

Buffalo Public Schools

Jump Start Summer ESL Student Teaching Experience

SUNY Fredonia
College of Education
Responsive Educator Program

Office of Field Experiences
AnnMarie.Loughlin@fredonia.edu
(716) 673-3443

Month long graduate level student teaching experience
providing additional instruction in learning English,
in an urban, multicultural setting

“Knowing the pedagogy and providing instruction is one thing, but having the cultural proficiency truly allowed me to be effective as an educator in this linguistically diverse school district. It is important to always have the highest expectations for the pupils regardless of their backgrounds.” - TESOL Graduate Student

Since the summer of 2004, the College of Education has partnered with a local urban school district, to provide TESOL graduate students with a unique student teaching experience.

The *English to Speakers of Other Languages/Bilingual Education (ESOL/BE) Practicum & Supervision (EDU 671/673)* course provides classroom instruction for educators of Limited English Proficiency (LEP) pupils and English Language Learners (ELL). These TESOL graduate students participate in a 3-day planning session along side their cooperating teachers, followed by 20 days of instruction at a Buffalo Public school. An ESL certified teacher provides supervision and assistance during the experience.



The Jump Start summer program provides additional instruction for newly arrived LEP pupils with pre-literacy skills, acculturation and skill development in literacy and for pupils who need additional support to prepare them for the upcoming year. TESOL graduate students provide individual and small group instruction and prepare special activities and projects.

Continuous support from the Multilingual Education Department, school administrators, faculty and staff has allowed this program to continue for so many years. The College of Education is dedicated to positively impacting pupil outcomes.

Program Highlights

- Candidates reflect on core educational values and relate these reflections to creating and delivering lessons designed for English language learners (ELLs);
- Candidates provide daily classroom instruction to ELLs under the mentorship of a professional classroom teacher and college supervisor during their student teaching placement
- Candidates show that they are good instructors of sheltered instruction as evidenced by their performance under the SIOP rubric
- Candidates maintain a reflective journal/binder documenting their experience
- Candidates show evidence within their lesson delivery of the five domains of TESOL (Language; Culture; Planning, Implementing, and Managing Instruction; assessment; and professionalism) while aligning all work to the Common Core and TESOL Standards