**Service Learning/ESOL Field Experience Timesheet for TSL 4080**

<table>
<thead>
<tr>
<th>Date</th>
<th>Arrival Time</th>
<th>Depart Time</th>
<th>Activity with Brief Description of Involvement and Strategies Implemented</th>
<th>Number; LoEP/WIDA</th>
<th>Teacher/Administrator Signature</th>
<th>Total (Hrs.)</th>
<th>Task†</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/26/14</td>
<td>9:00a</td>
<td>11:00a</td>
<td>Circulated during adult ESOL class to help with filling out a job application. <strong>Strategies</strong>: Reduced speech, used gestures and emphasized key words.</td>
<td>3 ELs; Intermediate</td>
<td>Jim Cummins</td>
<td>2.0</td>
<td>1</td>
</tr>
</tbody>
</table>

*Any fraud or falsifying information is [academic dishonesty](#) and held to the same repercussions.

†Task Description (ESOL Standard in parentheses)

1. The UCF student demonstrated appropriate **modifications of instructional input** for one or more EL students, including providing pictures, props, gestures, a high degree of context, and other extralinguistic cues. (ESOL 3.2)

2. The UCF student demonstrated will demonstrate appropriate **modifications of communication** for one or more EL students in one-on-one interchanges, through simplifying language, repetition/paraphrasing, connecting form and meaning, asking questions at students’ level of proficiency, and rephrasing and expanding the EL student’s linguistic output. (ESOL 2.2, 3.2, 4.2)

3. The UCF student demonstrated ability to structure appropriate **modifications of student-to-student interaction** for one or more EL students, including assigning the EL students tasks and roles that are appropriate for their level of proficiency, and creating an environment in which they can negotiate meaning. (ESOL 2.2)

4. The UCF student demonstrated effective use of **ESOL teaching methods** such as TPR, the Natural Approach, etc. (ESOL 3.2)

5. The UCF student demonstrated effective use of **ESOL resources** to tutor and assess one or more EL students, such as collaborating with bilingual aides and providing computer-based enhancements. (ESOL 3.3)

6. The UCF student demonstrated appropriate **modifications of curriculum** for one or more EL students, including simplifying texts, providing support materials (e.g., bilingual and picture dictionaries), analyzing a task for the degree of contextual support and cognitive complexity and making necessary adjustments accordingly. (ESOL 4.1, 4.2)

7. The UCF student demonstrated knowledge of various **ESOL instructional support services** and resources as well as **social services** for EL students and their families. (ESOL 3.1, 4.2)

8. The UCF student will demonstrate **reflection** on her/his effectiveness teaching EL students and adjust lesson plans and instruction accordingly. (ESOL 3.2)