

SCED 5600--ESL Student Teaching Assignments & Checklist

Directions: **In addition to the classroom activities requested by your cooperating teacher, please complete the following 10 task sets during your student teaching.**

- 1) Have your cooperating teacher evaluate & sign off each task listed on the following form by the deadlines listed below (i.e. once the task is completed).
- 2) **Compile supporting observation, curriculum & instructional materials (i.e. lesson plans) in a folder** to provide evidence of your preparation & task completion. Prepare your materials in a professional manner (typed).
- 3) **Prepare this form & folder for your cooperating teacher & university student teaching supervisor for their review.** Using this form as a guide, review each task you have completed **AT LEAST ONCE A WEEK** with your cooperating teacher and by email with university supervisor.
- 4) During the last week of your student teaching, have your cooperating teacher review this form and provide any additional evaluation comments needed. Turn in your signed-off form to your student teaching supervisor. **Forms not turned in during the last week of the semester prior to finals will not receive course credit.**

Your name: _____ Semester: _____

Your email address & phone number:

Name of school, subject & grade level(s):

IPT Level(s) of ESL students in your class: _____

Possible topics for the following short essays may include:

- | | |
|--------------------------------------|--|
| • TESOL objectives/standards | • Use of L1 & funds of knowledge |
| • Core curr. content area objectives | • Culturally relevant pedagogy |
| • 4x4 strategies | • Visuals, manipulatives, coop. groups |
| • Specific language acq. methods | • Use of technology |

1) Due week one (Friday) of your student teaching experience, schedule an interview appointment with your cooperating ESL teacher. Conduct the interview. In a 3-page, typed, double-spaced essay, describe your interview of your ESL teacher. Why did he or she pursue this field? What is his preparation for this career? How does she address 3 of the above topics in the classroom? What challenges does he face? What best practices or program model prove to be most effective? Which teaching & classroom management strategies will he/she like you to demonstrate? *Email your interview to your USU student teaching supervisor.*

Cooperating teacher interview sign-off: _____ Date: _____

2. Due week two (Friday) of your student teaching experience: in a 4-5 page typed essay, describe the students you observed in your student teaching. What "funds of knowledge" do they represent? (Read attached article for a model.) Describe the students' cultural backgrounds, history, traditions, interests, skills. **GIVE AT LEAST 3 EXAMPLES.** What languages do they speak? What are their strengths? What is their L1 and L2 proficiency? What teaching strategies have you observed so far that address both Utah core curriculum TESOL standards, & classroom management techniques that meet these students' needs? What strategies were modeled that you see yourself using to better understand your ESL students? *Email essay to your USU student teaching supervisor.*

Cooperating teacher interview sign-off: _____ Date: _____

3a. Due week two (Friday) of your student teaching experience: prepare a 1-page classroom management plan in writing, review it with your cooperating teacher. *Email this plan to your USU student teaching supervisor.* The plan should include:

- a) grade & classroom expectation policies
- b) school & classroom tardy policy
- c) school & absence policy for making-up work
- d) homework & late work policy
- e) excessive talking & other disruptive behavior policy & consequences
- f) home contact policy (positive feedback, as well as, other concerns)
- g) accommodation policies for language translations (identify resources)

Cooperating teacher interview sign-off: _____ Date: _____

3b. Due week three (Friday) of your student teaching experience: prepare a lesson plan in writing, review it with your cooperating teacher & *present it to a cooperative group* of no less than 3 students. *Email this lesson to your USU student teaching supervisor.*

In the lesson, identify the following:

- a) 2 Utah Core Curriculum content area or Utah Language Arts objectives
See: <http://www.uen.org/k12educator/>
- b) 1 TESOL Standard
See: http://www.tesol.org/s_tesol/seccss.asp?CID=113&DID=1583
- c) 4x4 Instructional Strategies
See: <http://coe.sdsu.edu/people/jmora/MoraModules/index.htm>
- d) Formative and/or summative assessment strategies of your 3 objectives.

Cooperating teacher interview sign-off: _____ Date: _____

4a. Due week four (Friday) of your student teaching experience: prepare a lesson plan in writing, review it with your cooperating teacher & present it to the *entire* class.

In the lesson, identify the following:

- a) 2 Utah Core Curriculum content area or Utah Language Arts objectives
See: <http://www.uen.org/k12educator/>
- b) 1 TESOL Standard
See: http://www.tesol.org/s_tesol/seccss.asp?CID=113&DID=1583
- c) 4x4 Instructional Strategies
See: <http://coe.sdsu.edu/people/jmora/MoraModules/index.htm>
- d) Formative and/or summative assessment strategies of your 3 objectives.

4b. Due week four (Friday) of your student teaching experience: make an appointment with your cooperating teacher in order for him/her to provide you with feedback about the lesson. Write a one-page reflection paper about your lesson presentation. Describe the feedback/suggestions provided by your cooperating teacher. *Email this reflective paper to your USU student teaching supervisor.*

Cooperating teacher feedback mtg. sign-off: _____ Date: _____

5a. Due week five (Friday) of your student teaching experience: prepare a lesson plan in writing, review it with your cooperating teacher & present it to the entire class. *Contact your student teaching university supervisor* in order to arrange a time for her/him to observe your presentation of the lesson.

In the lesson, identify the following:

- a) 2 Utah Core Curriculum content area or Utah Language Arts objectives
See: <http://www.uen.org/k12educator/>
- b) 1 TESOL Standard
See: http://www.tesol.org/s_tesol/seccss.asp?CID=113&DID=1583
- c) 4x4 Instructional Strategies
See: <http://coe.sdsu.edu/people/jmora/MoraModules/index.htm>
- d) Formative and/or summative assessment strategies of your 3 objectives.

5b. Due week five (Friday) of your student teaching experience: make an appointment with your student teaching university supervisor instructor in order for him/her to observe & provide you with feedback about the lesson. Write a one-page reflection paper about your lesson presentation. Describe the feedback/suggestions provided by your university supervisor. *Email this reflective paper to your cooperating teacher.*

Univ. student teaching supervisor feedback mtg. sign-off: _____ Date: _____

6a. Due week six (Friday) of your student teaching experience: prepare a lesson plan in writing, review it with your cooperating teacher & present it to the *entire* class.

In the lesson, identify the following:

- a) 2 Utah Core Curriculum content area or Utah Language Arts objectives
See: <http://www.uen.org/k12educator/>
- b) 1 TESOL Standard
See: http://www.tesol.org/s_tesol/seccss.asp?CID=113&DID=1583
- c) 4x4 Instructional Strategies using CULTURALLY RELEVANT PEDAGOGY
See: <http://coe.sdsu.edu/people/jmora/MoraModules/index.htm>
- d) Formative and/or summative assessment strategies of your 3 objectives.

6b. Due week six (Friday) of your student teaching experience: make an appointment with your cooperating teacher in order for him/her to provide you with feedback about the lesson. Write a one-page reflection paper about your lesson presentation. **Focus on how your lesson was CULTURALLY RELEVANT to your students.** Describe the feedback & suggestions provided by your cooperating teacher. *Email this reflective paper to your USU student teaching supervisor.*

Cooperating teacher feedback mtg. sign-off: _____ Date: _____

7a. Due week seven (Friday) of your student teaching experience: prepare a lesson plan in writing, review it with your cooperating teacher & present it to the *entire* class.

In the lesson, identify the following:

- a) 2 Utah Core Curriculum content area or Utah Language Arts objectives
See: <http://www.uen.org/k12educator/>
- b) 1 TESOL Standard
See: http://www.tesol.org/s_tesol/seccss.asp?CID=113&DID=1583
- c) 4x4 Instructional Strategies using TOTAL PHYSICAL RESPONSE methods
See: <http://coe.sdsu.edu/people/jmora/MoraModules/index.htm>
- d) Formative and/or summative assessment strategies of your 3 objectives.

7b. Due week seven (Friday) of your student teaching experience: make an appointment with your cooperating teacher in order for him/her to provide you with feedback about the lesson. Write a one-page reflection paper about your lesson presentation. **Focus on how your lesson demonstrated the language acquisition method known as TOTAL PHYSICAL RESPONSE.** Describe the feedback & suggestions provided by your cooperating teacher. *Email this reflective paper to your USU student teaching supervisor.*

Cooperating teacher feedback mtg. sign-off: _____ Date: _____

8a. Due week eight (Friday) of your student teaching experience: prepare a lesson plan in writing, review it with your cooperating teacher & present it to the *entire* class.

In the lesson, identify the following:

- a) 2 Utah Core Curriculum content area or Utah Language Arts objectives
See: <http://www.uen.org/k12educator/>
- b) 1 TESOL Standard
See: http://www.tesol.org/s_tesol/seccss.asp?CID=113&DID=1583
- c) 4x4 Instructional Strategies using CALLA (CALP) methods
See: <http://coe.sdsu.edu/people/jmora/MoraModules/index.htm>
- d) Formative and/or summative assessment strategies of your 3 objectives.

8b. Due week eight (Friday) of your student teaching experience: make an appointment with your cooperating teacher in order for him/her to provide you with feedback about the lesson. Write a one-page reflection paper about your lesson presentation. **Focus on how your lesson demonstrated the language acquisition method known as CALLA (CALP).** Describe the feedback & suggestions provided by your cooperating teacher. *Email this reflective paper to your USU student teaching supervisor.*

Cooperating teacher feedback mtg. sign-off: _____ Date: _____

9a. Due week nine (Friday) of your student teaching experience: prepare a lesson plan in writing, review it with your cooperating teacher & present it to the *entire* class.

In the lesson, identify the following:

- a) 2 Utah Core Curriculum content area or Utah Language Arts objectives
See: <http://www.uen.org/k12educator/>
- b) 1 TESOL Standard
See: http://www.tesol.org/s_tesol/seccss.asp?CID=113&DID=1583
- c) 4x4 Instructional Strategies USING L1 LANGUAGE to support English acquisition
See: <http://coe.sdsu.edu/people/jmora/MoraModules/index.htm>
- d) Formative and/or summative assessment strategies of your 3 objectives.

9b. Due week nine (Friday) of your student teaching experience: make an appointment with your cooperating teacher in order for him/her to provide you with feedback about the lesson. Write a one-page reflection paper about your lesson presentation. **Focus on how your lesson demonstrated the USE OF THE STUDENTS' L1 to help develop English language skills/transfer.** Describe the feedback & suggestions provided by your cooperating teacher. *Email this reflective paper to your USU student teaching supervisor.*

Cooperating teacher feedback mtg. sign-off: _____ Date: _____

10a. Due week ten (Friday) of your student teaching experience: prepare a lesson plan in writing, review it with your cooperating teacher & present it to the *entire* class.

In the lesson, identify the following:

- a) 2 Utah Core Curriculum content area or Utah Language Arts objectives

RETURN THIS FORM TO YOUR UNIVERSITY SUPERVISOR IN EDU 330 DURING THE LAST WEEK OF CLASSES FOR COURSE CREDIT.