

UNIVERSITY OF CALIFORNIA, RIVERSIDE



BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ

October 3, 2007

Dr. Anne Jones, Director
Teacher Education Services
Graduate School of Education
Riverside, CA 92521-0128
Tel: (951) 827-5225, Fax: (951) 827-3291
Anne.Jones@ucr.edu

Dear District Cooperating Teacher,

Thank you so much for agreeing to work with a prospective teacher enrolled in a credential preparatory class at the University of California, Riverside. The opportunity to observe and participate in your classroom will strengthen this student's future professional success.

The student observer/participant in your classroom is enrolled in Education 177A, *Language Development in the Content Area*. I appreciate your willingness to share your expertise and experience in teaching students who are English Language Learners. Education 177A is required for required English Learner authorization component of a Preliminary California Teaching Credential; it involves 30 hours of instruction and 10 hours of fieldwork.

The fieldwork assignment for this course is the case study, which is a highly effective way to develop a better understanding of ELL students and their needs by focusing on the classroom experience from one student's perspective. Because the fieldwork time is so limited (10 hours), the assignment is the study of one student who is designated as an English Learner (of any fluency level). The student has the complete assignment and will be happy to share it with you. In brief, they are asked to gather information about the selected student in three areas: English proficiency, primary language proficiency, and academic performance in the content areas, including observation of one academically-demanding content lesson.

You will notice that a number of vehicles are suggested for gathering information about the student. Not all of them are required: the students should gather whatever information they can based on the information that is available to them. Since you are one of the people with the most information about this student, your input is valuable; but if there is any information you do not wish to share about the student, that will also be respected. The students will not identify the ELL student or you in any way in the report and will use measures of confidentiality—using initials or changing the name of the student and removing any identifying information (e.g. blacking out the name on writing samples or classwork).

These fieldwork experiences have proven to be valuable in the professional development of prospective student teachers. Classroom teachers have told us how much they have benefited from the student assistance. Because these students are in the early stages of their professional education, they are to be supervised by a district teacher or teacher-designee at all times.

I hope this provides you with some context for the fieldwork assignment. Should you have any questions or concerns, please contact me at (951) 827-5225. I will return your call as soon as possible.

Thank you for your professional support of a prospective fellow educator. Your influence will certainly continue past the conclusion of this quarter, and will be reflected in the quality education of future students.

Sincerely,

A handwritten signature in cursive script that reads "Anne Jones".

Anne Jones