

ASSIGNMENT 1

Course Objective: Candidates will be introduced to and practice providing a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused ELD, SDAIE, scaffolding across content areas, and structured English immersion

DHH TPE2.2 P - Design learning environments that maximize opportunities to progress from emerging to a formal language,

EDU 207 Introduction to Teaching English Learners

Field Assignment #1: ELD in Local Context

COVID CONTEXT

Worth: 20 points

Your first assignment requires you to assess a classroom and a school in terms of how they meet the needs of English Learners (ELs). **Due to COVID accommodations this will mean that you will observe a class via The Teaching Channel. Instructions on accessing videos in Teaching Channel will be included in Canvas.**

If you currently teach, you may use your own classroom or virtual environment for this assignment. This may be a classroom specifically designed for EL students or it may be a traditional classroom with one or more ELs. **(Optional)** You may interview the teacher, administrator, or other staff who can help you gain an idea of what resources are available for ELs in this classroom and at this school. You should use pseudonyms for all staff members interviewed.

Be sure to address all bullet points (when applicable) as completely as possible. For your convenience, a table is provided which highlights each bullet point to ensure all components are covered. Be thorough and specific in your descriptions and analysis, and use complete sentences. Simply saying, "Visuals are a good resource for ELs," would not suffice. Explain how and what visuals. Be as specific as possible.

Instructions

Classroom Observation

Classroom environment:

What do you see in the classroom that would support the learning of ELs?

- What, if any, visuals are on walls, bulletin boards, shelves, etc that would aid EL students? Are the visuals in different languages?
- Does the classroom visually validate various ethnic, cultural, social backgrounds?
- Does the classroom have books in other languages? Are the books culturally diverse?
- What other resources are available in the classroom that might support ELs?

Pedagogical Practices:

In the course of a lesson, what do you see happening in the classroom that you think would support ELs?

- What forms of scaffolding does the teacher use, if any?
- What language shifts does the teacher employ (including gestures, modeling, demonstration, tone, repetition, etc.), if any?
- What kinds of student groupings may support EL students?
- What, if any, visuals are included in lessons or in the classroom that may enhance comprehensible input?
- What forms of language interaction do students engage in? (conversational/informal English, academic English, use L1)
- How does the teacher make the classroom safe for ELs and diverse students through her/his classroom management style?

OPTIONAL: School Context

Given COVID, this section is optional. If you currently teach you may interview staff or use your own knowledge of your site.

Staff Interviews:

Through your staff interviews, please be able to provide the following basic information about the school context:

What programs does the school provide for the families of ELs?

- Is there a parent support group for EL families?
- Are translation services available for parents? What languages are supported by translators?
- Are there special celebrations for diverse cultural groups?
- Are there special services for parents of ELs?

How is communication delivered to EL families?

- Are forms and documents available in various languages for families?

- Are other forms of communication provided in various languages (email, teacher communication, phone calls, bulletins, etc.)?
- Is there a staff member appointed to aid families of EL students?

How are faculty and staff supported in their work toward engaging EL students and families?

- What, if any, professional development is provided for faculty to support ELs in the classroom?
- What training is required, if any, to teach EL students?
- Where do teachers go for help if they have questions about supporting or teaching EL students?

What would each person interviewed see as areas of strength and areas of growth for the school’s support of EL students and families?

Name:

Date:

ELD in Local Context

Name of school: _____

Please note that the following table “grows” and you can write as much as you need to in each row! You may add more rows if necessary.

Classroom Observation:

Issue to Consider	Description: What I see (describe what you see happening related to the issue)	Analysis: What is your analysis of what you see. How do you think what you see supports/ does not support EL students?
Visual Aids:		
Value Diversity:		
Books in L1:		
Other resources:		

Pedagogical Practices:

Issue to Consider	Description: What I see (describe what you see happening during instruction related to the issue)	Analysis: What is your analysis of what you see. How do you think what you see supports/ does not support EL students?
Scaffolding:		
Language Shifts:		
Student Grouping:		
Visuals:		
Language Interaction:		
Safety:		

School Context:

Issue to Consider	Description: What I see or What I heard (describe what you see happening). In parenthesis include who gave you this information/the informant.	Analysis: What is your analysis of what you see. How do you think what you see supports/ does not support EL students?
Programs:		
Communication:		
Staff Support:		
Strengths:		

Areas of Growth:		

Final thoughts: In 3-4 paragraphs describe what you have learned about the school and classroom context for ELs at this school. What are the school's strengths and weaknesses? What would you do to strengthen this school's support of ELs?

**Field Assignment #1: ELD in Local Context
Task Rubric**

Total Points Possible = 20

Assignment Focus	4	3	2	1
Describe supports in evidence in classroom, instruction, and throughout school campus	Description of supports in evidence in classrooms, instruction, and throughout campus is thoughtful, detailed, and complete	Description of supports in evidence in classrooms, instruction, and throughout campus is complete	Description of supports in evidence in classrooms, instruction, and throughout campus is limited	Description of supports in evidence in classrooms, instruction, and throughout campus is flawed
Analyze of supports and their usefulness for EL's	Analysis of supports and their usefulness for EL's is thoughtful, detailed, and complete	Analysis of supports and their usefulness for EL's is complete	Analysis of supports and their usefulness for EL's is limited	Analysis of supports and their usefulness for EL's is flawed
Investigate school's communication and	Investigation of school's communication and programming that supports	Investigation of school's communication and programming that	Investigation of school's communication and	Investigation of school's communication and programming that

programming that supports families of EL's	families of EL's is thoughtful, detailed, and complete	supports families of EL's is complete	programming that supports families of EL's is limited	supports families of EL's is flawed
Analyze school's strengths and weaknesses	Analysis of school's strengths and weaknesses is thoughtful, detailed, and complete	Analysis of school's strengths and weaknesses is complete	Analysis of school's strengths and weaknesses is limited	Analysis of school's strengths and weaknesses is flawed
Consider what you would do to enhance instruction and programming that would support EL's and their families	Considerations for action to enhance instruction and programming to support EL's and their families is thoughtful, detailed, and complete	Considerations for action to enhance instruction and programming to support EL's and their families is complete	Considerations for action to enhance instruction and programming to support EL's and their families is limited	Considerations for action to enhance instruction and programming to support EL's and their families is flawed

Total Points Earned: _____

Deductions for Incomplete Work:

1. _____ Professional work quality (0-5)