


MIDDLE TENNESSEE



STATE UNIVERSITY

M.ED. / CURRICULUM & INSTRUCTION WITH
CONCENTRATION AND ADD-ON ENDORSEMENT IN ESL
CONCENTRATION AND INITIAL LICENSE IN ESL
ADD-ON ENDORSEMENT IN ESL (NON-DEGREE/LICENSE ONLY)

SPSE 6712
FIELDWORK AND PROFESSIONAL COLLABORATION IN THE ESL CLASSROOM
3.0

GUIDELINES FOR COMPLETING FIELDWORK

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Guidelines for Fieldwork



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OVERVIEW

The Tennessee Department of Education requires successful completion of fieldwork in order to meet licensure requirements for: a) Add-On Endorsement in ESL (with degree or add-on only and b) Initial Professional License in ESL. SPSE 6712: Fieldwork and Professional Collaboration in the ESL Classroom (3.0 semester hours) meets the fieldwork requirement. In addition to SPSE 6712, candidates for licensure will also engage in fieldwork and collaboration in other targeted program classes.

Students enrolled in SPSE 6712 must engage in a minimum of 30 hours of fieldwork activities and tasks in order to meet the licensure requirement. **All fieldwork must be completed within a public school environment where ESL students are present.**

Due to the nature of the program, most candidates for licensure are already practicing teachers. Therefore, the revisions to the fieldwork course allow practicing teachers to: a) work with an ESL professional and b) complete the fieldwork within their own schools and/or classrooms.

Practicing Teachers: Students who are currently practicing teachers and who are seeking the Add-On Endorsement in ESL must:

1. Secure an ESL mentor who is a practicing teacher.
2. Secure a learning public school classroom or school environment where second language learners are present.
3. Share the Fieldwork Manual with your Mentor and have the Mentor complete the Mentor Agreement form
4. Keep a record of your time in the field using the Fieldwork Log
5. Follow all directed tasks related to the required fieldwork (see forms and assignments)
6. Remind your Mentor to complete the Mentor Evaluation of Candidate Form.
7. Remind your Mentor to complete the Evaluation of Fieldwork Experience Form.
8. Complete all related tasks and complete the Mentoring Evaluation Form as well as the Evaluation of Fieldwork Form.

Non-Practicing Teachers: Students who are not practicing teachers and who are seeking the Initial License in ESL must:

1. Secure an ESL mentor who is a practicing teacher.
2. Secure a learning public school classroom or school environment where second language learners are present.
3. Share the Fieldwork Manual with your Mentor and have the Mentor complete the Mentor Agreement form
4. Keep a record of your time in the field using the Fieldwork Log

5. Follow all directed tasks related to the required fieldwork (see forms and assignments)
6. Remind your Mentor to complete the Mentor Evaluation of Candidate Form.
7. Remind your Mentor to complete the Evaluation of Fieldwork Experience Form.
8. Complete all related tasks and complete the Mentoring Evaluation Form as well as the Evaluation of Fieldwork Form.

Because SPSE 6712 is a 3.0 semester hour graduate course delivered online, students enrolled in the course will complete online modules, engage in online literature circles, complete ethnographic research activities, record reflective field journal entries, submit required paperwork, and complete readings and related learning tasks.

Hours in the Field: A minimum of **30 hours** should be logged as part of the fieldwork. The hours will coincide with specific activities outlined in each module. (Examples: gathering information to create a school and classroom profile—which will involve an observation, conducting an interview, identifying a classroom problem, gathering data for a case study, focuses observations, etc.). All fieldwork must be completed in a public school environment where ESL students are present unless you are a non-licensure student enrolled in the online section (see above).

Be sure to record your hours spent in the field in your field journal log.

Introduction to Fieldwork



Typically fieldwork consists of engaging in authentic activities within a specific environment in order to become familiar with the situation as well as to develop an understanding of what takes place within the environment.

Fieldwork involves ethnographic processes. Ethnography is a type of research, which requires the researcher to:

1. Explore the situational environment—specifically for our purposes—the learning environment.
2. Study the environment in order to create a descriptive picture of the physical and environmental factors present.
3. Study the participants in order to create a descriptive profile and narrative of who is involved.
4. Conduct interviews, design case studies, and engage in participatory observations.
5. Keep a field journal in order to record events and present a record for the purpose of developing an understanding.

Due to the nature of ethnography, students will be required to complete Human Subjects Training in order to develop an awareness of ethical principles involved in conducting research within a specific learning environment. However, because the field activities are class assignments and will not be used for research purposes outside of the class—MTSU IRB approval is not needed to conduct interviews and related tasks.

In addition to these activities, SPSE 6712 focuses on applied research. In order to do this, students will identify a relevant problem, gather data, and conduct an analysis in order to generate suggestions for improving practice and ensuring second language learner success.

Each module within the SPSE 6712 course site will guide you through the activities. Remember to read the information carefully, complete readings, and review the assignment guidelines.

Reflective Practice within Fieldwork

Ethnographic processes require students and teacher-researchers to carefully record fieldnotes. Fieldnotes enable us to create a picture of the situation as well as of the participants. Most teachers record some type of classroom fieldnotes on a daily basis. However, it is the reflective component of notetaking that encourages us to improve practice and to create an understanding of learner needs. This is key when working with second language learners.

Maximizing meaning from life's experiences requires enhancing and amplifying the human capacities for reflection. To be reflective means to mentally wander through where you have been and to try to make sense out of it. Reflection involves the development of habits and dispositions as:

- ◆ Metacognition – Thinking about thinking and conducting an internal dialog before, during, and after an observation,
- ◆ Connection information to previously learned material,
- ◆ Drawing forth cognitive and emotional information from several sources including the visual, auditory, kinesthetic, and tactile,
- ◆ Acting on and processing the information—synthesizing, evaluating, and
- ◆ Applying insights to contexts beyond the one in which they were learned (York-Barr, Sommers, Ghere, & Montie (2001).

“Reflective practice is as much a state of mind as it is a set of activities.”

Vaughn, 1990, pp. ix.

Other perspectives on reflective practice:

The practice or act of analyzing actions, decisions, or products by focusing on our process of achieving them (Killion & Todnem, 1991).

Application of practice is essential. It leads to improvement when deepened understandings lead to action (Dewey, 1933; Smyth, 1989).

Reflective practice provides a way “to understand and make sense of the world” (Brubacher, Case, & Reagan, 1994).

Models of Reflective Thinking



Although professors, researchers, and scholars may differ on the nature of reflective thinking, there are three general models or levels—technical, contextual, and dialectical (Taggart and Wilson, 2005).

The Technical Level refers to the initial level of reflective thinking. This level deals with methodological problems and theory development. Teachers reflecting at the technical level function with minimal schemata from which to draw when dealing with problems. The main focus is on past experiences, student behavior observed, and simple theoretical descriptions and applications (Valli, 1992). In addition, when recording journal entries at the technical level, the following is evidenced:

- Recordings of simple descriptions of observations,
- Recordings of tasks only, and
- Recordings include appropriate educational vocabulary.

The Contextual Level refers to the second level of reflective thinking. This level involves reflections regarding clarification of and/or elaboration on underlying assumptions, perceptions, and predispositions of classroom practices. Teachers reflecting at the contextual level look for alternative practices, solutions based on knowledge, and analysis of practices (Grimmett, Erickson, Mackinnon, & Riecken, 1990). In addition, when recording journal entries at the contextual level, the following is evidenced:

- Recordings reflect on practices with regard to student success and student learning
- Recordings reflect on decisions relative to the context of the classroom situation,
- Recordings relate theory to practices observed,
- Recordings indicate strong focus on actions observed, and
- Recordings explore alternatives to practices observed with strong focus on analysis and clarification.

The Dialectical Level refers to the third and highest level of reflective thinking. This level reflects critical reflectivity and deals with questioning moral and ethical issues related directly and indirectly to teaching practices and the classroom environment. At this level, teachers are able to contemplate ethical and political concerns related to instructional planning, materials, student needs, and student success (Dewey, 1933; Grimmet, *et. al*, 1990). In addition, when recording journal entries at the dialectical

level, the following is evidenced:

- Recordings systematically explore and question practices observed,
- Recordings include suggestions, alternatives, and solutions to problems observed,
- Recordings reflect on decisions and consequences of observed practices, and
- Recordings reflect on moral, ethical, and sociopolitical issues and aspects of classroom practices and observed practices.

Reflective practitioners...

- Identify and analyze problems and situations
- Look at problems relative to educational, social, and ethical issues
- Critically consider contextual and pedagogical factors
- Use a rational problem-solving approach
- Make intuitive, creative interpretations and judgments
- Are metacognitively, analytically, and instructionally skillful
- Possess self-efficacy, intrinsic motivation, and a desire for lifelong learning
- Are open to experimentation and new innovations
- View situations from multiple perspectives
- Plan essential skills for attaining and using information
- Consider general characteristics of so-called practice
- Are flexible in a search for alternative explanations
- Use evidence in supporting or evaluating a decision or position
- Have a commitment to values
- Constantly review instructional practices, goals, methods, and materials
- Are intellectually perceptive to multiple and novel ideas
- Are committed to problem resolution
- Commit adequate resources to reflective thinking
- Welcome peer review, critique, and advice
- Write and record events reflectively

Guidelines for Recording Fieldnotes in the Field Journal



The classroom is considered a field environment in that it includes a number of people who are operating within the same setting. As part of the requirement for SPSE 6712, you will record reflective entries in the field journal. The entries are part of each module's tasks.

There is no specific date for submitting entries as they are part of the field journal – which is part of the Final Project. Thus, the entries will be submitted with the Final Project. The assignment guidelines for each module note when a reflective field journal entry should be recorded.

When recording entries, be sure to include:

- Date
- Brief sequencing of events observed
- Elaboration on details of one or two events observed
- Analysis
 - Possible explanations of events
 - Significance of events
 - Overview of what was learned by completing the activity
 - Questions raised (If you want to learn more...)
 - Relevance

The entries are your “field notes” and provide a record of your time conducting fieldwork. You will find an in-depth explanation as well as examples of fieldnotes in the text, *Ethnographic Eyes: A Teacher's Guide to Classroom Observation* (Frank, 1999). Please use that information to assist in structuring your reflective entries.

Example Reflective Field Journal / Fieldnote Entry Format (General)

Reflective Field Journal Entry / Fieldnotes	
Date	Time (duration)
Location	
Overview of ELLs involved in the task (First initial, age, grade, L1)	
Brief sequencing of events	
Elaboration of one or two details	
Analysis	
Reflections for the classroom	

Remember that as you conduct your fieldwork, you must log in a minimum of 30 hours. Construct a Field Log to record and log in your fieldwork. Use the following as an example. Please Appendix for the Fieldwork Log that must be signed by your Mentor Teacher.

Name:		
School or Learning Environment Location:		
Primary Language/s of Students:		
Age Span of Students:		
Grade Level/s of Students:		
Date	Time Minutes/Hours	Description of Activities
Mentor's Signature		Date
Comments:		

Please use the Fieldwork Log located in the Appendix.

1. Reflective Field Journal Entries / Fieldnotes for each tasks noted in the module assignment guidelines. These include:
 - a. Module 1: Please complete one field journal entry based on the observation assignment included with Module 1.
Reflective Field Journal Entry #1
 - b. Module 2: Please complete two field journal entries based on: a) observation in the classroom and b) your action research study as outlined in the Module 2 Assignments.
Reflective Field Journal Entries #2 & #3
 - c. Module 3: Please complete one field journal entry based on the ethnographic case study and related task as outlined in Module 3 Assignments.
Reflective Field Journal Entry #4
 - d. Module 4: Please complete the last field journal entry based on your personal journey and fieldwork as outlined in the Module 4 Assignments.
Reflective Field Journal Entry #5

TOTAL of FIVE Entries

2. **Completed Field Journal Log** – To include all time spent in the field including time spent completing assignments for each module as well as interacting with second language learners. **Your mentor must sign the form to verify completion of your fieldwork.**
3. **Mentor Evaluation of Candidate** - Remind your Mentor to complete the Mentor Evaluation of Candidate Form.
4. **Mentor Evaluation and Feedback Regarding the Fieldwork Experience** - Remind your Mentor to complete the Evaluation of Fieldwork Experience Form.
5. **Mentoring Evaluation Form by Candidate** - Complete all related tasks and complete the Mentoring Evaluation Form as well as the Evaluation of Fieldwork Form.



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GETTING STARTED WITH FIELDWORK

NOTE: Please be sure to view due dates for all fieldwork tasks and journal entries in the D2L SPSE 6712 Online Classroom. The guidelines and tasks below are located in each module in the Online Classroom. Remember that there are additional forums and directed discussions that are also part of the class tasks.

Module 1: Getting Started with Fieldwork

This assignment sets the stage for the fieldwork that you will complete as part of: a) licensure requirements and b) program requirements. Fieldwork is just one component of this 3.0 semester hour course. The coursework, assignments, and related ethnographic research are integrated into course modules.

The fieldwork is integrated into course assignments, tasks, and ethnography. The fieldwork component of this course includes:

1. A minimum of ten hours (maximum of 30 hours) interacting in a classroom and/or working with one or more second language learners.
2. Keeping a log of hours spent working with second language learners and completing required field assignments.
3. Specific unit assignments related to fieldwork such as conducting observations, interviews, creating a school and classroom profile, etc. The assignments are located with the course modules.
4. Setting up and keeping a reflective blog based on the fieldwork.



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CONDUCTING AN ETHNOGRAPHIC PROFILE: SCHOOL, COMMUNITY, LEARNING ENVIRONMENT

Fieldwork Task: Constructing an Ethnographic Profile

1. **School Profile**
2. **Learning Environment Profile**
3. **Neighborhood Profile**
4. **Observing in the Field**
5. **Conducting an Ethnographic Interview**

Important Note: The tasks included for Assignment #2 require fieldwork. Typically, ethnographic events and tasks are part of an approved research project. However, the tasks that follow are part of fieldwork ONLY and will not result in sharing information publically outside of the class. The tasks are for classwork purposes only. Thus, approval from the MTSU IRB is not required.

In this field-related assignment, you engage in ethnographic practices in order to: a) design a school profile (or institution profile), b) create a learning environment profile, and c) construct a neighborhood profile.

Designing the School Profile: The textbook readings describe the ethnographic practices of examining learning environments via multiple perspectives. In order to do this, you must gather information regarding the school or institution. The information is organized and included as part of your fieldwork.

Conduct your own research to present a vivid and descriptive picture of the school you will be using for your fieldwork. Answer the following questions:

1. **Location:** Where is the school or institution located? Include the city, county, and any other descriptive factors such as rural, urban, or suburban factors.
2. **Demographics:** What is the current student population? Include number of students enrolled, percentages of specific groups and descriptive factors. Examples include ages represented, grades, cultural representation (African American, Caucasian, Hispanic, Asian, etc.), languages represented, and special needs.

3. **School Culture:** How would you describe the school culture? Are there specific traditions, celebrations, or related learning activities that may assist in presenting a picture of the school? What would a newcomer see if he/she were to walk through the hallways?
4. **Descriptors:** What five words would you use to describe the school and why?
5. **Visual:** Include at least three digital pictures of the school that you feel are important to share with a newcomer.

Compile the information you gathered into a school profile. The profile must be organized in a manner that includes five sections:

- Section 1: Location (one paragraph)
- Section 2: Demographics (table with short summary)
- Section 3: School Culture (one-two paragraphs)
- Section 4: Descriptors (one short paragraph or list of words with brief explanation)
- Section 5: Visuals (include at least three digital pictures)

Submit your School Profile to the Drop Box by the designated date (see Calendar)

Now, you're ready to design a Learning Environment Profile. This profile requires you to gather information regarding the specific learning environment where you will conduct your fieldwork and where you will work with one or more second language learners. Remember that the environment may be your own classroom if second language learners are present. The information is organized and included as part of your fieldwork.

Conduct your own research to present a vivid and descriptive picture of the learning environment you will be using for your fieldwork. Answer the following questions:

1. **Demographics:** What is the current student population? Include number of students enrolled, percentages of specific groups and descriptive factors. Examples include age of students, cultural representation (African American, Caucasian, Hispanic, Asian, etc.), languages represented, and special needs.
2. **Learning Environment Culture:** How would you describe the learning environment culture? Are there specific traditions, celebrations, or related learning activities that may assist in presenting a picture of this particular classroom? What would a newcomer see if he/she were to walk through the door?
3. **Descriptors:** What five words would you use to describe the learning environment and why?
4. **Visual:** Include at least three digital pictures of the school that you feel are important to share with a newcomer. The pictures must illustrate the classroom

structure and setup.

Compile the information you gathered into a learning environment profile. The profile must be organized in a manner that includes five sections:

- Section 1: Demographics (table with short summary)
- Section 2: Learning Environment Culture (one-two paragraphs)
- Section 3: Descriptors (one short paragraph or list of words with brief explanation)
- Section 4: Visuals (include at least three digital pictures)

Designing a Neighborhood Profile

Revisit the textbook sections that describe the Neighborhood Map. Consider where the majority of the students enrolled in the selected learning environment reside. If you are working within your own classroom, you will have this information available.

If you are working in your mentor's classroom, you will need to discuss the Neighborhood Map concept and gather information based on your discussions.

As part of multiple perspectives, teachers need to be aware of their students' home environments, neighborhoods, and related factors.

Select a sample of students from the learning environment. Include at least one or more second language learners along with a few students who are English speaking students. You should gather information on no less than five students for this assignment.

When gathering the information below, be sure to keep student identity confidential. Please use the following code when organizing information for this assignment: ESL Student #1, ESL Student #2, English Speaker #1, English Speaker #2

Gather the following information:

1. Street address for at least five students (include ESL students)
2. Digital pictures (at least five) of the general area surrounding their neighborhood
3. General information regarding the area where the students reside. Examples include: subdivision, rural area, highly populated area, stores, businesses, churches, etc.

The Neighborhood Profile should be organized as follows:

- [Section 1 / Neighborhood Locations](#): Organize the information (#1) into a table. Be sure to use the code above when listing student addresses.
- [Section 2 / Neighborhood Summary](#): Include a descriptive summary of the neighborhood.
- [Section 3 / Visuals](#): Include the digital pictures along with a caption describing the picture.



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FIELDWORK OBSERVATION: FOCUSED OBSERVATION AND REFLECTION IN THE FIELD

Fieldwork also requires the teacher-researcher to conduct focused observations. For this assignment, you will conduct a field observation within your selected learning environment. After the observation, you will record your field journal blog entry based on what you observed.

Steps in completing this assignment:

1. Read Chapter 7 / Classroom Observations (*Ethnographic Eyes*). Consider the information presented. Be sure to carefully reflect on the Format for Classroom Observations and Notes section in the chapter.
2. Begin by scheduling a time for the observation. Plan for a 50-60 minute observation within the learning environment.

For Practicing Teachers: Remember that if you are working within your own classroom, there must be second language learners present. You will approach this observation as a reflective activity. In other words, you will teach a lesson involving second language learners and then use the focused observation guide below to reflect and record your field journal blog entry. Remember to address each question listed on the focused observation guide.

For Non-Practicing Teachers / Students: Be sure to schedule your observation time so that you are able to view a lesson being implemented. Use the focused observation guide to assist you. Remember to address each question listed when completing your field journal blog entry.

3. Use the Focused Observation Guide below to assist you in observing and recording reflective fieldnotes. The fieldnotes recorded become your first fieldnote blog entry.

Focused Observation Guide / Blog Entry #1 Based on Classroom Observation

Focus Areas and Reflective Questions		
Teaching	Community	Ethnographic Perspective
<p>What was the purpose of the lesson?</p> <p>How was the lesson structured – methodology, appropriateness, materials for second language learners, adaptations?</p> <p>How did the second language learners react and interact?</p>	<p>What evidence of “community” in terms of the second language learner did you observe?</p> <p>What is required to become a member of this classroom or learning environment—consider language, literacy, content instruction, materials, etc.?</p>	<p>What events occurred during your observation – formal interactions and informal interactions?</p> <p>What can an observer see if he/she entered the classroom at this particular time?</p> <p>What evidence of “acceptance and welcome” would a second language learner see?</p>



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CONDUCTING AN ETHNOGRAPHIC INTERVIEW

Ethnography and fieldwork also require interviewing the participants in order to gather information that may later assist in improving practice and ensuring student success. For this field-based assignment, you will: a) select one, second language, b) conduct an ethnographic interview, c) reflect on the information, and d) summarize the interview findings.

Steps in completing this assignment:

1. Read and reflect on the information presented in Chapter 3 / Ethnographic Interviews for Teachers (*Ethnographic Eyes*).
2. Review Figure 3-2—Teacher’s Decision Making Chart (*Ethnographic Eyes*).
3. Based on your previous observation, select one, second language learner to interview.
4. Schedule a time for the interview.
5. Working with the student, conduct the interview using the Interview Guide (see below).
6. It would be best to record the interview so that you may later reflect on the responses given by the second language learner. If you cannot record, be prepared to take detailed notes.
7. Reflect on each response. Compile responses into an Interview Report (see below).

Interview Guide for Interview with Second Language Learner		
Aspect	Questions	Notes
Space	<p>What are your favorite places in the classroom?</p> <p>What three words describe the classroom? (Note: Depending on the proficiency level, you may need to suggest a few words such as, colorful, boring, etc. and have the student pick three.)</p>	
Object	<p>What is your favorite learning object in the classroom? Why?</p> <p>How do you use this object and how does it help you learn?</p>	
Activity	<p>What are two activities you like most? Why?</p> <p>What is your favorite subject? Why?</p>	
Actors	<p>Who are two of your friends?</p> <p>How do these friends help you?</p> <p>What things do you like most about these two people?</p>	
Teacher	<p>What do you like about your teacher?</p> <p>How does your teacher help you to learn English?</p>	
Feelings	<p>How do you feel about learning English?</p> <p>What is easiest? What is hardest?</p>	

Interview Report Format

Your interview report must be organized based on the following structure. Please be sure to include all sections listed.

Section 1 / Demographic Information:

- Student (use a code or initials only)
- Age
- Grade
- English proficiency
- First language
- Number of years or months this student has been enrolled in this particular school
- Approximate number of months or years this student has been in the United States.

Section 2 / Student Responses:

- Space
- Object
- Activity
- Actors
- Teacher
- Feelings

Section 3 / Reflection

Based on the demographic factors as well as the student responses, what are your thoughts and reflections regarding:

- What is needed to ensure that this second language learner will meet success in this classroom?
- What materials and/or resources may assist this student?
- What classroom factors and/or variables must be addressed in order to encourage this student to succeed academically as well as socially?



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OBSERVING IN THE FIELD: PROBLEM IDENTIFICATION AND FOCUSED OBSERVATION

The next component of fieldwork requires you to conduct a focused observation, reflect on the events that took place, identify a problem, and complete a blog entry. The purpose of this observation is to target one or two problems that will become the basis for your action research project and case study that you will complete in later modules.

Schedule a time to conduct a field observation in your selected learning environment. Plan to observe for approximately 50-60 minutes. If you are a practicing teacher, set aside time to reflect on your classroom as well as on meeting the needs of second language learners within the classroom environment. For those who are non-practicing teachers, schedule the observation in conjunction with your mentor.

Use the Focused Observation Guide below to focus your observation and to record fieldnotes.

Focused Observation Guide / Blog Entry #2 Observation and Problem Identification

Focus Areas and Reflective Questions		
Teaching Issues	Second Language Acquisition	Ethnographic Perspective
<p>What identified problems related to teaching, lesson delivery, materials, and related strategies are present?</p> <p>What problems or issues related to teaching – in general – did you observe?</p> <p>What concerns emerged with regard to grouping, interactions, etc.?</p>	<p>What did you observe that worked well in promoting second language acquisition?</p> <p>What type of interactions took place that encouraged second language acquisition?</p> <p>What materials were best suited for the specific second language learners in this setting?</p>	<p>What information do you need (as an ESL professional) to better meet the needs of the second language learners in this environment?</p> <p>How was culture integrated into teaching and learning?</p> <p>What issues or concerns related to culture, multiple perspectives, and linguistic diversity emerged?</p>

The purpose of this observation was to gather information for problem identification. The problem identified will become the basis for your action research project and case study—which will be completed in later modules.

After your observation, reflect on the events that took place. Think about interactions, teaching strategies, methods, materials, and language use. Select one or two issues or problems that emerged as a result of your observation.

Compile the information for your Reflective Journal / Entry #2 with the following sections:

Section #1 / Teaching Issues: Brief summary of events with regard to teaching

Section #2 / Second Language Acquisition: Brief summary of events observed with regard to second language learners in the classroom

Section #3 / Ethnographic Perspectives: Brief summary of events observed with regard to language learning, culture, and multiple perspectives



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ETHNOGRAPHIC CASE STUDY BASED ON CLASSROOM OBSERVATION

Please read the selected chapter from, *Ethnographic Eyes*, before you begin this assignment. Frank (1999) describes the process of: a) selecting a student to observe and b) engaging in case study analysis. You will use this information as the basis for conducting the fieldwork observation and writing the case study.

Begin by scheduling a time to conduct your fieldwork observation. Plan for a 60 minute observation, which should be divided into two segments—30 minutes for observing and 30 minutes for interacting with one second language learner.

Classroom teachers may use their own classrooms and follow the assignment guidelines. For those who are not practicing classroom teachers, please work with your mentor in scheduling a time for your fieldwork. Remember to share the assignment guidelines.

NOTE: This assignment—like the previous interview assignment—requires that you work with one second language learner. Remember to keep the student’s identity confidential. Use a code for the student’s name.

This 25-30 minute observation involves gathering information for the case study and creating a narrative describing the student’s cultural background, friends, social interactions, and academic needs.

Steps in completing the assignment:

1. Schedule a time (or set aside time in your classroom) to conduct the observation.
2. Review the information presented in the text regarding selecting a student to observe. Since you have already conducted an interview with a second language learner, you may consider using the same student for this assignment.
3. Preview the **Case Study Template** prior to the observation. A copy of the template follows. You will also find a copy saved as an MS Word docx with the Module 4 content. You may want to print out a copy for recording purposes

during the observation. You will use the electronic copy to enter your information when writing the case study. The template will assist you in focusing on key aspects, concerns, and issues regarding the selected second language learner.

4. Enter the classroom and select one second language learner as the focus for the observation. Observe the student for approximately 30 minutes. Record fieldnotes regarding: a) activities, b) interactions, c) learning preferences, and d) any other interesting factors that emerge. Once the 30 minute observation is complete, you will interact with the student in order to gather additional information for the Ethnographic Narrative (see Assignment #2).
5. Use the Case Study Template to complete the assignment. Refer to your fieldnotes to assist you in entering the information. Submit the completed Case Study to the Drop Box by the designated due date.



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ETHNOGRAPHIC NARRATIVE BASED ON INTERACTIVE-PARTICIPANT OBSERVATION

Please read the selected chapter in, *Ethnographic Eyes*, prior to completing this assignment. You may also want to preview the chapters selected from *Immigrant Students and Literacy*. The Campano (2007) text will assist you in writing the Ethnographic Narrative.

The second half (30 minutes) of your fieldwork observation will involve interaction with the selected second language learner. For those students who are not practicing teachers, remember to share this information with your sponsor. Practicing teachers may want to conduct the observation and interaction at different times. This is fine as long as 30 minutes are spent observing and 30 minutes are spent interacting.

The ethnographic principle of viewing the learning environment through multiple perspectives involves gathering background information, academic information, and classroom information that enable teachers to see the learning situation through the eyes of students. When working with second language learners, this is critical due to the cultural and linguistic differences that are present.

As part of your fieldwork, you will interact with the selected second language that you previously observed. You will engage in conversation and gather information to write an Ethnographic Narrative. The basis of an Ethnographic Narrative is an informal interview that focuses on culture, language, family, and customs.

Steps in completing the assignment:

1. Schedule a time (or set aside time in your classroom) to conduct the interactive portion of the observation.
2. Review the information presented in the Campano (2007) text. You may want to read through one of the narrative stories presented.
3. Preview the **Ethnographic Narrative Format and Questions** prior to the observation. A copy of the format and questions follow. You will also find a copy saved as an MS Word docx with the Module 4 content. You may want to print out a copy for recording purposes. You will use the electronic copy to enter your information when writing the narrative. The format will assist you in

gathering the information required during the interactive session.

4. Work with the selected student for approximately 30 minutes. Record fieldnotes and details.
5. Use the Ethnographic Narrative Format to complete the assignment. Refer to your fieldnotes to assist you in entering the information. Submit the completed Ethnographic Narrative to the Drop Box by the designated due date.



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CASE STUDY TEMPLATE

Name			
Date of Fieldwork Observation			
School/Location			
<p>Overview of General Classroom Events (30 minutes)</p> <p>What was taking place when you arrived? What were all second language learners doing? What materials were they working with?</p>			
Selected Second Language Learner Profile			
Student Name (use code)			
Age		L1	
Grade		English Proficiency	
Why did you select this second language learner to observe?			

Events / Activities Observed

Student reactions to instruction

Student interactions with other students—explain English use and first language use (if any)

Difficulties observed in terms of language use, comprehension, and general instructional tasks

Suggested strategies for encouraging student language learning success (list at least three and provide an explanation)

List four questions that you would like next year's teacher to ask about this second language learner

Summary (introduction, details, closing)



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ETHNOGRAPHIC NARRATIVE

The purpose of an ethnographic narrative is to view the learning environment through the eyes of the second language learner. In order to do this, you need to gather information that helps to create a vivid picture or “story” of the student’s life. Use the format and questions below to guide your informal interview and interactions with the selected second language learner. Have paper and drawing materials on hand as needed.

You will upload the completed template along with a detailed narrative or “story” of the selected student. The narrative may be used to share this student’s information with future teachers as well as to assist you in understanding the cultural aspects of this student’s learning. Remember to examine the Ethnographic Narrative Rubric before completing this assignment. You may use this format to enter your information as you interact with the student. You may also use this electronic copy for the actual assignment that you upload.

Name			
Date of Fieldwork Observation			
School/Location			
Selected Second Language Learner Profile			
Student Name (use code)			
Age		L1	
Grade		English Proficiency	
Questions for Informal Interview and Interaction			
Draw me a picture of yourself, your best friend outside of school, and your home (please bring paper with you). For adult learners, ask them to draw or diagram something for you.			

Tell me a little about your picture (consider asking about color, objects, etc.).
Tell me about your family. How many brothers and sisters do you have? Grandparents? Cousins?
What language do you like to speak at home? On the playground? When playing?
Who is your favorite family member? Tell me a little about him/her.

What kind of things do you like to do with this family member?
What is your favorite holiday? Tell me more about the holiday?
What are some fun things that you like to do at home?
Do you have a pet? Tell me about the pet. If you don't have a pet, what kind would you like? You may consider asking the student to draw a picture here.
Is this your first school? What was your other school like?

Ethnographic Narrative (Introduction, explanation, closing)

When writing your narrative, be sure to be as descriptive and detailed as possible. Include copies of the student's drawings (digital pictures) to further illustrate this student's perspective.



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REFLECTION ON ETHNOGRAPHIC TASKS

The purpose of this reflective entry is to share your thoughts, ideas, and reactions the ethnographic narrative and case study you wrote as a result of your fieldwork observation and interaction.

After you complete your fieldwork observation, reflect on the events that took place. Think about the practice of case study research and analysis as well as the ethnographic narrative as a means for understanding multiple perspectives.

Compile the information for your **Reflective Field Journal Entry #4** by responding to the following:

- What are your overall impressions of this observation?
- What did you learn as a result of the fieldwork?
- What is the value in case study research and analysis in terms of classroom practice?
- What is the value of the ethnographic narrative?
- How will this information assist future teachers (next year's teachers) as well as yourself in meeting the needs of this particular second language learner?



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FIELDWORK ARTIFACT COLLECTION

For this assignment you will reflect on the chapters in the Campano text (see above) and will put together an ESL artifact based on the readings. The artifact collection will consist of the following sections:

Redefining Accountability – This section should include your own personal definition of accountability in terms of ESL learners. The trend is to move towards a national curriculum—one where all students will be required to learn in the same manner with the same materials. How will this type of curriculum impact second language learners? What strategies may you employ that will “redefine accountability” for your own ESL students?

Narrating Immigrant Pasts – This section should include a project that promotes the narration of the immigrant experience. For example, you might have your students speak with parents and/or relatives and assist them in putting together a YouTube video, web quest of their native country, or slide show presentation of their family and interests. The section must include: a) overview of the Narration Project, b) student handouts, and c) assessment rubric.

Writing Transnational Identities – This section should consist of a writing project based on a literature selection that reflects the immigrant experience. For example, you might consider designing a writing prompt, set of journal prompts, or book-writing activity for second language learners. The section must include: a) overview of the Writing Project, student handouts, prompt, or journal prompts, and assessment rubric.

Dancing Across Borders – This section should include one lesson plan that integrates some aspect of immigrant history reflecting your own students’ cultural backgrounds and language learning skills. The section must include: a) lesson plan reflecting an integration of culture, immigrant experience, and language learning and b) related materials such as student handouts, slide show, and assessment tools.



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PERSONAL REFLECTION ON FIELDWORK

The entry will consist of your personal reflection on your journey becoming an ESL professional as well as the completed Candidate Evaluation of the Fieldwork Experience Survey.

Reflect on your coursework and experiences. Add one last entry, which discusses your thoughts of:

- Coursework
- Processes for obtaining licensure
- Experiences working with ESL students
- What advice do you have for others who intend to pursue the add-on and who hope to work with second language learners in the future?

This is the last reflective entry. Remember that the entry must be included in your Final Project in the Fieldwork Section



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APPENDIX



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Reflective Field Journal Entry Template	
Date	Time (duration)
Location	
Overview of ELLs involved in the task (First initial, age, grade, L1)	
Brief sequencing of events	
Elaboration of one or two details	
Analysis	
Reflections for the classroom	



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FIELDWORK LOG

Name:		
School or Learning Environment Location:		
Primary Language/s of Students:		
Age Span of Students:		
Grade Level/s of Students:		
Date	Time Minutes/Hours	Description of Activities
Mentor Signature		Date
Comments		



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CANDIDATE EVALUATION OF MENTOR SPSE 6712

Mentee's Name				
Mentor's Name				
School / System				
<p>To the Candidate: Middle Tennessee State University and the College of Education would appreciate your assistance with the assessment and effectiveness of your mentor. Please complete this form and email back to Dorothy.Craig@mtsu.edu at the end of the semester. Evaluation Instrument is based on the following normed and tested sources:</p> <p>Billing, B.M. (2012). Mentor evaluation for cooperating teachers. In B.M. Billing, <i>Handbook for Fieldwork</i> (p. 13). New York, NY: School of Education City College of New York.</p> <p>Mentor evaluation. (n.d.) In <i>Student fieldwork handbook</i> (p. 10). New York, NY: Hunter College School of Education.</p>				
Evaluation Item Criteria	Exceeds 4	Meets Expectations 3	Emerging 2	Unacceptable 1
The mentor engaged and discussed the Fieldwork Guide and all tasks and was receptive to discussion.				
The mentor was respectful and fair to students, staff, and colleagues in the regular education and ESL classroom and served as a model.				
The mentor showed a high degree of respect, compassion, and empathy for cultural and linguistic differences.				
The mentor fully engaged with ELs in the classroom and effectively prepared meaningful interactions, lessons, tasks, and related discourse to encourage language learning.				
The mentor reflected a high level of knowledge regarding language acquisition, content, and language learning.				
The helped to effectively identified a relevant problem and assisted in preparing a viable action plan to improve practice.				
The mentor served as a model for professionalism and advocacy for ELs.				



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CANDIDATE EVALUATION OF FIELDWORK EXPERIENCE

Mentee's Name				
Mentor's Name				
School / System				
<p>To the Candidate: Middle Tennessee State University and the College of Education would appreciate your assistance with feedback and evaluation of the overall fieldwork experience. Please complete this form and email back to Dorothy.Craig@mtsu.edu at the end of the semester. Evaluation Instrument is based on the following normed and tested sources:</p> <p>Billing, B.M. (2012). Mentor evaluation for cooperating teachers. In B.M. Billing, <i>Handbook for Fieldwork</i> (p. 13). New York, NY: School of Education City College of New York.</p> <p>Mentor evaluation. (n.d.) In <i>Student fieldwork handbook</i> (p. 10). New York, NY: Hunter College School of Education.</p>				
Evaluation Item Criteria	Exceeds 4	Meets Expectations 3	Emerging 2	Unacceptable 1
The Handbook is informative and provided guidelines for both mentor and mentee.				
The related fieldwork tasks are relevant to the EL classroom.				
The fieldwork tasks offered opportunities to engage and interact with ELs in the classroom.				
The Focused Observations provided opportunities to reflect and consider learner differences.				
Ethnographic tasks enabled further engagement and helped to gather information to assist in making instructional decisions as well as build background knowledge regarding ELs.				
The Action Research Plan and project offered an opportunity to identify a relevant problem, collect data, and draw conclusions.				
The Action Research Plan and project enabled me to reflect and act on improving practice.				
Please offer your feedback on how to improve the overall fieldwork experience.				

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