into the classroom community of learners and socialization into the broader school and neighborhood community.

1. Describe the situation in the video you wish to compare and contrast

2. Describe the classroom situation you observed

3. Compare and contrast both situations described above

ALWAYS READ AND FOLLOW THE RUBRIC EXPECTATIONS IN TASK STREAM TO COMPLETE YOUR ASSIGNMENTS.

ARTIFACT #2

Video Review Connection with Elements Observed In the Field Experience

Use Expert Group/Jigsaw to analyze, discuss, and share vivid representation of cross-cultural communication and understanding related to video viewing on culture in contrast with observation made in field experience classrooms with ELLs. Debate/defend important elements of culture leading to consensus. (VIDEO VIEWING – IMMERSION – LINK IS ON BLACKBOARD)

ARTIFACT #3

Critical Analysis of Language Interference between L1 and L2

Through observations and interaction with specific ELLs, make notations of instances of language interference including word order in sentences, pronunciation, use of false cognates, and other elements of language. Provide notation of the specific language structure used in error, the perceived correct form the ELLs need to learn and use, the perceived cause of the language interference, and specific steps and strategies for improvement.

In phase two of the Critical Analysis, join a focus group of four (4) candidates to discuss specific observations and interactions related to similar language interference encountered and combine the specific language structure(s) used in error to include perceived correct form the ELLs need to learn and use, the perceived cause of the language interference, and specific steps and strategies for improvement. Combine into a group effort for class presentation at the end of the 7-weeks. Provide supporting documentation in your presentation – analysis must be aligned with new WIDA standards.

1. Describe with specificity the situation observed in the field experience classroom

2. Indicate the perceived correct language form / format.

3. Indicate possible cause(s) for the interference.

3. Indicate specific steps to correct the language interference.

ALWAYS READ AND FOLLOW THE RUBRIC EXPECTATIONS IN TASK STREAM TO COMPLETE YOUR ASSIGNMENTS.

ARTIFACT #4

Utilize a Checklist to Identify Student Stages of Language and Literacy

Develop and present a language teaching activity used to support classroom instruction during the field experience. Identify the Florida Standard for instruction and make a connection to the objectives for the lesson. Indicate the steps used to assist ELLs with learning and indicate the learning outcomes for ELLs.

Utilize language checklist (provide the actual checklist from Blackboard - SOLOM) to determine the stage of language acquisition of assigned ELL(s) and summarizes specific language behaviors observed for the identified stage as a result of direct classroom observation and interaction. Make notations of home language/prior knowledge influence on supporting L2 learning. Language checklist and description must align with WIDA standards.

**ALWAYS READ AND
FOLLOW THE
RUBRIC
EXPECTATIONS IN
TASK STREAM TO
COMPLETE YOUR**

ARTIFACT #5

Standard-based Supportive Teaching in the Field Experience classroom

Develop and present a language teaching activity used to support classroom instruction during the field experience. Identify the Florida Standard for instruction and make a connection to the objectives for the lesson, indicate the steps used to assist ELLs with learning and indicate the learning outcomes for ELLs.

ALWAYS READ AND FOLLOW THE RUBRIC EXPECTATIONS IN TASK STREAM TO COMPLETE YOUR ASSIGNMENTS.

Provide descriptions of at least three (3) ESOL supportive teaching strategies used with ELLs that are reflective of the teaching conducted by the ESOL-infused classroom teacher in the field experience classroom. Include the specific Florida Standard used for the lesson; indicate how you made a connection with the objective for the lesson, the steps used with the ELL to assist with learning strategies. Indicate the learning outcomes for the lesson. Standards must be explained in terms of and align with WIDA ELL standards.

ARTIFACT #6

Digital Exploration to Acquire Technology Resources (Resource Bank)

Use an Internet-based search engine to explore, identify and acquire technology resources for teaching and learning with ELLs. Develop a Resource Bank that is also inclusive of resources identified in the field experience classrooms. Resources must include websites and mobile apps. Each resource must be aligned with WIDA standards.

Develop a resource bank with ten (10) entries including technology resources found in the classroom in addition to online resources.

Resources must be appropriate for K-12. Indicate the usefulness of each entry in relation to language acquisition and learning.

ALWAYS READ AND FOLLOW THE RUBRIC EXPECTATIONS IN TASK STREAM TO COMPLETE YOUR ASSIGNMENTS.

ARTIFACT #7

Research and Provide a Narrative of the Process for Identification, Parental Consent and Placement of Ells for Services

Using the website of the field experience school or district, identify goals, processes in terms of rights and responsibilities for placement of ELLs, including testing, progression through the system of education and program exit. Demonstrate knowledge of the rights of ELLs and their families, responsibilities of the teacher in terms of placement, pupil progression, program design, and school policies regarding ELLs.

Next, visit the WIDA website and describe the new process that will be used for the identification and assessment of ELLs. Provide an in-depth description of the changes.

Visit LCS Website (Pineview Elementary might be a starting point) to investigate the process for identifying ELLs for placement, parental consent for placing children in the ESOL program, and services the school must deliver.

ALWAYS READ AND FOLLOW THE RUBRIC EXPECTATIONS IN TASK STREAM TO COMPLETE YOUR ASSIGNMENTS.

ARTIFACT #8

Alternative Assessment

Develop and Utilize an Alternative Assessment during the Field Experience to Assist with the Assessment of Learning Outcomes in Support of Classroom Instruction.

Develop a teacher-made alternative assessment to assist with learning outcomes for a lesson being taught by the field experience classroom teacher. The assessment must be tailored to the specifically observed needs of the ELL in comprehending the lesson. Provide a summary indicating the purpose of the alternative assessment, steps followed to introduce and use it with an ELL, and the outcome(s) as a result of the intervention. A description of the assessment aligned with WIDA standards is required.

Develop an alternative assessment to help your ELL understand aspect of the lesson being taught by the teacher that may pose difficulties. Tailor your assessment to the specific needs observed and indicate the steps used in assisting the ELL. Include photos of the materials used to assist with the learning episode.

**ALWAYS READ
AND FOLLOW THE
RUBRIC
EXPECTATIONS IN
TASK STREAM TO
COMPLETE YOUR
ASSIGNMENTS.**

G. SUMMARY AND REFLECTIONS OF THE FIELD EXPERIENCE

Provide a summary statement reflecting on the overall school and classroom experience with ELLs.

ALWAYS READ AND FOLLOW THE RUBRIC EXPECTATIONS IN TASK STREAM TO COMPLETE YOUR ASSIGNMENTS.

GUIDING QUESTIONS

****YOU ARE EXPECTED TO ELABORATE BEYOND THE SUGGESTED QUESTIONS BELOW.****

1. *What are your feelings after the experience in the classroom with ELLs?*
2. *What anticipated experiences were different from those I gained?*
3. *What are some strategies you observed that you might use immediately entering a classroom with ELLs?*
4. *What was most inspiring of my contact with English language learners?*
5. *What was most inspiring of my contact with teachers of English language learners?*
6. *What new ideas I gained from the experience?*