FIELD EXPERIENCE ACTIVITIES

1. DESCRIPTION OF THE LEARNING ENVIRONMENT – Provide a description of the classroom and learning environment to include descriptions of the physical and instructional environment. Daily observations (journaling) required.

2. MINI ETHNOGRAPHY – 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.

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.

4. USE A LANGUAGE INVENTORY TO DETERMINE THE LANGUAGE LEVEL OF THE ELL- WIDA STANDARDS – Utilize language checklist to determine the stage of language acquisition of assigned ELL(s) and summarize specific language behaviors observed for the identified stage as a result of direct classroom observation and interaction.

5. STANDARD BASED SUPPORTIVE TEACHING OF THE ELL OBSERVED DURING THE FIELD EXPERIENCE – WIDA STANDARDS – 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.
6. DEVELOP AN ALTERNATIVE ASSESSMENT DURING THE FIELD EXPERIENCE TO ASSIST WITH THE ASSESSMENT OF LEARNING OUTCOMES IN SUPPORT OF CLASSROOM INSTRUCTION – WIDA STANDARDS – 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.

7. EXPLORATION OF TECHNOLOGY RESOURCES AVAILABLE TO ELLS – Digital exploration of technology-based resources available to ELLs for language and content acquisition.