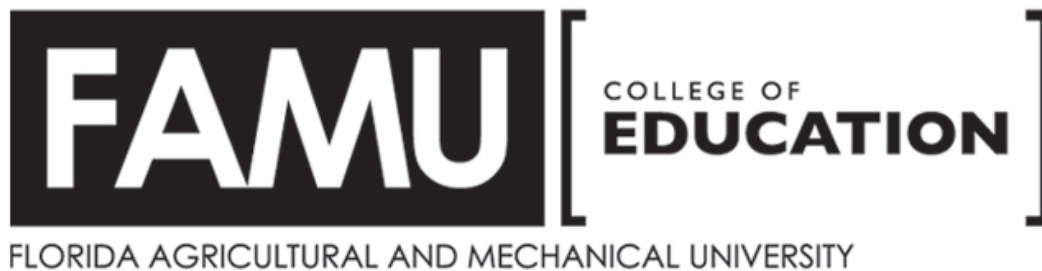


<p>ESOL CAPSTONE FIELD EXPERIENCE</p>	<p><i>Florida A&M University</i> <i>College Of Education</i></p> <p>TSL 4345</p>
<p>Dr. R. Blankenship</p>	<p>ESOL CAPSTONE FIELD EXPERIENCE</p>

The Captstone Field Experience report for ESOL is expected of all candidates in TSL 4345. Specific experiences are designed during participation in classrooms where ELLs are served and under the supervision of ESOL credentialed teachers. 21 hours of participation is required as designated by the professor of the course and in agreement with the cooperating school.

**Florida A&M University
College of Education**



TSL 4345

FALL SEMESTER 2016

THE ESOL FIELD EXPERIENCE

PREPARED FOR

TSL 4345 *Methods of Teaching ESOL*

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:** Culture in Action
- ARTIFACT #3:** MI Inventory Application
- ARTIFACT #4:** Lesson Activity/Demonstration
- ARTIFACT #5:** Checklist for Stages of Language/Literacy – SOLOM INVENTORY
- ARTIFACT #6:** Classroom Lang/Lit Observation/Analysis – Error Analysis –WIDA
- ARTIFACT #7:** Literacy Activity to Support ELLs - WIDA
- ARTIFACT #8:** Comparison of Field Experience to Personal Vision of 21st Century ESOL Classroom
- ARTIFACT #9:** Standard-Based Supportive Teaching Strategies for ELLs - WIDA
- ARTIFACT #10:** Review of Instructional Materials for ESOL - WIDA
- ARTIFACT #11:** FCAT Accommodations for ELLs
- 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/TEACHER-STUDENT PROFILES**



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

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

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.

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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.

ARTIFACT #2

Culture in Action

In narrative form, write at least three (3) paragraphs with general information you have gathered as a result of your observations and interactions with the ELLs in the field experience classroom. Specifically observe and report on:

- Interaction between the teacher and the ELLs.*
- Interaction within cultural groups*
- Interaction among ELLs and non-ELLs.*
- Summarize the changes you would make as the classroom teacher of this group and tell what additional materials you might add to the classroom collection of artifacts. Tell why.*

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Observe classroom culture in action during the Field Experience and make a value judgment to support prior knowledge for the observation of specific cultural interactions as a result of multiple classroom visits as follows:

- Cross-cultural interactions in the classroom between teacher(s) and ELLs*
- Cross-cultural interactions among ELLs*
- Cross-cultural interactions among ELLs and non-ELLs*

Include notations about the availability, use, and value of culture-related artifacts and resources reflective of the identities of diverse ELLs at the school and in the classroom. Must be described in terms of WIDA standards.

ARTIFACT #3

MI Inventory Application

Apply Multiple Intelligences Inventory using a select ELL or a small group of ELLs by observing, record, asking discrete questions, and analyze data outcomes to determine styles of learning, connection to cultural learning styles preferences, and other observations as appropriate. Provide a written summary to support the data gathered and observations of ELLs while working as part of the classroom learning community. Must be described and aligned with WIDA standards.

Insert the completed MI instrument used to assess the ELL (USE MI INVENTORY FROM BLACKBOARD)

After using the instrument with a selected ELL, write a paragraph making a clear value judgment of preferred ways in which the ELL learns and demonstrates learning potentials.

Indicate the types of activities that might be best, given the preferred intelligences of strengths.

Indicate how you might assist and lend support to ELL when the least preferred intelligences are important for learning or completing a task.

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ARTIFACT #4

Lesson Activity/Demonstration


Use specific activities from the Literacy Lesson Plan to demonstrate how specific language / literacy support might be able to be implemented through for a select ELL in the field experience using specific “hands-on” experiences. Provide specific scaffolding strategies to demonstrate how instruction will be provided.

Use the Florida Standards K-12 Reading & Language Arts; identify specific strand, standard, benchmark, grade level, and language level to develop a lesson/activity to emphasize a plan to provide language support for select elements of language (i.e. phonology, vocabulary development, and discourse) for a specific ELL in the field experience classroom. Provide visuals (sentence strips, flash cards, word wall, etc) that are most appropriate for demonstrating the activity and providing support. Explain how modifications were made to support instruction provided by the classroom teacher. Must be described and designed using WIDA standards.

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ARTIFACT #5

Checklist for Stages of Language/Literacy – SOLOM Inventory



After using the checklist to determine the state of language and literacy development, develops a specific plan of action including specific ESOL-related strategies for instruction and progression for your select ELL.

Utilize a checklist to identify and assess the stages of language and literacy development of assigned ELLs and makes specific recommendations for language improvement and progression.

Identifies and utilizes checklist(s) to determine the stages of language and literacy development of specific ELL(s) through student observation and interaction. Provides a summary of observed linguistic and literacy behaviors including strengths and needs. Develops a specific plan of action including specific ESOL-related strategies for instruction and progression. Must be aligned and described using WIDA standards.

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ARTIFACT #6

Classroom Language/Literacy Observation and Analysis – Error Analysis

Use the classroom Language and Literacy Inventory to assess the climate for learning in the classroom

Present the instrument with a Write a brief paragraph indicting your interpretations of the information gathered.


What does the information gathered tell about the field experience classroom?

Utilize a classroom literacy inventory to assess the literary climate of both the ESOL resource classroom and the ESOL-infused classroom. Based on the knowledge gained through reading and class discussions, analyze the findings by making comparisons between both classrooms based on prior knowledge and expectations of the 21st Century classroom model for literacy. Summarize your findings with a value statement of personal expectations for “your own” 21st century classroom. Must be described using WIDA standards.

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ARTIFACT #7

Literacy Activity to Support ELLs in the Classroom



Develop and present a language Teaching activity used to support classroom instruction during the field experience. Include scaffolding questions used, visuals, explain modifications, outcomes and provide a self-assessment.

Explain a language teaching activity used to support classroom instruction with a small group of ELLs or as directed by the classroom field experience teacher. Provide visuals by way of screen shot (sentence strips, flash cards, word wall, etc) that are most appropriate for demonstrating the activity and providing support. Explain how modifications were made to support instruction provided by the classroom teacher. Include outcomes and a self-assessment. Must be designed using WIDA standards.

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ARTIFACT #8

Comparison of Field Experience to Personal Vision of ESOL 21st Century Classroom

*Provide descriptions of the classrooms visited during the field experience (both resource and in-fused ESOL classrooms). Include notions of characteristics that exemplify **best practices of 21st Century classrooms** as well as aspects that can be improved. Make comparative statements inclusive of how the new vision of the 21st Century ESOL classroom will be improved as a result of the field experience classrooms visited. Must be described and aligned using WIDA standards.*

Provide two substantive paragraphs with projections and visions and projections of your future classroom with ELLs. Make comparisons between the field experience classroom and your 21st Century classroom projections and state improvement based on your recent experience.

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ARTIFACT #9

Standards-Based Supportive Teaching in the Field Experience Classroom

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 Standards 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. Must be described and aligned with WIDA standards.

Describe the teaching episode for which you provided support for ELLs as the classroom teacher directed instruction.

Include the following:

-Specific standards that was used for the lesson.

-How you assisted the ELL in making the connection for learning the material

-Steps you used with the ELLs to assist with learning the strategies

-Tell what the learning outcomes were.

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ARTIFACT #10

Instructional Materials Review/Technology Resources for ESOL Support

Review at least two (2) instructional materials (textbook, workbook, etc.) to determine their usefulness. Explain what modification might be necessary to improve literacy gains for ELLs.

Identify and review instructional materials utilized in the field experience classroom to determine the appropriateness and modifications needed to improve learning outcomes for the ELLs. The instructional material must be identified by its name, pedagogical purpose / usefulness, and how it could be improved to become more effective for improving literacy development for a specifically identified ELL at a determined language level. Must be aligned and described using WIDA standards. Must include web –based and mobile applications.

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ARTIFACT #11

FSA Testing Accommodations

Research the expectations for accommodation of ELLs taking the FSA. Validate through teacher input during the field experience what are some specific school based practices and accommodations provided during the FSA including notification to parents, the use of dictionaries, location for testing, safeguarding the test instruments, and other unique practices. Must include description of new WIDA assessment strategies.

Provide a substantive paragraph indicating the process for ELLs to be ready to take the FSA including all required steps leading up to sitting for the test.

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G. SUMMARY AND REFLECTIONS OF THE FIELD EXPERIENCE

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

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 you gained?*
3. *What are some strategies you observed that you might use immediately entering a classroom with ELLs?*
4. *What was most inspiring of your contact with English language learners?*
5. *What was most inspiring of your contact with teachers of English language learners?*
6. *What new ideas were gained from the experience?*

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