



# TOURO COLLEGE & UNIVERSITY SYSTEM

Graduate School of Education

Fieldwork Accountability Form  
TESOL/BLE Department

Student's Name: Paola Gomez

Semester: Fall 2022

Student's Home Campus

Course Number and Name: **EDPN 673 Methods and Materials for Teaching English as a Second Language**

Professor's Name: Jasmin Cowin

Total Fieldwork Hours required: 15 hours

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
		<i>Model Example:</i> To develop background knowledge, the teacher used a "Round Robin" activity where she had students name mammals that they know. Then, students worked on a NearPod activity where they presented facts about mammals through words or images.		
10/3/2022	1hr	Ms. G. did a lesson about the book Today I Am. Teacher read the book and ask question during the read aloud. Then students broke up into groups and completed differentiated worksheets.	XXXX	3 <sup>rd</sup> -5 <sup>th</sup> grade
10/6/2022	1hr	Ms. G. used the book Yo from Maravillas and wonder curriculum to align Today I Am from teachtown curriculum. Students then wrote sentences with the word YO. Each activity was also differentiated.		3 <sup>rd</sup> -5 <sup>th</sup> grade
10/7/2022	1hr	I observed Ms. S's Reading lesson on national picnic and the focus of the lesson was for students to be able to Answer questions about key details in a story (e.g., who, what, when, where, and why), 2.RL.dl- Answer who, what, where, when, why, and how questions from stories. 2.HD.b2- Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them.		2 <sup>nd</sup> -4 <sup>th</sup> grade
10/11/2022	2hrs	I analyzed Ms. S's lesson- determined if her		2 <sup>nd</sup> -4 <sup>th</sup>



		reactions in both lessons.		
10/17/2022	1hr	Looking for sources/evidence to support my claims on my fieldwork study.		
10/20/2022	1hr	Reflection and implications for future teaching		

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

This course taught me a variety of teaching practices and strategies to use with my multilingual students. It taught me how to select materials that are appropriate to teach ELL students. In addition, this course taught me to review, evaluate and discuss the History of Second Language Teaching Methods and Approaches. For example, I was able to teach and implement a Total Physical Response Lesson with my students. Performing or touching their body parts gave the students a representation of the body part. They were able to make the connection between the body parts using the realia on the powerpoint and the real body parts on their body. Using technology, my students were able to interact and receptively identify the words and body parts by using iPads. For my multilingual learners, the total physical response mini lesson centered around the vocabulary words of body parts gave them the opportunity to make a connection between body parts in their language and body parts in English. For example, if I were to show just the name of each body part, without any visual support and physical action to go with it, my multilingual learners might had struggled to understand that Mouth is Boca. Having the visual support accompanied by the motor activity, helped the students to successfully identify, recall, and acquired new vocabulary in a new language. In addition, I was able to promote a culturally and linguistically responsive classroom as wells as instructional practices. I see my students first language as advantage and not a disadvantage. I use Spanish in my classroom in order to help my students acquire skills in their second language which is English. I use a variety of strategies in order to support my students in acquiring different academic skills. I use picture supports symbols, sentence starters, graphic organizers, and I differentiate my instruction to meet my students' academic needs. In this course, I learned to discuss assessment of ELLs academic progress and English Language acquisition and use assessment tools to inform instruction. Last but not least, through the materials critique and redesign assignment, I was able to apply strategies to adapting grade-level, content area instruction to include culturally and linguistically different students as well as gifted and special education

**A brief synopsis of your experiences:**

Throughout the field experience, I was able to learn and apply many of the strategies that I observed through the interview conducted and videos shared with me that I plan to implement into my own teachings within my classroom. I have been teaching in a Special Education setting for 9 and a half years, however, there is still plenty of things I can learn to further guarantee my ability to provide a successful learning environment for all my students. Working closely with Ms. S. in her Dual Language classroom, has given me important insight on what to expect while working with my Multilingual Learners. The videos showed me what I can do for my classroom and students and what I will particularly avoid. It's imperative for me to connect with my students and give special consideration to those who may struggle in the academic setting because of the language barrier presented.

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

Based on what I learned from observing Ms. S.'s class and what I learned from the videos, these are the following strategies I would like to implement in my own classroom with my multilingual learners. I would like to implement centers in my classroom. Using centers will allow my students to work on activities that are

differentiated according to their academic levels. In these centers, my paraprofessionals and I can give to one-on-one support to my students and collect data on the acquisition of IEP goals. Moving forward as a bilingual education teacher, I will provide a multicultural learning environment in which students' native language is seen as an asset rather than a barrier.

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**Professor's assessment of the field experiences:**

An in-depth, highly detailed field accountability submission with use of key academic terminology and concepts from this semesters course materials.

Total Fieldwork Hours Completed 15 Date submitted: December 12, 2022

Professor's Signature: Prof. Cowin