

English Language Learners Field Experience for Internship I

Directions for Field Experience

1. You are required to work directly with at least one English language learner (ELL). You must complete at least 1 hour of direct contact with an ELL student during internship I. This student may be in your mentor's classroom or he/she may be in the classroom of another mentor/teacher at your site. Your site may have an ELL coordinator with whom ELL students work regularly. If you discover there are no ELL students at your site, contact your supervisor for assistance.
2. Once you have arranged to complete your session with an ELL student, consult with the mentor concerning an appropriate activity.
3. You should gather background information on your ELL student. For example, you should ask the student's first name, language spoken at home, the family's country of origin, and other appropriate questions related to his/her family environment, interests, etc. You may ask general information about the student's academic progress; however, please don't ask questions of a personal nature, such as immigration status.
4. You will need to have the mentor sign and date the documentation form (included in this document), acknowledging your completion of the field experience. Submit the completed documentation form to your internship I supervisor. Your supervisor will send the form to the Coordinator of Middle/Secondary Field Experience.
5. Once you have completed your 1 hour session, write a reflection about the experience. See the ELL Field Experience Reflection rubric (included in this document) for more information about the reflection.
6. Submit your ELL Field Experience reflection to Chalk and Wire.

Examples of Teaching Strategies Based on English Fluency Levels (All Content Areas)

John Carr and Rachel Lagunoff (2008) identify some modified strategies based on an English Language Learner's fluency levels. You are **not** expected to assess your ELL student's level of English fluency; however, once your teacher gives you that information, it can help to inform your instructional approach.

<i>Modified Strategies by English Fluency Levels in All Content Areas</i>			
	Beginning Fluency	Intermediate Fluency	Fluent
Scaffolding	Heterogeneous grouping for all activities except for reading texts.		
Sentence Frames	Identify key concepts	Describe key concepts	Explain, infer, generalize
Graphic Organizer	Identify key ideas	Give some supporting details	Give all critical details
KWL Chart	Inquire about basic key ideas	Inquire about key ideas with supporting details	Inquire about all critical and supporting details

Strategies for Teaching ELL Students

It is important to use appropriate strategies with English Language Learners. You should simplify the language, not the content. These students are just as capable of learning as the native English speaker. However, your approach to teaching them should be designed to maximize their potential to understand the content. The following strategies are recommended for English language learners:

Games	Cooperative Learning Groups	Display print to support oral language
Model activities for students	Use hands-on activities	Draw
Act out	Label	Name
List	Match	Circle
State	Songs	Read aloud
Choral Reading		

ELL Resources

<http://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>
<http://www.teachthought.com/learning/50-incredibly-useful-links-for-ell-educators/>
<http://www.readingrockets.org/reading-topics/english-language-learners>
<http://www.nea.org/home/32346.htm>

ELL Field Experience Reflection Rubric

Directions. Once you have completed your 1 hour session, write a reflection about the experience. Include information regarding the ELL student's cultural, linguistic, and family background; describe your consultation with the mentor; and describe in detail your experience, including how you will apply what you learned in the future. Submit your reflection to Chalk and Wire according to directions provided by your supervisor.

Criteria	Unsatisfactory--1	Basic---2	Proficient---3	Distinguished - 4
<i>Linguistic & Cultural Literacy</i>				
The candidate gathers information about the ELL student to gain a better understanding of the student's cultural, linguistic and family background.	The candidate gathers insufficient and/or inappropriate information regarding the ELL student's cultural, linguistic and family background.	The candidate gathers some appropriate information regarding the ELL student's cultural, linguistic and family background.	The candidate gathers appropriate information regarding the ELL student's cultural, linguistic and family background.	The candidate gathers ample & appropriate information regarding the ELL student's cultural, linguistic and family background.
The candidate consults with the mentor prior to the field experience to choose an appropriate activity and provides evidence/documentation of the 1 hour session.	The candidate does not describe consultation with the mentor AND does not provide evidence/documentation of assisting an ELL student for 1 hour.	The candidate does not describe consultation with the mentor but DOES provide evidence/documentation of assisting an ELL student for 1 hour.	The candidate describes consultation with the mentor AND provides evidence/documentation of assisting an ELL student for 1 hour.	The candidate describes consultation with the mentor AND provides evidence/documentation of assisting an ELL student in an appropriate activity for 1 hour.
The candidate describes his/her experience with the ELL student, relaying relevant information regarding the student's cultural and linguistic background, and academic performance.	The candidate does not adequately describe his/her experience with the ELL student and does not relay relevant information regarding the student's cultural and linguistic background, and academic performance	The candidate describes his/her experience with the ELL student with basic details, relaying some relevant information regarding the student's cultural and linguistic background, and academic performance	The candidate describes his/her experience with the ELL student in adequate detail, relaying relevant information regarding the student's cultural and linguistic background, and academic performance. The candidate describes how he/she will apply this experience in the future.	The candidate describes his/her experience with the ELL student in great detail, relaying relevant information regarding the student's cultural and linguistic background, and academic performance. In addition, the candidate thoughtfully describes how he/she will apply this experience in the future.

ELL Field Experience for Internship I Attendance Documentation

Directions: Complete and submit to your internship I supervisor. Your supervisor will forward the completed form to the Coordinator of Middle/Secondary Field Experience (C. Voegele, Teaching & Learning, Mashburn)

UCA Student's Name	
UCA Student's ID NUMBER	
UCA Internship I Supervisor	
Site of ELL Field Experience	
Date of ELL Field Experience	
ELL Mentor Name	
By signing here, the mentor agrees that the UCA student completed the required one hour of ELL field experience.	_____ (signature) _____ (date)
Signature of Internship I Supervisor (please sign before sending to Coordinator)	_____ (signature) _____ (date)