

**EDSE 457 – Fieldwork/Clinical Practice**  
**Module and Tutoring Hours Log Sheet**

The purpose of the fieldwork in this class is to provide you with experience in applying the literacy assessment and instructional strategies you have learned, to assist you in becoming a reflective content teacher, and to provide tutorial assistance for an adolescent in a middle or high school.

**This module requires 15 hours total fieldwork.** You must observe, interview, tutor, and teach at least one student\* for your case study. You are required to turn in a Tutoring Hours Log Sheet that documents your tutoring hours and topics/content covered. *If a minimum of 15 hours of fieldwork is NOT completed for this course, you will receive a ZERO on the fieldwork component of the course.*

**This module will contain TWO parts:**

- Module: Tutoring Case Study Write-up (20 points)
  - Tutoring Hours Log Sheet (required)

**A copy of all parts will be due to Beachboard by the end of the semester (date TBA).**

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**Module: Tutoring Case-Study Write-Up**

*Focus Questions:*

- What are your tutorial student’s cultural and linguistic funds of knowledge? How do the student’s literacy strengths and challenges inform your work with the student? What are the (literacy-based instructional) strategies you employed in your work with the student, including addressing their funds of knowledge? How can your work with this student, in the context of this course, help inform your future teaching in your discipline?

Use evidence from your fieldwork experiences to explain what you learned about the FOCUS QUESTIONS in *3-5 double-spaced pages, 12-point font, 1-inch margins, Times New Roman*. Clearly articulate your ideas using college-level writing and give clear and specific examples from your tutorial work with your focal student.

*You must clearly:*

- Describe your student including first name only, age, grade level, and school
  - This also includes any characteristics of your focal student that might indicate that they are in any of the following groups:
    - English Learner (specify characteristics that might indicate a particular EL level)
    - Student with a designated special need (IEP/ 504 plan—describe behaviors or struggles that might indicate a disability or specific learning

- challenge; Gifted—describe criteria that show characteristics of gifted students)
    - Student who has had life experience(s) either inside or outside of school that may result in a need for additional academic and/or emotional support (describe possible situation or struggle that may be impacting student)
  - Provide context for your student’s current course learning, including:
    - Course topics, standards, content that the student is currently covering in their classwork and that you have been tutoring them on
    - Relevant text(s) that the student is using in their class for learning
    - Particular learning activities, differentiation strategies, modifications, assessments, etc. that the student has participated in during their classwork and any related information that have helped inform your tutoring strategy and activity choices
- Explain how you assessed your student’s needs and strengths in relation to language, literacy and content This assessment can be done by:
  - Asking the teacher of record for information regarding CST and CELDT scores
  - Analysis of student work samples
  - An informal assessment based on your work with the student
- Summarize your instructional work with the student, including at least 2-3 literacy-based strategies used to support the student
  - Be sure to cite your evidence (in-text citations, APA format) from course readings/lectures/educational research to explain the purpose of the strategies and why you chose those instructional strategies
- Reflect on how your work with the student, in relation to key concepts in the course, can help to inform your future disciplinary teaching
- Include a works cited page (APA format) at the end of your case study that cites all your sources referenced in your write-up