FIELD EXPERIENCES IN TESOL COURSES

All TESOL tracks in the Graduate Program in Education require two courses with field experiences:

**TESOL and ESL Program Specialist Tracks:**
- EDME 521: TESOL Methods and Assessment with Field Experience (20 hours field experience)
- EDME 532: TESOL Internship and Seminar (60 hours field experience)
  
  Note: Ideally, 532 is taken towards the end of your program.

**Teaching Language and Content Track:**
- EDME 524: Teaching Language and Content (20 hours field experience)
- EDME 532: TESOL Internship and Seminar (60 hours field experience)
  
  Note: Ideally, 532 is taken towards the end of your program.

**Important Contact information:**
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**INFORMATION ABOUT ALL TESOL FIELD EXPERIENCES**

The field experience requirements in the TESOL courses will provide you with opportunities to apply your course learning and obtain valuable experience in teaching English learners. The field of TESOL is incredibly diverse in student populations, locations, course providers, types of oversight, instructional goals, resources and requirements. The field experiences required in these courses may provide you with opportunities to experience different contexts in English teaching. If you normally work in a K-12 school setting, those in the TESOL and ESL Program Specialist tracks may want to use some field experience hours to increase your understanding of a different context, such as an ESL ministry or a community program. Or, you may seek to work with learners at different ages. And for those in the “Teaching Language and Content” track, though the majority of your field experience hours may be in your own classroom, you may also want to observe and/or teach in various content settings (such as math, science and history) and/or various age groups (such as a third grade class and a ninth grade class.) I encourage you to seek out diversity, rather than staying in a context that is familiar and comfortable to you. Your training will qualify you to work with learners of all ages, and having experience with diverse ages and in diverse contexts is very beneficial. So, as you think of your field experiences in the two courses that require them, consider stepping out of your comfort zone!

A word about *international settings*... English is taught and learned around the world, and everyone working with English learners can benefit from having some international experience. Whether you currently work overseas, or are headed overseas, or simply would like to spend a few weeks teaching overseas to broaden your TESOL expertise, an international field experience may be a good option for...
you. We have had TESOL students in our program complete field experiences in Japan, Korea, China, Brazil, Germany and Colombia. Contact Jan Dormer if you would like to discuss a potential international field experience.

Overall Guidelines for TESOL Field Experiences

1. You must have your placement set up and approved through the field placement office by the first day of class, to begin your field experience the second week of class.

2. At least part of your field experience hours should be with learners who:
   • Are at low English levels
   • Are at higher ages (grade 3 or higher)
   Note: In the “Teaching Language and Content” program this is not required. For example, if you are a teaching English learners in a mainstream kindergarten class, and your professional goals are clearly to remain teaching kindergarten, then you may opt to only do your field experience with that age group. However, you may want to consider spending a few hours with older learners, and in subject-specific classrooms, as it is always helpful to have a broader understanding of the needs of English learners.

3. Your field experiences can take place in multiple locations, in diverse types of settings. This is ideal in preparing you for the breadth of TESOL. Some possible field experience settings include:
   • K-12 private or public schools in the United States
   • K-12 private or public schools in other countries
   • Higher education in any country
   • Adult ESL or EFL programs, in any country
   • After school English programs for children, in any country
   • Church-based or mission-connected English programs, in any country

4. If you currently teach in an ESOL classroom, or teaching English learners in your mainstream classroom (if in the “Teaching Language and Content” track) then your own classroom may serve as your field experience context. Dialogue with your instructor to discuss whether this is a good option for you.

5. Both TESOL field experience courses include assignments requiring you to provide classroom instruction in which students are learning English. Therefore, at least some of your field experiences in both courses needs to be in settings where there is formal classroom instruction. (In other words, not self-study or individualized tutoring, push-in co-teaching models, or other ESOL / ELL instruction that is not a classroom setting.)

6. Some examples of good field experience settings for the TESOL courses are: 1) Church or mission-related English programs, 2) Community adult ESOL programs, 3) Intensive English or academic ESOL classes at the college or university level, 4) After school ESL/EFL programs for children, and 5) ESOL classes in a public or private K-12 school. For the “Teaching Language and Content” coursework, the majority of the field experience hours should come from mainstream classroom settings.

7. Some non-classroom English language learning contexts may serve for part of your field experience hours, though not for the actual teaching that you need to do for your coursework (see #4 above). Such experiences may include tutoring, “push-in” contexts in public school
settings where an ESOL teacher works alongside a content teacher in a regular classroom, English camps, and other non-traditional contexts in which you are working with English language learners.

8. Normal lesson preparation can not count as field experience hours. However, it is possible for some non-classroom activities such as curriculum planning or program direction to count for some field experience hours. Using non-classroom experiences as part of your TESOL field experience requires prior approval by Jan Dormer.

9. It is not necessary to have a trained TESOL educator in your field placement setting. Though it would be ideal for you to be able to observe a trained TESOL educator, the reality is that in some English learning settings, those teaching ESOL classes, or those teaching English learners in mainstream classes, are not trained in TESOL. Some teachers who lack formal training have nevertheless acquired very effective skills in teaching language learners. In some contexts you may not observe the most effective English teaching, but you will nevertheless learn a great deal from seeing what occurs in ESOL classroom, or in mainstream classrooms with English learners, observing the learners, and having an opportunity to teach them yourself.

10. You will not be formally observed by anyone at your field placement. Those sponsoring your field placement do not need to turn in any observational or other type of documentation to Messiah College. The formal, course-related observations will be done by your course professors, either in person or by video. However, informal feedback with those in your field placement context can be very valuable to you, and we hope that you will welcome and learn from any feedback that is provided.

11. You are responsible for keeping a log of your field placement activities. See the field experience log on your course site. This log will be turned in at the end of your course, and will serve as the official documentation of your field experience hours and activities.

12. All students must complete a minimum of 10 classroom teaching hours, teaching English learners.

13. All students receiving the Pennsylvania Department of Education (PDE) ESL Program Specialist Certification must complete a minimum of 20 field experience hours under PA standards (typically, in PA Public schools) in order to meet PDE requirements.

Setting up the Placement

If you intend to complete your field experience in an American public school:

1. If you are already employed by a public school, it may be possible for you to complete the field experience in your own district or school, or even your own classroom, if you so desire. You may make initial inquiries within your building or district to find out if this is feasible. If responses are positive, email information to Amanda Sigel. Amanda will contact the district on your behalf and make the formal request.

2. If you do not currently work in a public school, first do a little research (online) to come up with some possible placement options in your location. However, do not approach the school. Email Amanda Sigel (and copy Jan Dormer) to tell her the options you have found, and provide her with web addresses or email contact info. She will then officially contact the school(s) to request the field experience.
If you do not intend to complete your field experience in an American public school:

If you are not a certified teacher in the United States, you will need a field placement outside of the American public school setting. Even if you are a certified teacher, you may want a placement outside of the public school setting in order to broaden your TESOL experiences. In non-U.S. public school settings, there are two possible ways forward, depending on the cultural context and expectations:

1. An official request coming from Messiah College:
   You approach the person in charge to see if they are open to working with you in your field experience. If they are open to having you complete your field experience there, you email Amanda Sigel (and copy Jan Dormer) with the name of the program, institution or church, along with the email address of the person in charge. Amanda will then send an official email from Messiah College requesting permission for your field experience in that location. If you are working outside of the United States and you are not certain if an email is needed, contact Jan Dormer and we can try to find the best way forward.

2. NO official request from Messiah College:
   You approach the person in charge to see if they are open to working with you in your field experience. If they are open to having you complete your field experience there, you make the arrangements with them about how, when, where and with whom you will complete your field experience hours. If an agreement is reached, you email Amanda Sigel (and copy Jan Dormer) with the name of the program, institution or church, along with the name of the person in charge, for our records.

Clearances
All public schools, most churches, and many other institutions in the United States require clearances for anyone working with minors. If you will be completing your field experience in the United States and do not know what clearances you need to obtain, please contact Allyson Patton for more information.

If you will be working outside of the United States, it is your responsibility to investigate what clearances will be required of you in your intended field placement setting. You must secure any required clearances, then send a letter to Allyson Patton outlining the clearances required in your setting, and documenting your compliance with those regulations.

YOUR REQUIRED CLEARANCES AND/OR YOUR DOCUMENTATION OF COMPLIANCE WITH YOUR LOCAL REGULATIONS MUST BE FILED IN THE GRADUATE PROGRAM IN EDUCATION OFFICE PRIOR TO REGISTRATION IN A FIELD EXPERIENCE COURSE.

Specific Guidelines for the Field Experience Courses

EDME 521: TESOL Methods and Assessment with Field Experience (20 hours field experience)

Description of Field Experience:
This is the first field experience in the TESOL tracks. Ideally, it should involve observing, assisting, and teaching in an ESOL classroom. An ideal field experience in this course might look like this:

- 5 hours are spent observing the teaching and learning in the classroom.
- 10 hours are spent assisting the ESOL instructor and the English language learners in the classroom. This could include: 1) working with small groups, 2) tutoring individual learners, 3) assisting with lesson planning and preparation, and/or 4) Leading some activities.
- 5 hours are spent taking on the role of the classroom teacher, including preparing all lessons and materials. (Note that only three 45-60-min. lessons are turned in as course assignments.)

Though this represents an ideal breakdown of how your 20 hours would be spent, sometimes this is not possible. At the minimum, your field experience should provide:

- Some opportunity to observe before you step into a teaching role
- Opportunity to teach three 45-60 min. class periods, ideally consecutively.

Ideally, your 20 hours will all be spent in the classroom -- in observation, in assisting the classroom teacher, and in actually teaching. If you feel your context warrants counting other activities as part of the field experience (such as meetings with the classroom teacher, testing or curriculum planning), please contact Jan Dormer and share your ideas.

Course Assignments connected to the Field Experience:

- Powerpoint on Contextualized Instruction
- Instructional plan
- Collaboratively designed observation form
- Lessons observed by the professor

These assignments are explained further in the assignment guidelines on Canvas.

EDME 524: Teaching Language and Content (20 hours field experience)

Description of Field Experience:

This is the first field experience in the “Teaching Language and Content” track. Ideally, it should primarily involve teaching and assisting English learners within mainstream classrooms. Often, these 20 hours will take place in your own classroom, with your own English learners.

However, these types of experiences could also count towards this field experience:

- Content and language focused tutoring of an English learner
- Content-area classes outside of the public school (for example, at a VBS, or in a sports class)

At a minimum, your field experience must provide you with:

- Significant opportunities to work with English learners who are acquiring language and learning new content.
Opportunity to teach three 45-60 min. lessons to English learners in a mainstream classroom. Ideally, these will be sequential lessons, comprising a “mini-unit”.

Ideally, your 20 hours will all be spent in the classroom -- in observation, in assisting the classroom teacher, and in actually teaching. If you feel your context warrants counting other activities as part of the field experience (such as meetings with the classroom teacher, testing or curriculum planning), please contact Jan Dormer and share your ideas.

Course Assignments connected to the Field Experience:
- Powerpoint on Contextualized Instruction
- Instructional plan
- Collaboratively designed observation form
- Lessons observed by the professor

These assignments are explained further in the assignment guidelines on Canvas.

EDME 532: TESOL Internship and Seminar (60 hours field experience)

Description of Field Experience:

The “seminar” portion of the course includes questions and discussion to guide classroom observation and practice, from course materials, discussion forums related to the field experiences, and assignments directly related to field work.

Following are some parameters and guidelines for the field experience hours within the internship:

1. The total number of hours logged must be at least 60.
2. Hours must all relate to the actual teaching of English (for the TESOL tracks), or working with English Learners in mainstream classes (for the “Teaching Language and Content” track), but may fall into any of these categories:
   a. Observing the teaching of English learners. At least 10 hours of teaching observation are required in the TESOL tracks and recommended in the “Teaching Language and Content” track.
   b. Active classroom teaching of English learners. At least 10 of the hours must fall into this category.

Notes:
   i. For the purposes of the field experience, an “hour” is defined as 50-60 min.
   ii. Ideally, the 10 hours of observation are followed by the 10 hours of teaching, in the same venue.
   iii. Ideally, the student has the opportunity to teach 5 sequential lessons (comprising a “Unit”) within the 10-hour teaching period.
   iv. The supervisor will observe at least one lesson, and preferably two. In contexts where observing in person is not possible, the student must be able to videotape at least one lesson. (The student will adhere to local school guidelines
with regard to issues such as obtaining permission, abiding by any stated constraints such as not videotaping student faces, etc.) The videotaped lesson will only be viewed by the student’s professor in the Messiah College course.

c. Training others in teaching English learners.
d. Developing curricula, programs or materials for English learners. Note that simply preparing materials for classroom teaching does NOT count in this category. This category applies to larger projects involving development and requires approval by Jan Dormer.
e. Administering a TESOL program or event such as an English Camp. Administrative field experiences require prior approval by Jan Dormer.

3. Hours may be in more than one venue, in different English learner settings.
4. Your field experience should provide you with opportunities to collaborate with others and engage in leadership, in addition to teaching.