



# TOURO COLLEGE & UNIVERSITY SYSTEM

Graduate School of Education

Fieldwork Accountability Form  
TESOL/BLE Department

Student's Name: Madison Derwin

Semester: Spring 2025

Student's Home Campus:

Course Number and Name: EDPN 673

Professor's Name: Jasmin Cowin

Total Fieldwork Hours required: 15

Date(s) and Specific Location(s) of Field Experience(s):

Date	Hours	Description of Observed ELL/Supportive Activities	Location (s) and Name of School	Observed Grade
2/27	1	This was a 1:1 session between student and teacher. Teacher introduced new vocabulary words that were describing characteristics of people. Student then used the characteristics that she learned in order to describe famous people.	Oceanside School #5, ENL Class	6
3/11	1	Teacher started going over how the NYSLESLAT test is going to look for students. She gave them each a practice packet of a test that was given in the past. They went through the different parts, what each section consists of, and how they are able to get full points on a question.	Oceanside School #5, ENL Class	6
3/21	1	Teacher had the students take out the NYSLESLAT packet that they were working on from the previous class. They continued to work on different sections of the practice test with one another.	Oceanside School #5, ENL Class	6
3/21	1	Teacher did a reading with the entire class and provided questions that follow up for comprehension. For the student who recently moved here and whose first language is Turkish, the teacher provided a translated version of both the reading and questions.	Oceanside School #5, ENL certified educator classroom	6
4/2	1	Teacher provided students with a sample NYS ELA state test, as they are preparing to take it soon. For the student who recently moved here and whose first language is Turkish, the teacher provided both an English and Turkish translation of the exam. Even though she won't	Oceanside School #5, ENL certified educator classroom	6

		be taking it, she still wanted to give her the opportunity to follow along.		
4/2	1	Teacher provided in depth examples of how to get full points for each section on the NYSLESLAT test. Based off the practice examples, students were able to see what score they would receive on the exam.	Oceanside School #5, ENL Class	6
4/4	1	Teacher took a break from NYSLESLAT practice to review what students are learning in math, as they have an upcoming test later in the day. She took the time to go over the review sheet with them and answer any questions that they students had. The teacher also cleared up any communication barriers as well as misunderstandings that came up.	Oceanside School #5, ENL Class	6
4/7	2	While observing an ENL class of 2 <sup>nd</sup> graders, they worked on different beginning sounds and how they may connect to one another. They took turns reading the passage that related to animals and then answered the questions that followed with a partner. When observing 6 <sup>th</sup> grade, students continued to work with practice questions for the NYSLESLAT exam that is coming up.	Oceanside School #5, ENL Class	2, 6
4/8	2	Teacher introduced a group project that consisted of constructing a structure that is able to provide a pathway for water. She provided an instruction sheet, the different materials that students are going to be able to use, and some questions for before and after the project. For the student who recently moved here and whose first language is Turkish, the teacher provided both an English and Turkish translation of the instruction sheet as well as the questions.	Oceanside School #5, ENL certified educator classroom	6
4/9	2	Students in 2 <sup>nd</sup> grade worked on subtracting 3-digit by 3-digit numbers, as they are struggling on this topic. The teacher provided step-by-step instructions on how to solve these kinds of problems as well as worked on any miscommunications about what to do. Students in 3 <sup>rd</sup> grade were working on an argumentative writing piece. The teacher helped students to form correct sentences and use the right vocabulary words. She also provided the correct structure on how to write this kind of piece.	Oceanside School #5, ENL Class	2, 3
4/10	1	Teacher gave the students a new NYSLESLAT packet of a previous test that had been given. Today, they worked through the writing portion of the test. Together, as a group, they were able to build on each other's ideas to form one	Oceanside School #5, ENL Class	6

		constructed response.		
4/11	1	Teacher had the students take out the NYSLESLAT packet that they were working on from the previous class. They continued to work on the writing portion like they did yesterday. They used the same concepts, however the students did it by themselves.	Oceanside School #5, ENL Class	6

### **The purpose of your experiences as they relate to the listed course objectives in your syllabus:**

The purpose of my experience relates to the listed course objectives that are listed in the syllabus. For example, objective number 1 states “Candidates will review, evaluate, and discuss the History of Second Language Teaching Methods and Approaches”. While having the opportunity to observe an ENL class and an ENL certified educator, I was able to relate my experiences to this objective. I was able to individually talk with the ENL certified educator in order to discuss her different teaching methods and approaches. While doing so, we were able to talk about the cultural differences that come from each of the students that are in the class. Discussing the approaches with the ENL certified educator fostered cultural understanding and awareness among us, while promoting an inclusive environment that respects and values the diversity within the classroom. We also got to talk about how to increase the outcomes from ENL students. By implementing a variety of strategies, all educators can encourage greater participation and success among ENL students. This leads to an improvement of academic outcomes.

### **A brief synopsis of your experiences:**

Personally, I absolutely loved the experiences that I have encountered during my time observing. Working with an ENL teacher and an ENL certified educator has given me the opportunity to learn and grow in a variety of ways. They have given me many new learning strategies that I am happy to take with me to my own classroom. I also made a strong rapport with the students that I worked closely with. All of the students come from different cultures, so I’m glad I got to learn about each of their backgrounds and past learning experiences.

### **Your reflection: How have the field experiences informed your perceptions of the field or school environment?**

The field experiences have informed my perceptions of the ENL field and the school environment. While it enriched the understanding of the ENL field, it emphasized the importance of tailored support, collaboration, and cultural sensitivity in fostering successful learning outcomes for ENL students. While witnessing practical applications of instructional strategies that are tailored for ENL students, I learned about the different scaffolding techniques, visual aids, and interactive activities that provide valuable insights into the effective teaching methods. I was able to collaborate with the ENL teacher as well as the ENL certified educator to emphasize the significance of teamwork in developing comprehensive support systems for language learning students. These experiences also led to a deeper appreciation for the school environment that I was in. The school embraces diversity and prioritizes the needs of all students, particularly those who are English language learners. While having the opportunity to observe, I noticed that the integration of ENL students within the school community highlights the importance of fostering an inclusive environment that values diversity and promotes acceptance among all students.

---

Professor's assessment of the field experiences: You've clearly connected your fieldwork to the course objective on second language teaching methods. Your interaction with the ENL-certified educator and your attention to culturally responsive practices show strong professional engagement. I appreciate your focus on practical strategies like scaffolding and visual aids, as well as your recognition of the importance of inclusion and collaboration. Your reflection demonstrates growing awareness of the ENL classroom environment and a solid foundation for your future teaching practice. Well done.

---

Total Fieldwork Hours Completed 15