STUDENT TEACHING EXPECTATIONS
MMS Program/ Secondary ESL and Foreign Language Placements

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

Related Courses:  
- TESOL-GE.2902 Student Teaching Seminar ESL K-6  
- FLGED-GE.2911 Student Teaching Seminar FL 7-9  
- FLGED-GE.2922 Student Teaching Seminar FL 10-12

Overview

In New York University in Steinhardt’s Department of Teaching and Learning, students in the programs listed above must complete one semester of student teaching in a secondary school ESL or foreign language classroom. (This is one of two required student teaching placements.)

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 students with diverse learning needs within the school community
- 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 and diverse learners
- 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 (review IEPs and other records)
- Observe and begin practicing feedback strategies CT uses with students

Weeks 4-7: Active Participation, Planning and Instruction
- Move 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 learners with diverse needs
- 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
- Working under supervision of the cooperating teacher, take over planning and teaching of class and continue teaching of one or more units
- 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

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