



School of Education
Fieldwork Summary

Student's Name: **Bianca Soto**

CWID # _____

Student's Home Campus _____

Course Number and Semester: **EDPN 673 (Spring 2022)**

Professor's Name: **Dr. Jasmin Cowin**

Total Fieldwork Hours required: **15**

Date(s) and Specific Location(s) of Field Experience(s):

Date	ELL Supportive Activities & Methods observed	Location (s)	Grade
1/27/2022 (1 hour)	Using sentence starters for essay writing and class discussions	Seth Low I.S. 96	7 th grade
1/31/2022 (1 hour)	Using a cloze exercise during ELA class to review key vocabulary in the book <u>All American</u>	Seth Low I.S. 96	8 th Grade
1/31/2022 (1 hour)	Cloze writing activity to review academic vocabulary for the week	Seth Low I.S. 96	7 th Grade
2/1/2022 (1.5 hours)	Collaborative writing activity where students write an introduction for their compare and contrast essays (group work with teacher facilitating some groups)	Seth Low I.S. 96	7 th Grade
2/3/2022 (1 hour)	Writing character journals with visuals for character analysis lesson Vocabulary charts with helpful word provided including translations (Spanish, Russian, Chinese)	Seth Low I.S. 96	6 th Grade
2/11/2022 (1 hour)	KWL chart for lesson on Metabolism that included an infographic showing how food turns	Seth Low I.S. 96	7 th Grade

	into fuel		
2/17/2022 (2 hour)	<p>To develop background knowledge, the teacher used a “Round Robin” activity where she had students name mammals that they know</p> <p>Then, students worked on a NearPod activity where they presented facts about mammals through words or images</p>	Seth Low I.S. 96	7 th Grade
3/1/2022 (1.5 hours)	<p>Lesson started with a video to introduce the topic and differentiated reading excerpts for students</p> <p>Think-Pair-Share with sentence starters about animal and human body systems</p>	Seth Low I.S. 96	7 th Grade
3/2/2022 (1 hour)	<p>Socratic seminar on the book <u>Freak the Mighty</u> where ELL students were in the inner circle discussing and native students were in the outer circle observing and providing support via “help cards”</p>	Seth Low I.S. 96	6 th Grade
3/3/2022 (1 hour)	<p>Cooperative learning activity where students are in groups and each group member has a different task in order to solve a word problem together (CUBS strategy and manipulatives were used)</p>	Seth Low I.S. 96	7 th Grade
3/3/2022 (1 hour)	<p>Students present information about different cell types using illustrations, comic strips, and/or other visual representations</p>	Seth Low I.S. 96	8 th Grade
3/8/2022 (1 hour)	<p>TPR activity with sentence starters displayed on the SmartBoard for a class</p>	Seth Low I.S. 96	7 th Grade

	discussion about the book <u>A Long Walk to Water</u>		
3/10/2022 (1 hour)	Social Studies lesson on “Checks and Balances” where teacher used an infographic to present the information and a TPR activity to conduct an informal assessment	Seth Low I.S. 96	7 th Grade

The purpose of your experiences as they relate to the course objectives:

The purpose of this course was to teach us the history of second language acquisition theories and the teaching methods that align with these theories. We were expected to learn how to apply current approaches, methods, and techniques. When preparing to apply these concepts, we learned how to pay attention to what materials we use and how we use these materials when it comes to teaching English as a second language in a manner that promotes effectiveness and proficiency. During my fieldwork hours, I learned how to plan standards-based ESL instruction and how to implement differentiated learning experiences in order to meet my students’ needs. By observing others and working on the assignments given by Professor Cowin, I was able to create a more culturally responsive learning environment for my students. During my common planning activities and observations, I learned the importance of applying linguistic studies through various methods and techniques to promote growth in my students’ vocabulary retention and reading comprehension. During common planning with my mentor, we worked on curriculum development, planning and executing instructional activities that resulted in the selection of materials that related to my students in a more cohesive way and the design of evaluation instruments that best measured the cognitive development of our students in ELA and other subjects. My experience during this semester was beneficial to my growth as both an educator and a person.

A brief synopsis of your experiences:

During my observations, I was able to see how ELL instruction is presented in grades 6–8. This was very beneficial to me because it let me see the development of language and the expectations for children as they move from grade to grade. This helped me scaffold instruction specifically in ELA since that is the subject I teach. My experiences helped me understand that we need to help our ELL students develop their vocabulary through the materials we use and how important that is to boosting student confidence and promoting reading comprehension. I observed how different educators used current approaches, methods, and techniques that we read about in class in order to determine which approach (es) best suited me as an educator and my students. During my observations, I saw all the different ways that teachers differentiate the materials their ELL students use, and it helped me learn more ways to do it as well. I also observed how sometimes, as educators, we miss the mark when it comes to making our classrooms culturally responsive. At times, we all make it possible for some languages and cultures to be represented in our classrooms, but there are other languages and cultures that are not. It is important to try our best to find resources and materials that make all students feel welcomed and promote connections that support growth, learning and confidence-building.

Your reflection: How have the field experiences informed your perceptions of the field or school environment?

The field experiences have helped me see how vital our language acquisition team is, but I have also realized how much more we could use their help in the classrooms themselves. The language acquisition team provides lots of support to the parents in our school, and they help with school communications. The teams translate documents, translate during parent meetings, and set up culturally inclusive activities after school. The teachers at my school who do not work with ELL students do not seem to realize how vital this group of women is and how, with their help, we can improve the classroom environment and instruction. A few of the teachers I observed have shared with me how the language acquisition team has helped them set up infographics and answer questions about cultural backgrounds and customs that have helped them better serve their students. When I first started working on my masters, I worked in a different school and ELL students were not being properly serviced. I started to think this was a DOE wide issue, but my perception has changed through my observations. There are schools still striving for equity for our ELL students, and I work in one that is making an effort to use all the resources it can to do that.

Professor's assessment of the field experiences:

Total Fieldwork Hours Completed _____ Date submitted: _____

Professor's Signature: _____