STUDENT TEACHING EXPECTATIONS
Elementary School ESL Placement

Programs: Dual M.A. in TESOL/Teaching Foreign Language, M.A. in TESOL with NYS certification

Related Course: TESOL-GE.2901 Student Teaching Seminar ESL K-6

Overview

At New York University in Steinhardt’s Department of Teaching and Learning, students in the Dual M.A. in TESOL/Teaching Foreign Language program and the M.A. in TESOL with NYS certification program must complete one semester of student teaching in an elementary school ESL classroom. (An additional semester of student teaching must be completed in ESL or Foreign Language at the high school level.)

Student teachers may be placed in various models: push-in/pull-out or self-contained ESL, general or special education, ICT or CTT, or bilingual, for example. There should be a minimum of 4-5 ELLs in the classroom, which the student should be able to identify. Students who have passed the NYSESLAT may still be considered ELLs if they have passed the test in the past 2-3 years.

During this semester, students are expected to spend a minimum of five days per week (20 hours per week total) in the classroom and school, and to maximize their time in the classroom by actively participating in all classroom activities and in the life of the school. Goals are to:

- become familiar with the classroom environment and community
- observe and identify ELLs in the diverse learning communities of school
- develop strategies for managing children in school and classroom settings
- design and implement (learning experiences) for students, with special focus on the needs of ELLs
- integrate strategies to address the special needs of ELLs and other learners with diverse needs in the classroom and school environment
Phases of the Student Teaching Experience (Elementary ESL)

Weeks 1-3: Active observation, early participation
- Actively observe the teacher and classroom
- Circulate and assist students when necessary and possible
- Interact with and get to know students
- Assist with assessments, identify and reflect on assessment procedures (both formative & summative)
- Identify ELLs and focus learners with diverse needs
- Observe and begin practicing feedback strategies CT uses with students

Weeks 4-7: Active Participation, Planning and Instruction
- Moves more directly into the life of the classroom, continuing earlier scope of work
- Work with CT to plan units, learning segments and lessons
- Identify strategies used in classroom to support ELLs and focus learners
- Plan, teach and videotape first learning segment
- Collect assessment artifacts for focus learners (take pictures or scan assessments with written feedback, videotape yourself giving oral feedback)
- Design and implement feedback strategies, recording your feedback orally or in writing
- Supervise group work, conduct read-aloud/morning meeting

Week 8-14: Implementing Instruction/Reflecting on Teaching
- Take over and teach one or more subject areas to whole class
- Continue videotaping and collecting assessment and feedback artifacts for 1-2 learning segments
- Reflect on your instruction and consider how to adjust for future teaching/better results