***How do I complete the required structured field observation reflections entries in TK20?***

* Reflections will be entered into TK20 on a one-per-week basis following the relevant day on which you completed your structured field observation
* Type out your reflection on a separate MSWord or other word processing document and save this document to your computer for future reference.
* Once you have typed up your reflection, in TK20, under “Activity Details”, click on the “Activity” tab and select “Face to Face”.
* Then, for “Reviewer Email”, enter the email address of your course instructor.
* Enter the “Date” of the structured field observation day.
* Enter the “Time Range” during which the structured field observation was conducted.
* In the “Description” box, copy and paste the week’s reflection prompt you will be addressing.
* Then click on the top “Questions” tab.
* Select the relevant “Program” from the drop-down menu
* Enter the relevant “Field Based Activity Category”
* Select the relevant “Grade Level” from the drop-down menu
* In the “Written Reflection” box, copy and paste the reflection you wrote from the document on your computer.
* Submit by clicking the “Update” tab.
* The recommended length is 250 words per entry (or another amount provided by your course instructor)

**Academic Language Definitions**

As demonstrated by Cummins (1999) in his discussion of differences between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP), academic language needs to be explicitly taught to all learners (including language learners). Compared to basic everyday language, which is acquired in fluid social contexts, academic language comprises a different formal register that needs to be explicitly taught and learned. Language learners especially benefit when academic language is taught through the SIOP model (Echevarria, Vogt & Short, 2000, 2004, 2008, 2016). Academic language development is making the language of your subject area explicit to learners across phases of planning, assessment, and instruction. Throughout the key assessments, subject-specific academic language is expressed via four equally necessary language demands: Language function, vocabulary, syntax, and discourse.

**Language function:** General academic vocabulary such as action verbs (think Bloom’s taxonomy) that describe the kinds of activities associated with staggered learning outcomes (examples: identify, describe, compare, and create across a sequence of lessons).

**Vocabulary:** Words, phrases, symbols, and their definitions that are micro-structures specific to a subject area; content-specific vocabulary such as “lingo” (examples: words like falsetto, allegro, forte, and tutti in Music Education).

**Syntax:** How subject-specific words, phrases and symbols are organized into meso-structures such as sentences, graphs, tables that commonly used within a subject area (examples: sentence stems, transition sentences, [re]source citations, and active vs. passive voice).

**Discourse:** Larger macro-structures of genre that characterize how members of a content area discipline construct knowledge via oral and written language use (example: narrative text, argument construction, analyzing a work of art, and completing a lab report).