



TOURO COLLEGE & UNIVERSITY SYSTEM

Graduate School of Education

Fieldwork Accountability Form
TESOL/BLE Department

Student's Name: Nicole Andrade

Semester: Fall 2022

Student's Home Campus: Online
637

Course Number and Name : Second Language Learners and Content Area EDDN

Professor's Name: Jasmine Cowin

Total Fieldwork Hours required: 15

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

Date	Hours	Description of Observed ELL/Supportive Activities	Location (s) and Name of School	Observed Grade
				3rd
10/12/22	1	Students worked on two step word problems, working on adding and subtracting. Students did whole group lesson then worked on problems in their small math groups.	PS 143 Louis Armstrong School 34-74 113th St, Queens, NY 11368	3rd
10/13/22	2	Students did informational reading about animals. Students then chose a sea animal to research then had to find special traits that helped them survive in their habitat.	PS 143 Louis Armstrong School 34-74 113th St, Queens, NY 11368	3rd
10/18/22	1	Students continued looking for traits about their animals then started writing more details they learned about them. Students use multiple sources like class library, iPad, and textbooks..	PS 143 Louis Armstrong School 34-74 113th St, Queens, NY 11368	3rd
10/26/22	2	Teacher read aloud the book <i>Monsters Can Mosey: Understanding Shades of Meaning</i> . Students came up with synonyms for the word "walk" and demonstrated it eg: run, strut etc. Students learned how to avoid using common words such as "walk" and use synonyms to replace in writing. Students worked in pairs coming up with new synonyms on their worksheet to common words.	PS 143 Louis Armstrong School 34-74 113th St, Queens, NY 11368	3rd
11/15/22	2	Student writing a fact and opinion piece. Students first working on opinion. Teacher read aloud " I wanna Igunana". Open discussion after and talked about different opinion words. Students learned you need reasons to support	PS 143 Louis Armstrong School 34-74 113th St, Queens, NY 11368	3rd

		opinion. Teacher made an anchor chart and students completed together why they should have an iguana. Students then went back to their seats to work on their own opinion writing.		
11/17/22	2	Students made an “array” turkey where they had to solve different problems made on each feather. Students were allowed to work in pairs of their choosing.	PS 143 Louis Armstrong School 34-74 113th St, Queens, NY 11368	3rd
11/21/22	2	Students find key details to identify and support the main idea. Students watched a video then teacher showed chart and modeled how to support main idea. Teacher modeled “We use the heading, illustrations, and first sentence to help us determine main idea”.	PS 143 Louis Armstrong School 34-74 113th St, Queens, NY 11368	3rd
11/22/22	2	Students learned to identify character development with text evidence. Teacher modeled how to find a trait in their book <i>Peter’s Chair</i> . Students worked in pairs looking in their books for claims about the main character in a graphic organizer.	PS 143 Louis Armstrong School 34-74 113th St, Queens, NY 11368	3rd
11/29/22	1	Teacher did guided reading with students. Students working on decoding words as they read. Students respond to comprehension questions verbally. Teacher also reviewed vocabulary. Other centers used iPads to read and literacy packets.	PS 143 Louis Armstrong School 34-74 113th St, Queens, NY 11368	3rd

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

In this course the objective was to become familiarized with effective strategies and methods for teaching and evaluating ELL students in all content areas. My observation gave me great insight on what to expect in a classroom. I was able to see how ELL students interact with one another, and with their other peers/teacher. In class we talked about the effectiveness of small group instruction and modifying instruction for ELL students. I did see some methods the teacher used, but I was also able to point out when these methods we were learning were not applied. I believe this observation gave me a great outside perspective of being in a classroom which has showed me the realities of how to apply techniques we have learned and discussed in class.

A brief synopsis of your experiences:

I observed a third-grade classroom with a class size of 18 students with 3 ELL students. The three students sat together in the classroom, and were always grouped together during partner work, and overall, the class was grouped homogenously in academic level. I noticed this class had a big emphasis on partner work, which I thought was beneficial because students were able to share ideas and help one another. The ENL teacher would push in different days to work with the students, or pull them out for services. Although this wasn't for every period, the teacher ensured to provide scaffolding materials such as, graphic organizers whenever they had writing. The teacher always worked with the students at the back kidney table, but would also circulate around to observe students on the activity. Students L1 was Spanish, but they were allowed to communicate freely in Spanish as well whenever they wanted.

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

The field experience exposed me to another classroom setting which I am appreciative of. I think it was great to see how other teachers work with ELL students in a classroom, and how to differentiate for them in comparison to the other students. I believe the teacher had a great relationship with the students and was able to create a warm inviting environment for them. I saw how ELL students could comfortably use their L1 and L2 interchangeably throughout their school days. I understand it takes time to differentiate lessons, but there were some lessons where the teacher worked with the ELL students without using scaffolding tools, but then other days students were provided with those materials. This experience showed me how important it is to get to know my students, and to make them feel accepted in a classroom. Students were not afraid to make mistakes which the teacher celebrated volunteering with praise, which I plan to do with my future class as well.