Your competence will be assessed as you complete the FEA1 performance assessment for this course of study and complete FNP2 classroom documentation form. This course covers 6 competencies and represents 3 competency units. This course of study may take up to 6 weeks to complete.

Introduction

Overview

Field Experience for ELL is designed to assess the teacher candidate's ability to incorporate engaging activities in the classroom, their ability to reflect on and plan standards-based instruction in ELL, their ability to evaluate the effectiveness of instruction, and their ability to locate and effectively use resources to meet the needs of individual students.

Getting Started

Welcome to Field Experience for ELL! This is an exciting time for you as you enter the classroom with the opportunity to apply what you have learned throughout the ELL program to practical application. This course offers multiple learning resources most of which you are automatically enrolled. However, you will be required to enroll in Pearson PDToolkit. Information on how to enroll can be found in the "Learning Resources" tab. You will complete the performance assessment for this course and submit the English Language Learner Activity Field Experience Classroom Documentation Form in TaskStream. Below you will find the welcome video, a list of competencies and objectives for this course, the Statement of Teaching Disposition, and the Advanced Program Field Handbook.

Welcome Video

Watch the following video for an introduction to this course:

Note: To download this video, right-click the following link and choose "Save as...": download video.

Competencies and Objectives

This course provides guidance to help you demonstrate the following 6 competencies:

- **Competency 620.1.1: Describing and Understanding Language**
  The graduate understands language as a system and applies this understanding to help English Language Learning (ELL) students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

  Objectives:
• Identify elements of English morphology; the various types of morphemes, such as bound, free, and derivational; morphemes with the same meaning; and word stems derived from the same base.
• Identify the most commonly used morphemes in the English language.
• Classify major components of the English syntactic system, idioms, verb tenses, grammatical transformations, structural changes, and nomenclature.
• Identify resources that describe the specific linguistic traits of English and of their ELL students' home languages.
• Identify linguistic structures that distinguish written and spoken language forms as well as those representing social and academic uses of language.
• Classify language variation, including dialect and gender-based differences, discourse varieties, rhetoric, politeness, humor, and slang.
• Explain how context affects the use and form of oral and written communication.
• Describe the basic sociolinguistic principles related to language learning (such as word use across dialects; usable levels of words and sentences in the context of different situations; communicative competence; and attitudes toward second language learners).
• Identify errors in pronunciation, vocabulary, and syntax of spoken English.
• Edit errors in pronunciation, vocabulary, and syntax of spoken English.
• Identify errors in writing by nonnative speakers who are learning English.
• Edit errors in writing by nonnative speakers who are learning English.
• Transcribe phonetically common English words.
• Identify current standards of writing mechanics in English.
• Explain how students' L1 may affect their use of English mechanics.

• Competency 620.1.2: Language Acquisition and Development
  The graduate understands and applies concepts, linguistic theories, research, and knowledge of the structure of English, and sociolinguistics to facilitate the acquisition of new language in and out of classroom settings.

  Objectives:

  • Explain how different theories of language acquisition (for L1 and L2) have shaped views of how language is learned, ranging from behaviorist to cognitive and social interactionist perspectives.
  • Explain the effect on language learning of individual learner variables (such as age and cognitive development, literacy level in the L1, personality, motivation, and learning style).
  • Explain the processes of language and literacy development, and how this knowledge can provide optimal language input.
  • Explain when and how to provide appropriate feedback regarding errors for learners' developing language.
  • Explain the importance of the cognitive, linguistic, and academic benefits of home language development; and the potential transfer of language skills and strategies from the L1 to the L2.
  • Describe the basic principles related to second language acquisition such as interlanguage and overgeneralization.
• Describe the contributions of each of the major researchers to language learning.
• Explain basic sociolinguistic principles related to language learning.
• Explain culturally related differences in teaching and learning styles.
• Explain the role of nonverbal communication in ELL instruction.
• Describe the major theories related to the nature and role of culture in language development.

• **Competency 620.2.1: Nature and Role of Culture**
  The graduate knows, understands, and uses the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement

  **Objectives:**

  • Explain culturally related differences in teaching and learning styles.
  • Explain the role of nonverbal communication in ELL instruction.
  • Describe cultural variables in assessment.
  • Explain overgeneralization as a source of stereotyping.
  • Integrate cultural issues into a set of lessons for teaching ELL.
  • Describe the major theories related to the nature and role of culture in language development.

• **Competency 620.2.2: Cultural Groups and Identity**
  The graduate knows, understands, and uses knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

  **Objectives:**

  • Describe the effects of cultural and socioeconomic variables on the students' general level of development and socialization.

• **Competency 620.3.1: Planning for Standards-Based English Language Learning and Content Instruction**
  The graduate knows, understands, and applies concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELL students.

  **Objectives:**

  • Identify the theoretical base, distinct characteristics, and/or order of development in the following methods of instruction: content-based instruction, direct method, Total Physical Response, notional-functional, Monitor, and Natural Approach.

• **Competency 620.3.2: Managing and Implementing Standards-Based ESL and Content Instruction**
  The graduate knows, develops, manages, and implements a variety of standards-based teaching strategies and techniques for developing and integrating English listening,
speaking, reading, and writing, and for accessing the core curriculum.

Objectives:

- Describe how to use integrated learning activities in the curriculum that use authentic sources that build meaning through practice.
- Explain how the ELL teacher can provide opportunities for students to practice a variety of speech registers linked to academic and social activities.
- Describe ways the ELL teacher can help students develop and use listening strategies.
- Describe strategies for reading instruction that includes various cueing systems for ELL learners.
- Identify a variety of texts, including literature and other content materials, to support and aid ELL students' reading development.
- Describe how the ELL teacher can explain and model explicit reading strategies that assist students with standards-based tests from content area course work.
- Describe instruction in a variety of writing development models, including the writing process.
- Explain how the teacher can provide ELL students with timely input and sufficient contextualized practice, within the content classroom, with particular attention to semantic and thematic groupings of new vocabulary, idioms, cognates, and collocations.
- Describe why it is important to help ELL students understand the appropriate context for the use of asides, slang, and idiomatic expressions in the ELL classroom.
- Explain the importance of structuring regular pair and cooperative group activities to allow ELL students to practice using language to negotiate meaning.
- Explain how the ELL teacher can establish and maintain a warm and positive environment in which ELL students are actively involved and encouraged to take chances, make mistakes, and extend their learning.
- Demonstrate how the ELL teacher can apply knowledge of L1 and L2 and literacy development to provide appropriate input and interaction.
- Explain the importance of ELL students' home language as a foundation and resource for learning English.
- Identify ways to help ELL students to discuss, read, and write about cognitively demanding concepts.
- Describe with examples differentiated instruction.
- Describe components needed in a lesson when teaching a skill discretely or integratively.
- Adapt lessons to make the expectations appropriate for student performance according to the criteria of age, skills, language oral proficiency and literacy levels, length of residence, and amount of schooling in native language.

● Competency 620.5.2: Partnerships and Advocacy
The graduate understands the importance of acting as professional resource, advocating for ELL students, and building partnerships with students' families.

Objectives:
• Describe state and high-stakes assessment requirements and the effects these can have on ELL students.
• Describe critical information from public issues that relate to the education of ELL students.

Review

Statement of Teaching Dispositions

Advanced Program Field Handbook – This will provide you with additional details about your practicum, observations and evaluation.

Important Notice: Field Experience Requirements

In order to complete your field work (practicum), you must complete all requirements as noted in your Field Experience Portal and receive formal approval from Field Placement. To access the Field Experience Portal, go to the Field Experience button in your degree plan.

Before you can begin any of your practicum work you must have:

- completed all requirements in your Field Experience Portal, and
- received formal approval from Field Placement to begin your practicum hours.

Important Note: The number of hours required for your program may vary by state. Please refer to the Teacher Licensure Home Page in the Student Handbook which contains detailed information about the licenses your state offers that align with WGU programs and how to apply. You will work with the WGU Licensure Office at licensure@wgu.edu or call 866-889-0132, Option 3, regarding all certification and endorsement questions.

All practicum hours must be conducted at the assigned school(s).

To be completed:

FEA1 (0216) – English Language Learner Field Experience (3 Performance Tasks)

FNP2 (0216) – English Language Learner Activity Field Experience Classroom Documentation Form

The Teacher & Principal Success Team will "pass" the Classroom Documentation Form after receiving two observations and a final evaluation from your clinical supervisor. Your clinical supervisor will submit the observations and final evaluation directly to WGU and you should receive automated copies of the forms. If you do not receive copies of your observations or final evaluation, please contact your clinical supervisor to ensure that the forms were submitted. You may also contact teachersuccess@wgu.edu for additional questions or concerns.

Preparing for Success
The information in this section is provided to help you gain competency in the indicated areas and prepare yourself to pass the final assessments.

**Learning Resources**

The learning resources listed in this section are required to complete the activities in this course of study. Follow the instructions provided to access these resources.

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

The following textbooks are available to you as e-texts within this course of study. You will be directly linked to the specific readings required within the activities that follow. VitalSource also offers a Print on Demand option that you can purchase. You can learn more about it here: [Print on Demand Option for VitalSource Texts: Help](#).

**VitalSource E-Texts**


*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase a hard copy at your own expense through VitalSource or a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition. The following sites provide instruction on how to create a VitalSource account, use features such as downloading your e-texts for offline use, and purchase a print-on-demand option, if available.*

[VitalSource Navigational Video](#)
[VitalSource Navigational Video](#)
[Print-On-Demand Option](#)

**Ebook Central E-Books**


EBL e-books can be downloaded to your computer or mobile device. Follow the [instructions](#) to download your e-books for offline access.

*Note: These e-texts are available to you as part of your program tuition and fees, but you may...*
purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

Teachscape

You will access video modules from Teachscape at the activity level within this course of study. The Teachscape modules include video lectures, exercises, and interactive elements.

Pearson PDToolkit – SIOP

You must enroll in this learning resource. To enroll, navigate to the "Learning Resources" tab, click the "Sections" button, then click the "Enroll Now" button.

These video segments were filmed in classrooms with real teachers and students. They have been edited for brevity so you will not see all SIOP® features in every video. The teachers who agreed to share their SIOP lessons represent a range of teacher implementation; from experienced, high implementers to teachers just learning the model. We hope you will find the videos informative and helpful as you implement the SIOP Model in your classroom.

The Diversity Kit


Access here: The Diversity Kit

Past Courses of Study
This course of study is the field experience portion of your program. Reviewing parts of your courses of study for LPA1, CUA1, and NNA1 will be useful as you complete your observations and face-to-face teaching.

The courses of study for ASA1 and NMA1 will also provide you with information that may help you with the Field Experience in ELL Course of Study.

Pacing Guide
Following the pacing guide will help you complete the course in the suggested timeframe.

Performance Task 1

Week 1

- Preparing for Success
  - Discuss with your mentor when to fill out the field experience application
- Culture and Teaching

Week 2
• Preparing for Classroom Observations
• Review of Language Theory

Taskstream

• Complete performance task 1

Performance Task 2

Week 3

• Review of Planning, Managing, and Implementing Instruction

Week 4

• Continue working on performance task 2

Week 5

• Review of Assessment

Taskstream

• Complete performance task 2
• Submit English Language Learner Activity Field Experience Classroom Documentation Form

Performance Task 3

Week 6

• The Importance of Advocacy
• Advocating for ELLs and Working with Families, Schools, and Community

Taskstream

• Complete performance task 3

Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

ELL Live Events Calendar
Live Events Calendar. If the details of the live events are not showing properly, please log into www.google.com/calendar then you can refresh the calendar to see the full details. All times are listed in Mountain Time.

Contact a Course Instructor
Course Instructor Contact Information

If your assigned course instructor is not available, we invite you to click here to schedule with an available course instructor.

Culture

When you have a better understanding of what the concept of culture can encompass, you begin to unravel your own assumptions about it. This means that you can start understanding how your culture influences your actions and ways of being, and you can gradually develop greater degrees of cultural competence. It is easy to think of your own expectations and assumptions as "the right way" of doing things. You can then find yourself at odds with others who have their own "right way" of doing things.

In this section, push yourself to identify your assumptions about the process of teaching and learning.

- What do you expect from yourself as a teacher? From other teachers? From parents and students?
- When these expectations are not met, how do you feel? Why?

Since cultural assumptions go very deep in individual identities, how do you step back and notice your assumptions and resulting reactions?

Culture and Teaching

Review

CUA1 Course of Study to refresh your memory.

Culturally Relevant and Responsive Teaching

Read

- "Part II: Culture" (pp. 31–55) in The Diversity Kit
  Make sure that you read through the vignettes in these pages.

Reflect:

- Why are high expectations important for diverse learners?
- What is "cultural deficit theory"?
- What are some myths related to the education, values, and responsibilities of diverse students? How might these myths be reflected in your teaching?
- To what extent would you incorporate funds of knowledge in your classroom? What benefits do you think your non-minority students would receive?
- What are Ladson-Billings's three criteria for culturally-relevant teaching?
- What are Nieto's five principles of learning?

Comparing Two Classrooms
Read

- "Part II: Culture," Mr. Stivale (pp. 35–37) and Mr. Diaz (pp. 38–41) In *The Diversity Kit*

Both teachers work to meet the needs of their students, but one, Mr. Stivale, is presented as an example of a teacher operating under the cultural deficit approach. The other, Mr. Diaz, is presented as a culturally-responsive teacher.

Reflect

- If Mr. Diaz had been in the faculty meeting with Mr. Stivale, how do you think Mr. Diaz might have responded to Mr. Stivale's comments about his Puerto Rican students?
- What kinds of suggestions might Mr. Diaz have made to help Mr. Stivale think differently about his students?

Doing School

Read:

- chapter 5 ("ESL Learners and Schooling") in *Look at Me When I Talk to You*

Reflect

- How do you "do" school in the United States?
- How might a North American way of doing school be in conflict with how school is done in other cultures?
- How might you go about examining your own expectations and assumptions of what "doing school" means?
- What kinds of dilemmas, caused by cultural expectations, can teachers of one culture create—even inadvertently—for second language learners?
- Have you experienced any dilemmas caused by culturally-based expectations you can share?

Building Awareness and Practical Skills to Facilitate Cross-Cultural Communication

Read

- chapter 6 ("English in Real Life: Communicative Competence") in *Adding English*

Reflect

- What does "visible versus invisible culture" mean?
- What are the key features of the invisible culture, and what impact do they have on second learning and use?
- What is the study of pragmatics?
- What are sociocultural variables?
- How do you determine the pragmatic force of expressions used in everyday interactions? How do you teach this?
Preparing for Classroom Observations

For performance task 1, you must document your analysis of Teachscape video courses for your observations.

As you work through coursework in CUA1, LPA1, NNA1, ASA1, and NMA1, you will be directed to a variety of video cases in Teachscape. Not every video case in Teachscape can be applied towards Field Experience in ELL. For example, in some cases, the video segments are interviews with ELL experts. While these are informative videos, they do not show teachers teaching in the classroom with ELLs. Thus, the only cases that are acceptable are those that contain segments of teachers working with ELLs in classroom settings. A list of the applicable video segments is provided for you below.

**Teachscape Video Segments for Observation**

The list below shows all of the Teachscape modules and the applicable video segments that are appropriate for performance task 1.

Note that within some modules, several segments can be used. For example, in the list below you will notice that the video course "English Language Development at Middle School" contains four segments that can be used as four separate episodes of observation for task 1.

While most of these segments do not last longer than 15 minutes, in some cases you can earn up to an hour of observation time on one particular segment because it may take you several rounds of viewing. Other video segments may only provide you with 30 minutes of observation time.

The requirement for performance task 1 is that you view at least 15 segments and have at least 15 hours of observation. These hours can include several rounds of viewing an individual segment and time for critique and reflection.

Here is the list of Teachscape modules (and segments) for observation hours found within the Teachscape Resource Library for WGU ELL.

**English Language Development at Middle School**

- Working With Beginning ELD Level Students: Ms. Moraes's Lesson 1
- Working With Beginning ELD Level Students: Ms. Moraes's Lesson 2
- Working With Intermediate ELD Level Students: Ms. Formoso's Lesson 1
- Working With Intermediate ELD Level Students: Ms. Formoso's Lesson 2

**English Language Learners: Listening and Speaking**

- Teaching Examples: Developing Active Listening Skills
- Teaching Examples: Enhancing Comprehension
- Teaching Examples: Supporting Speaking Skills
- Teaching Examples: Guiding Speaking Skills
English Language Learners: Reading and Writing

- Teaching Examples: Teaching Phonics in a Variety of Genres
- Teaching Examples: Developing Meaningful Reading
- Teaching Examples: Developing Academic Vocabulary
- Teaching Examples: Writing About a Complex Topic
- Teaching Examples: Scaffolding a Writing Exercise

Using SDAIE for English Language Learners

- Modeling and Coaching SDAIE: Model Lesson 1
- Modeling and Coaching SDAIE: Model Lesson 2
- Implementing SDAIE: Teacher Lesson 1
- Implementing SDAIE: Teacher Lesson 2

Teaching High School Math Using SDAIE Methodology

- Teaching Example: Mr. Waldman's Algebra Lesson

English Language Development at High School

- Teaching Examples: Developing Speaking Skills
- Teaching Examples: Developing Active Listening Skills
- Teaching Examples: Developing Reading Skills
- Teaching Examples: Developing Writing Skills

Module 4: Teaching Strategies for Content Instruction

- Principals' Corner: Visit the Classroom (3rd Grade Math)
- Principals' Corner: Visit the Classroom (6th Grade History/English)

Teaching High School Science Using SDAIE Methodology

- Teaching Examples: Ms. Allan's Biology Lesson 1
- Teaching Examples: Ms. Allan's Biology Lesson 2

Data Analysis and Probability: Measures of Center

- Teaching Examples: Guessing vs. Estimating
- Teaching Examples: Navigating Through the Landmarks
- Teaching Examples: Seeing the Landmarks
- Teaching Examples: Cubits

Investigating Density: Why Objects Sink or Float

- Teaching Examples: Asking the Question
• Teaching Examples: Measuring Mass
• Teaching Examples: Measuring Volume
• Teaching Examples: Constructing a Graph
• Teaching Examples: Developing the Concept of Density
• Teaching Examples: Making Sense of the Numbers
• Teaching Examples: Why Do Boats Float?

Language Theory

In this section, you will be reviewing language development and language acquisition theory. Your review will include issues related to basic interpersonal communication skills (BICS), cognitive academic language proficiency (CALP), and the use of total physical response (TPR). You will also cover material on providing corrective feedback in the ELL classroom, and you will further review the pedagogical implications of English dialect use.

Review of Language Theory

Review

• LPA1 Course of Study to refresh your memory.

BICS and CALP

Read

• The Cummins Model in Chapter 11 of Adding English: A Guide Teaching in Multilingual Classrooms
• BICS/CALP: Basic Interpersonal Communicative Skills vs. Cognitive Academic Language Proficiency
• "Part III: Language" (pp. 35–41) in The Diversity Kit

Reflect

• Is there a difference between the language you need for everyday communication and the language you need to succeed academically? If so, what is the difference, in your opinion?
• What are BICS and CALP?
• How do these concepts help teachers shape their instruction in the language classroom?
• What are some of Cummins' other theories?

Observing, Learning, and Teaching in the Second Language Classroom

Read

• chapter 8 ("Language Acquisition") in An Introduction to Language
• chapter 10 ("Language in Society") in An Introduction to Language
• chapter 9 ("Developing Fluency") in Teaching ELS/EFL Listening and Speaking
• chapter 10 ("Monitoring and Testing Progress") in Teaching ELS/ELF Listening and Speaking
Reflect

- What approaches have you observed in your teaching on how your students best learn a second language in your classroom?
- Based on your region and location, what are some of the language differences that you might observe in your classroom setting?
- Review the checklist for fluency. Determine how you might incorporate this tool in your lessons to monitor and provide feedback to students in developing fluency. Think of informal strategies that you might use in your class to offer feedback to students on an ongoing or daily basis. For example, how do you determine whether the students met the learning goal for the day?

Watch for some of these techniques as you move on to the video cases in Teachscape.

How English Varieties Can Impact the Teaching of English as a Second Language

Read

- "Issues and Implications of English Dialects for Teaching English as a Second Language"

Reflect

- What are the implications that Adger raises?
- Why does the author suggest that teachers and learners examine their assumptions about language?
- The textbook encourages teachers and learners to identify language patterns. How does it suggest you go about doing this? Why?

Linking ELL Strategies to Language Theory

When you have logged your 15 hours of video observations for performance task 1, you will need to choose five episodes to write about in more detail. In these five essays, you will need to note how various ELL strategies connect to language theory. In preparing for this work, you might find it helpful to look over what you learned in CUA1 and LPA1. Think about what you know regarding the following items:

- the stages of language development and appropriate instructional strategies for each stage
- the role of culture in language development
- the critical period hypothesis
- Krashen's affective filter hypothesis and its implications for instruction and feedback
- the role of the L1 in L2 development

For example, a teacher might use the students' L1 as a way of lowering their affective filters and easing them into L2 instruction.
When you notice similar kinds of practices being demonstrated, connect them to theoretical material that you have encountered in your readings and other Teachscape work.

**Applying What You Have Learned**

Complete **performance task 1**: Observation Log and Essays in TaskStream.

**Planning, Managing, and Implementing Instruction**

In this section, you will be reviewing some course material on effective lesson planning, classroom management, and instruction. The review will include material related to a variety of teaching strategies such as differentiated instruction and SDAIE.

**Review of Planning, Managing, and Implementing Instruction**

**Overview of Instruction**

**Review**

- NNA1 Course of Study to refresh your memory.

**Read**

- ESL Textbook Evaluation Checklist
- Textbook Selection for the ESL Classroom
- Application of Common Core State Standards for English Language Learners

**Reflect**

- What criteria do you use in selecting materials for the ELL classroom?
- What kinds of media have you used in your classroom with language learners?
- Which forms of media have been successful? Which have not been successful?
- Do you use computers in your classroom? If so, how do you use them with your learners (e.g., for individual work, for pairs work, etc.)?

**Review of Lesson Preparation**

**Read**

- Chapter 2 (pp. 22-51) “Lesson Preparation” in Making Content Comprehensible for English Learners

**Reflect**

- Do you find that you already use a similar model in your own teaching?
- What are the two types of objectives that should be included in your lessons?
- Give examples of supplementary materials and meaningful activities that can be incorporated into lessons for English learners.

**Making Input Comprehensible**
Read

- chapter 4 ("Comprehensible Input") (pp. 78–93) in Making Content Comprehensible for English Learners
- chapter 5 ("Strategies") (pp. 94–113) in Making Content Comprehensible for English Learners

The material in this chapter is meant to provide you with continued and gradual work on SIOP (SDAIE strategies that you have also learned about in Teachscape).

Reflect

- What is SDAIE?
- Why is SDAIE used?
- What are the benefits to understanding SDAIE for the mainstream classroom teacher?
- What is the difference between language learning and content learning?
- Can students learn language skills while learning content? How?
- What accommodations or adaptations are necessary to assist ELL students in the content classroom to access and learn content?

Teachscape: Nonlinguistic Strategies for Teaching

Read

- Nonlinguistic Representations in Teachscape

The nonlinguistic representations strategy helps students to access and connect prior knowledge with new knowledge, to organize and make sense of new information, and to recall what they are learning. There are a variety of ways in which students can represent information nonlinguistically. Recent research shows that when teachers explicitly help students encode information in nonlinguistic ways, the effects on achievement are strong.

Reflect

- Do you think the use of nonlinguistic representations varies as it is used across content areas or across grade levels? Do you think that it should?
- Based on what you know of the lesson you viewed in this video course, how did the use of the instructional strategy seem to advance the learning goals of the lesson?
- Notice how in each example one or two of the research generalizations and classroom practices are implemented. Does that make sense in terms of the classroom example?
- Could the implementation of the strategy have been modified to exemplify more of the research generalizations and classroom practices and still have achieved the learning goals of the lesson?

Face-to-Face Teaching for Field Experience

For your face-to-face teaching hours in performance task 2, you must work with ELLs. You are
free to work with a group of learners or with an individual student. Ideally you should work with learners at the age level(s) and language proficiency level(s) you intend to be teaching. If you are seeking an endorsement to an existing teaching credential you must work with learners in a K–12 school setting. If you are seeking a master's degree to work at the community college level, please speak with your mentor.

Depending on how you plan to use your endorsement or master's degree, however, you will need to make sure that you are carrying out your teaching with the grade or age level that you plan to teach. Doing this will provide you with the most beneficial field experience. For example, if you already teach, or plan to teach, middle school, you should try to do your face-to-face teaching hours with students at this grade level. This is not always possible, but you are encouraged to do this if you can.

Preparing for Field Experience Teaching

The supervising teacher will need to observe one hour of your teaching at the midpoint of your hours and then again towards the end of your hours. There is an observation checklist that the teacher must fill out for each observation. Be sure to look over the email you receive after submitting your application so that you know what to discuss with the supervising teacher.

As you complete your hours, you can fill in the FNP2 English Language Learner Activity Field Experience Classroom Documentation Form, found in Taskstream, which is very similar to what you did for your observation hours. Please ensure that these hours are signed off per the directions in the form.

You will submit the FNP2 English Language Learner Activity Field Experience Classroom Documentation form in TaskStream, and also in the Submit Forms button in Taskstream. Your mentor will be able to help you with this process.

Note: The number of practicum hours required by Western Governors University for graduation may be different than those required by your state for licensure. It is your responsibility, and in your best interest, to double check certification and licensure requirements with your state's Department of Education and the student handbook prior to beginning and completing your practicum/clinical experience. Make sure you have accurate information regarding the number of hours your state requires for licensure.

Assessment

In this section, you will review material on assessing ELLs, such as bias in assessment, authentic assessment through means such as portfolios, and the link between assessment and instruction.

Review of Assessment
Overview of Assessment

Review
FEA1 - Field Experience in ELL
Course of Study

- ASA1 Course of Study to refresh your memory.

Read

- Assessment Portfolios: Including English Language Learners in Large-Scale Assessments

Reflect

- What are six purposes for which assessment is used with ELLs?
- Define authentic assessment.
- Define performance assessment and list some examples.
- What is the importance of authentic assessment?
- List some types of authentic assessment. Why are these considered authentic?
- What are the eight steps in designing authentic assessments?
- What is reliability?
- What is inter-rater reliability?
- What is a rubric?
- What kinds of rubrics exist?
- What is validity, and more specifically, what are content and consequential validity? Why are these terms important in testing?
- What are the benefits and challenges of assigning grades?

Check your notebook for previous notes you may have taken on the above questions.

Culturally-Responsive Assessment

Read

- Teaching Diverse Learners website from the Education Alliance
- chapter 13 ("Planning Instruction and Assessment") (pp 260–268) in Adding English

Reflect

- What is culturally-responsive testing?
- What are some questions that a teacher can ask to determine if a test is culturally responsive?
- If a test is not culturally responsive in some way, what can you do to adjust it?

Decide how to adapt some of the assessment methods that you currently use. Also, notice any cultural bias that may be there; keep notes on this in your notebook.

Applying What You Have Learned

Complete

Performance Task 2 in TaskStream.
Submit the English Language Learner Activity Field Experience Classroom Documentation Form in TaskStream.

**Advocacy for ELLs**

In this section, you will review material related to working as an advocate and cultural broker for ELLs and their families. Both ELL students and families of ELLs require advocates. Advocating for ELLs can take many forms, and you will learn of ways to act as a mediator between ELLs and the community.

**The Importance of Advocacy**

Culturally-Responsive Teaching as a Tool for Advocacy

Read

- Part II: Culture" in *The Diversity Kit* (pay particular attention to the material starting on page 22)
- Ladson-Billings's criteria for culturally-relevant teaching on page 46 in *The Diversity Kit*
- [Culturally Responsive Teaching](#) website for material that examines Ladson-Billings's ideas
- [Advocacy Case Study: "Debbie Does St. Paul"](#)

Reflect

- Why are high expectations important for diverse learners?
- What are some myths related to the education, values, and responsibilities of diverse students? How might these myths be reflected in your teaching?
- To what extent would you incorporate funds of knowledge in your classroom? What benefits do you think your non-minority students would receive?
- What are Ladson-Billings's three criteria for culturally-relevant teaching?
- How would you respond in situations like this one?

**Checking Your Mental Model About Advocating for ELLs**

Read

- [¡Colorín Colorado!](#) website for useful ideas for working with ELL families, particularly those whose home language is Spanish.
- [How Educators Can Advocate for English Language Learners](#)

Do

- Make a graphic organizer in your notebook with the highlights of what you know, think, or believe about ELL advocacy

**Applying What You Have Learned: Advocating for ELLs and Working With Families, Schools, and Community**

**Complete**
Final Steps

Congratulations on completing the activities in this course of study! This section will guide you through the assessment process.

Assessment Information

The activities in this course of study have prepared you to complete the FEA1 performance assessment (3 tasks). If you have not already completed the assessments in TaskStream, you will do so now. Be sure to submit FNP 2 English Language Learner Activity Field Experience Classroom Documentation Form in TaskStream.