

EDCI 790 - Section 007
ESL Teaching Internship
Spring 2013

Meet daily, off-campus locations

Associate Professor Dr. Lorraine Valdez Pierce
Ph.D., Georgetown University

Mailing Address Graduate School of Education, CEHD, MSN 4B3
 George Mason University, Fairfax, VA 22030-4444

Office Location Thompson Hall, Rm. 1502

Office Hours Mondays, 3 to 5 p.m. (walk-in basis) and by appointment

Phone: TEL: (703) 993-2050

To make an appointment, request, or ask a question: Email: lpierce@gmu.edu

To fax a document: FAX: (703) 993-5300

EDCI 790 - Internship in Education Credits: 6

Intensive, supervised clinical experience for full semester in PreK-12 accredited school. Students must register for appropriate (ESL) section.

Prerequisite(s): all licensure courses, passing scores on Praxis I, Praxis II and VCLA

Grading: Satisfactory/No Credit

Technology Requirements

1. Students will be asked to use a PC for preparing papers, for accessing the course web site on MyMason/BlackBoard, and for contacting the instructor and classmates through email. However, **computers (personal or GMU property, including Ipads, tablets, E-readers, laptops, cell phones) are not to be used during school hours for any purpose other than preparing teaching materials and communicating with the CT and University Supervisor.**

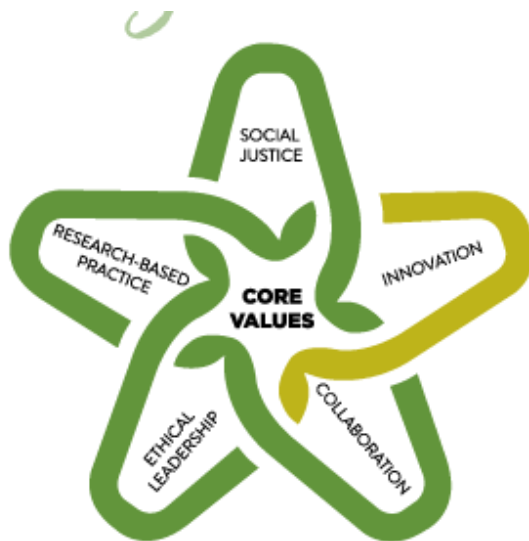
2. **Teaching Internship Web Site:** Each student will access course **EDCI 790** on **MYMason (Blackboard)** using *his/her GMU email login name and password* to obtain course assignments, handouts, and other materials and also to submit course projects and other required tasks.

The only way to access Bboard 9.1 is through the myMason portal (<http://mymason.gmu.edu>) on the Courses tab.

If you have problems logging in to MyMason, please go to <mymason@gmu.edu> or call (703) 993-8870.

3. **GMU EMAIL ACCOUNTS:** Students must use their Mason email accounts to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

College of Education & Human Development: 5 Core Values



The College of Education & Human Development is committed to five CORE VALUES: *collaboration, ethical leadership, innovation, research-based practice, and social justice.* Graduate students are expected to adhere to these values both in and out of class. <http://cehd.gmu.edu/values/>

The Graduate School of Education (GSE) expects that *all students* abide by the following principles:

Expectations for Teacher Interns -- HONOR CODE: NO PLAGIARISM.

Students must adhere to the guidelines of the George Mason University Honor Code (<http://oai.gmu.edu/honor-code/>). The principle of academic integrity is taken very seriously and violations are treated as such.

What does academic integrity mean? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work (online, published, printed handouts, personal communication) in any part of performing your assigned task, you will give full credit in the proper, accepted form.

Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Honor Code

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code:

Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

Honor Code: Faculty Responsibilities

Faculty members have a responsibility for maintaining the integrity of the learning and testing process. They should explain at the beginning of each semester what would be considered an integrity violation in their courses. Special attention should be given to the subject of ***plagiarism***. Faculty members may actively proctor exams in situations that they believe warrant it. At the beginning of each semester, faculty members have the responsibility of explaining to their classes their policy regarding the Honor Code. They must also explain the extent to which aid, if any, is permitted on academic work.

For the Teaching Internship, ***Violations of the Honor Code*** include:

1. Copying a paper or part of a paper from a previous student (current or past);
2. Plagiarizing or copying the words of an author from a textbook or any printed source (including the Internet) without using quotation marks and not inserting a citation immediately following a paraphrase of these words;

3. Working with another individual to prepare your papers or projects (you must write your own papers). Except for appointments to the GMU Writing Center, assistance with writing papers for this class is not allowed. As a prospective teacher, you are being graded on your own ability to write papers.

CAMPUS RESOURCES

- **OFFICE OF DISABILITY SERVICES**

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

- **WRITING CENTER:** Robinson Hall A, Rm. 114; (703) 993-1200; <http://writingcenter.gmu.edu>
The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing.

- **UNIVERSITY LIBRARIES** “Ask a Librarian”
<http://library.gmu.edu/mudge/IM/IMRef.html>

- **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS):** (703) 993-2380;
<http://caps.gmu.edu>

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance.

- **UNIVERSITY POLICIES**

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

- Teacher Interns are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Teacher Interns are expected to exhibit professional behaviors and dispositions at all times.
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Cell Phones OFF: Teacher Interns are required to keep cell phones turned off during school hours.

FIND OUT THE WEATHER POLICY FOR YOUR OWN SCHOOL AND THE CONTACT INFORMATION IF YOU ARE IN DOUBT.

Inclement Weather/Emergency Policy for GMU. *In case of snow, hurricanes, other bad weather, or security emergencies, call 703 993-1000 or go to www.gmu.edu for information on class cancellations and university closings.*

MASON ALERT. *Register for the MASON ALERT system to be informed of emergency situations on campus by cell phone and email. Go to <http://alert.gmu.edu>*

INTRODUCTION

The Graduate School of Education (GSE) of George Mason University in Fairfax, VA prepares teacher licensure candidates to be reflective practitioners who use research-based practices and are responsive to diversity. Field experiences and Teaching Internships are an integral part of coursework and are significant opportunities for candidates to apply new knowledge, skills and dispositions in their teaching field.

Virginia state licensure for ESL teachers at the PreK-12 levels requires teacher candidates to conduct Teaching Internships at both elementary and secondary levels. Since GMU's Teaching Internship is a 6-credit, one semester requirement, the state mandate to do internships at two separate age/grade levels (and schools) limits the Teacher Intern to approximately 7 weeks at each level. GSE has deemed this an insufficient number of weeks at either level and has requested that the state allow placing Teacher Interns for 15 weeks at either elementary or secondary levels, but the state has denied approval of this request.

EDCI 790, *Internship in Education*, is the final course and culminating experience in GMU's state-approved ESL teacher licensure program. It provides opportunities for extended practice under the guidance of experienced professionals from the schools and university. Such professionals in the schools are called *Cooperating Teachers* (CT), except when they have been trained as clinical faculty to assume more responsibility for supervision of Teacher Interns. The *University Supervisor* (US) may be full-time or adjunct faculty.

The purpose of this *Teaching Internship Manual* is to provide guidance to the Teacher Intern, the University Supervisor, and the Cooperating Teacher regarding procedures and required documentation for the English as a Second Language (ESL) Teaching Intern. This manual does not purport to provide detailed assistance on planning, teaching, observation, supervision, or evaluation. These are covered in coursework or other materials and training provided to members of the Teaching Internship team.

The Graduate School of Education (GSE) expects that *all students* abide by the following principles: *Expectations for Students in this Course*

HONOR CODE: NO PLAGIARISM.

Students must adhere to the guidelines of the George Mason University Honor Code (<http://oai.gmu.edu/honor-code/>). The principle of academic integrity is taken very seriously and violations are treated as such.

What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work (online, published, printed handouts, personal communication) in any part of performing your assigned task, you will give full credit in the proper, accepted form.

Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Honor Code

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code:

Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

Honor Code: Faculty Responsibilities

Faculty members have a responsibility for maintaining the integrity of the learning and testing process. They should explain at the beginning of each semester what would be considered an integrity violation in their courses. Special attention should be given to the subject of ***plagiarism***. Faculty members may actively proctor exams in situations that they believe warrant it. At the beginning of each semester, faculty members have the responsibility of explaining to their classes their policy regarding the Honor Code. They must also explain the extent to which aid, if any, is permitted on academic work.

FOR THIS COURSE:

Violations of the Honor Code include:

1. Copying a paper or part of a paper from a previous student (current or past);
2. Plagiarizing or copying the words of an author from a textbook or any printed source (including the Internet) without using quotation marks and not inserting a citation immediately following a paraphrase of these words;
3. Working with another individual (who is in this class or not) to prepare your papers or projects (you must write your own papers). Except for appointments to the GMU Writing Center, assistance with writing papers for this class is not allowed. As a prospective teacher, you are being graded on your own ability to write papers.

CAMPUS RESOURCES

- **OFFICE OF DISABILITY SERVICES**

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

- **WRITING CENTER:** Robinson Hall A, Rm. 114; (703) 993-1200; <http://writingcenter.gmu.edu>
The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing.
- **UNIVERSITY LIBRARIES** “Ask a Librarian”
<http://library.gmu.edu/mudge/IM/IMRef.html>
- **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS):** (703) 993-2380;
<http://caps.gmu.edu>
The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance.
- **UNIVERSITY POLICIES**
The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students are expected to exhibit professional behaviors and dispositions at all times.
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Cell Phones OFF: Students are required to keep all cell phones turned off while working with students in classrooms..

Inclement Weather/Emergency Policy

In case of snow, hurricanes, other bad weather, or security emergencies, ask your CT for how to obtain information on school closings.

MASON ALERT

Register for the MASON ALERT system to be informed of emergency situations on campus by cell phone and email. Go to <http://alert.gmu.edu>

REGULATIONS FOR PRE-K – 12 TEACHER LICENSURE IN VIRGINIA

The [Virginia Department of Education \(VDOE\)](#) licenses teachers and administrators according to regulations adopted by the board of education. The VDOE also administers regulations governing educator preparation programs to ensure that teachers enter the classroom with content knowledge and instructional skills aligned to the VA Standards of Learning and other objectives for learning and achievement.

The Commonwealth of Virginia [requirements for teacher licensure](#) are:

- A bachelor's degree in the arts or sciences from a regionally accredited institution
- Passing scores on: Praxis I test and VCLA
 - Praxis I tests measure reading, writing, and mathematical skills and may be taken in paper or computer format.
 - The Virginia Communication and Literacy Assessment (VCLA) measures the communication and literacy skills necessary to teach and communicate effectively with parents and others in the education community.
- Endorsement area course work. Specific course work in the endorsement area (ESL, English, history/social science, mathematics, sciences, elementary, etc.).
- Education course work. Professional studies (education) course work is included in GMU's state-approved licensure programs.
- Teaching Internship offered through George Mason University's state-approved programs OR one year of successful teaching experience. Provisionally licensed teachers may satisfy this requirement through full-time, successful employment as a teacher.

ELIGIBILITY FOR ESL TEACHING INTERNSHIP

Eligibility for Teaching Internships requires that candidates have¹:

- 1) Good academic standing;
- 2) Satisfactory completion of all other licensure coursework in the program;
- 3) Passing scores on
 - a) The [Virginia Communication and Literacy Assessment](#) (VCLA). A total test score of at least 470 (235 in each Reading and Writing section) is passing for the VCLA.
 - b) [Praxis I](#) tests (or approved alternatives) of reading, writing and mathematics.
 - c) [Praxis II](#) test for teachers of English as a Second Language.

Please note that although the state of VA does NOT require the [PRAXIS II](#) in English as a Second Language, as part of the revision of the CISL program's assessment plan, candidates admitted as of Spring 2012 will need to take and pass the PRAXIS II- ESOL test to demonstrate content knowledge proficiency. Passing scores will need to be provided by candidates *prior to the Teaching Internship*.

¹ **Candidates.** [According to NCATE](#), candidates are individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other school professionals. Candidates are distinguished from *students* in PreK–12 schools.

TEACHING INTERNSHIP Guidelines

Attendance Teacher Interns maintain the same schedule as Cooperating Teachers, with the contract day as the minimum but not the norm. They follow the school's calendar, not the university calendar, until the end of the GMU semester.

Absences Teacher Interns follow school division policy regarding notification of absences for illness or other emergencies. The Cooperating Teacher and principal must approve all absences (except emergencies) in advance. The University Supervisor must be notified of all absences as they occur, by email and by phone. Time missed in excess of three days usually must be made up in order to provide sufficient time for independent teaching or other experiences.

School Dress Code Teacher Interns are required to obtain information on and follow the school dress code for teachers.

Substituting Teacher Interns are not allowed to be employed or paid as substitute teachers.

Professional and Legal Responsibilities Teacher Interns are expected to meet professional standards in every respect, including personal appearance and behavior. Personal commitments are no excuse for failing to fulfill all duties and responsibilities of the Teaching Internship. Outside employment is not allowed during the Teaching Internship.

Teacher Interns are legally responsible for exercising reasonable care for their ESL students' welfare and for complying with federal, state, and local policies and regulations. This is best accomplished through careful study of the school's Teacher Handbook and through guidance from teachers or administrators. Special attention should be given to responsibilities and procedures for dealing with suspected child abuse.

Confidentiality of Records School Divisions and GMU policies regarding student records will be followed. A Teacher Intern's evaluation may be shared with the Cooperating Teacher, University Supervisor, and administrators until the University Supervisor submits the Teacher Intern's cumulative folder to the Office of Academic and Student Affairs. After that time, access will be in accordance with the Privacy Act. No materials will be released for employment purposes other than for verification of meeting licensure standards.

Records Retention Contents of cumulative folders will be retained for one year after completion of the internship. After that, the transcript and the Analytic Scoring Rubric for Evaluation of Teacher

Interns will be the only available records. Therefore, Teacher Interns should keep their own copies of evaluations, logs, summaries, and other records pertaining to the Teaching Internship.

GRADING POLICY

The Graduate School of Education has approved the following grading policy for EDCI 790, the Teaching Internship:

1. The grading scale will be Pass (P), Fail (F), or In Progress (IP) in accordance with GMU policy for Internships and GSE policy for counseling and administrative Internships.
2. The Cooperating Teacher(s) and the University Supervisor shall determine the interim and final grades jointly after consultation (but final grades will not be assigned until the GMU Supervising Faculty Member has scored the Classroom-based Assessment Project and evidence is provided that the Intern has achieved a passing score on this project). If the CT & US cannot agree on a final grade, the Director of Academic Operations, Office of Academic and Student Affairs, will determine the grade based on a review of the documentation and, in some cases, observation of the intern's performance.
3. A Teacher Intern who receives a total score less than 3 on the *Classroom-Based Assessment Project* or on the final overall *Analytic Scoring Rubric for Evaluation of ESL Teacher Intern* will not be recommended for a state teaching license until he/she repeats all or part of the internship with a grade of *P* (This may require enrolling and paying tuition for additional credit hours in a subsequent semester.)
4. A Teacher Intern whose performance cannot be evaluated at the end of the grading period will receive a grade of *IP*. An *IP* grade will be changed to *P* or *F* before the beginning of the next semester.
5. In some cases, a grade of *F* may be accompanied by a recommendation that the student not be allowed to repeat the Teaching Internship. In such cases, the student will be counseled out of the licensure program, although not necessarily out of the degree program.

SPECIAL ASSISTANCE FOR TEACHER INTERNS

Teacher Interns will occasionally need special assistance and extraordinary arrangements to complete their licensure programs successfully. In such cases, the Teacher Intern, University Supervisor, Cooperating Teacher, and School Principal will collaborate to develop an individualized plan. The Director of Academic Operations, Office of Academic and Student Affairs will involve the Teacher Intern's Academic Advisor and must approve the plan.

Some special supports include:

- Arranging for observation of another Intern or a teacher who models the skills which the intern lacks, followed by a conference.
- Changing a placement within the school to provide a better match of Intern and Cooperating Teacher.
- Changing a placement to another school if a suitable alternative placement is not available in the same school.
- Modifying the schedule for independent teaching to begin more gradually and/or to add days.
- Providing special experiences during the period after independent teaching in order to address areas needing improvement.
- Referring the Intern to GMU's [Counseling and Psychological Services \(CAPS\)](#) for personal or therapeutic support.
- Referring the Intern to GMU's [Office of Student Financial Aid \(OFSA\)](#) for advice.
- Referring the Intern to GMU's [Student Health Services](#) or other source of medical assistance.
- Facilitating conferences with the Intern's academic advisor and/or course instructors.
- Advising the Intern that it is in his/her best interests to repeat all or part of an Internship in the following year.

TEACHING INTERNSHIP PLACEMENTS

Requests for placements are processed by the [Office of Academic and Student Affairs' Field Placement Specialist \(FPS\)](#) [A Robinson Hall 308] based on the number of applicants, the licensure areas, the availability of voluntary, qualified Cooperating Teachers recommended by school principals, and each school division's conditions for accepting Teacher Interns.

Assignments of University Supervisors are made before the semester begins based on their experience and availability. Qualified adjunct faculty are employed as University Supervisors when full-time faculty are not available.

Changes in Teaching Internship placements, Cooperating Teachers, and/or University Supervisor assignments are rarely made and considered only for serious reasons. Such changes must be approved by the GMU Supervising Faculty Member in charge of ESL Teacher Interns and coordinated through the Office of Academic and Student Affairs.

LENGTH OF TEACHING INTERNSHIP

GMU requires 300 Teaching Internship clock hours, including 150 clock hours of direct instruction. GMU requires more hours than those required by the state, and every Teacher Intern must comply with the 300-hour requirement. This commitment is a full-time, 15-week experience.

Traditional interns can aim for 75 hours of direct teaching and 75 hours of indirect teaching tasks for each school placement.

On-the-Job interns will aim to distribute their hours equally in the first and second half of their internship semester.

School-based activities may include after-school programs, school open house or back-to-school night, or other non-teaching responsibilities as required by the school or the University.

These requirements exceed the Virginia State licensure requirement. An extended internship period provides better preparation and is protection against contingencies such as illness and other interruptions in participation. Teacher Interns are expected to complete the full semester of internship. The Director of Academic and Student Affairs may approve early termination based upon the recommendation of the University Supervisor and Cooperating Teacher.

FORMAT FOR TEACHING INTERNSHIP

Teacher Interns can be either Traditional or On-the-Job Interns. Traditional Interns are pre-service teachers who go into another teacher's classroom to learn from that teacher and take on that teacher's responsibilities for teaching. On-the-Job (OTJ) Interns, on the other hand, have been hired by a school system under a Provisional License, will be working independently in their own classrooms.

Traditional Teacher Interns in the ESL PreK-12 program will spend half of their internship period at the elementary grade level (K-5) and the remaining half at the secondary level. This will typically require a change of school.

On-the-Job Teacher Interns have been hired by a school system under a Provisional License and will be required to conduct their Internship at their school of employment. However, because they will be teaching at either the elementary or secondary level, they will also be required by the state and school system to observe students at a different school for approximately 20 hours each week. This will entail leaving their own classrooms to observe teachers working with students at a different grade level. For example, an OTJ intern hired to work in a high school will be required to observe an ESL teacher in an elementary school during the Teaching Internship.

The Teaching Internship begins by observing the ESL teacher and general education or content teachers and co-teaching with any of these teachers. The purpose of conducting preliminary observations during Week 1 is to familiarize the Intern with the content of instruction in the ESL and various content or general education classrooms to see how each teacher differentiates instruction (or does not) for ESL students, to introduce the Intern to the nature of learning challenges posed to ESL students in both ESL and content-area classrooms (by *shadowing* an ESL student), and to generate ideas for conducting the Classroom-Based Assessment (CBA) Project.

The *Traditional Teacher Intern* will gradually assume responsibility for each class until he/she carries a full teaching load for a minimum of 4 weeks. Toward the end of the assignment, the Teacher Intern gradually returns responsibility for instruction of each class to the ESL teacher. During the transition periods before and after independent teaching, the Cooperating Teacher and the Teacher Intern may co-teach or share responsibility for specific periods or subjects.

Teacher Interns should always progress at a rate appropriate to their preparedness to assume responsibility for instruction.

RESPONSIBILITIES OF THE TEACHING INTERNSHIP TEAM

The Teaching Internship consists of 3 members who work as a team: the Teacher Intern (TI), the Cooperating Teacher (CT), and the University Supervisor (US). The effectiveness of the Internship depends on the degree to which all members of the Teaching Internship team fulfill their responsibilities and establish good working relationships. Frequent and open communication is essential. Each Intern should maintain weekly contact with his/her US by phone or email, especially with regard to the development of the Classroom-Based Assessment Project.

The Teacher Intern

The Teaching Internship can be a time of great personal and professional growth. Being a full-time job, it can be stressful, because there is so much to learn and so much at stake. Being flexible in adapting to differences in school cultures, teaching styles, supervisors' philosophies, and students' needs will reduce anxiety and increase growth.

First Meeting with your Cooperating Teacher -- The TI will make the initial contact with the CT to arrange the first meeting only after ensuring that the University Supervisor can attend that meeting. The US will explain the requirements for the Internship to the CT. The TI is NOT expected to explain all procedures and forms at the first meeting -- that is the University Supervisor's role. The first meeting should take place at least one or two weeks before the Internship period begins.

During the Internship, Teacher Interns should:

- Ask for assistance, advice, feedback, coaching and constructive criticism - and act on it as appropriate.
- Plan in great detail. Planning is one area where you cannot emulate an experienced teacher.
- Become a “reflective practitioner.” Learn from everyone around you, but especially from your students and from your own errors.
- Earn the respect and confidence of colleagues by demonstrating initiative, responsibility, and resourcefulness.
- Demonstrate high standards of ethics and professionalism in your dealings with colleagues, students, and parents.

- Be responsible for initiation of progress reports, completion of logs, and collection of all documentation.
- Complete evaluation forms for your University Supervisor (US), your Cooperating Teacher(s) (CT), and of this Manual.

Documentation

The Teacher Intern will complete the following items and keep copies of them:

- **Daily/Weekly/Unit Lesson Plans:** The Teacher Intern will provide daily lesson plans for review by the Cooperating Teacher. The Teacher Intern should submit draft lesson plans AT LEAST 48 HOURS PRIOR TO THE FORMAL OBSERVATION BY THE UNIVERSITY SUPERVISOR. The format may be mutually determined, but should include the elements listed in the *Lesson Plan Elements* found in the *Appendix of Resource Materials*.
- **Daily Log of Hours:** Teacher Interns must keep a daily log of hours specifying hours spent in direct teaching activities, indirect teaching activities, and other school-based activities. A subtotal of hours is calculated and submitted to the University Supervisor at the midterm or end of first placement, and a total sum of hours is submitted at the end of the semester.
- **Bi-Weekly Progress Report:** Teacher Interns complete Part I of the Progress Report once every two weeks, give it to the Cooperating Teacher for completion of Parts 2 and 3, and submit it to the University Supervisor at each Formal Observation.
- **Teacher Tasks & Resources Checklist** (*for review but not submission*): The Teacher Intern should review this Checklist with the Cooperating Teacher after the first week of working together. Areas of interest should be addressed during the remainder of the internship (*for each school placement for Traditional Interns*).
- **Evaluation Forms:** At the end of each school placement (or end of semester for *On-the-Job Interns*), the Teacher Intern should complete Evaluation Forms for the Cooperating Teacher. All Interns should complete Evaluation forms for the University Supervisor and this Manual only once, at the end of the semester. All Evaluation Forms are to be delivered to the Teacher Placement Office on campus.

The Cooperating Teacher (CT)

The Cooperating Teacher serves as a role model, instructor, and coach to the Teacher Intern. The CT also serves as a primary contact and liaison to content area faculty who work with ESL students.

The Cooperating Teacher's primary responsibility is for his or her own students' welfare and learning. Therefore, supervising a *Traditional Teacher Intern* requires careful planning of the transition to independent teaching and accurate judgment about the Teacher Intern's readiness for it. Working with *On-the-Job Interns*, the CT's responsibility is to make regularly scheduled observations of the Teacher Intern in different classroom settings and provide constructive suggestions for improvement.

The CT should conduct informal observations of the Teacher Intern frequently throughout the Teaching Internship and use the Informal Observation Form to provide feedback and suggestions for becoming a more effective teacher.

In every case, the Cooperating Teacher should:

- Introduce the Intern to content area or general education faculty and encourage the Intern to *shadow* several ESL students to their classes
- Provide access to a full range of teacher tasks and resources.
- For *Traditional Interns*, co-plan and co-teach during the first few weeks of working together.
- Communicate regularly with the Teacher Intern, for *Traditional Interns* about why you make instructional decisions and for *On-the-Job Interns*, about why they need to make certain adjustments.
- Guide and/or provide feedback on the Teacher Intern's instructional planning and assessment of students' learning.
- Build confidence by having the *Traditional Teacher Intern* gradually assume responsibility for instruction.
- Withdraw gradually from your classroom during the *Traditional Intern's* independent teaching period (Weeks 3 – 7), shifting complete authority and responsibility for all of your students to the Intern.
- When giving feedback, encourage reflection and self-analysis.
- Be open and honest about areas needing improvement, and provide assistance as feasible.

- Treat the Teacher Intern as a valued colleague in order to increase students' and parents' acceptance.
- Discuss any concerns or problems with the University Supervisor.

Complete Bi-weekly Progress Reports.

- Complete the *Analytic Scoring Rubric for Evaluation of ESL Teacher Interns* and reach consensus with the University Supervisor on the total score.
- Complete evaluation forms for the Intern, the University Supervisor, and for this Internship Manual.
- Provide the Teacher Intern with a recommendation for employment, if warranted.

Documentation

- **Informal Observations:** The CT is encouraged to use the *Informal Observation Form* at least twice a week during the weeks that the TI is teaching independently. This form should be used throughout the internship for both *Traditional* and *On-the-Job Interns*, as it is a valuable tool for completing *Biweekly Progress Reports* and the *Analytic Scoring Rubric for Evaluation of ESL Interns*. This form does NOT need to be submitted to the University Supervisor.
- **Bi-weekly Progress Reports:** The CT completes parts 2 and 3 of the *Progress Report* (once every 2 weeks)
- **Teacher Tasks & Resource Checklist:** The CT should review this list (found in the Appendix on Resource Materials) with the Teacher Intern after the first week of working together. Areas of importance to the Teacher Intern should be addressed in the remaining weeks.
- **Lesson Plan Rating Scale:** As part of each Formal Observation conducted by the University Supervisor, the CT & US will each independently rate the lesson plan prepared by the intern, compare scores, agree on a final score, and assign a score using the *Lesson Plan Rating Scale*.
- **Analytic Scoring Rubric for Evaluation of ESL Teacher Interns:** At the end of each school placement, the CT completes the *Analytic Rubric for Evaluation of Teacher Interns* and reaches consensus with the University Supervisor about the assignment of a PASS or FAIL

grade. On- the-Job Interns should also be scored for mid-semester and final evaluation using this rubric.

- Log of Hours – the CT should verify and sign the Log of Hours.
- **Evaluations:** The CT should complete an evaluation report on the University Supervisor at the end of the internship at his/her school. An evaluation of this manual should also be completed at the end of the internship at each school (for *Traditional Interns*) and at the end of the semester (for *On-the-Job Interns*) by the CT.
- **Cooperating Teacher Pay Form** – the CT should complete and submit this form.

University Supervisor

The University Supervisor serves as a liaison between the school and the university, providing support and guidance to both the Teacher Intern and the Cooperating Teacher. The University Supervisor plays a critical role in facilitating communication and providing feedback, assistance, and evaluation for each Teacher Intern.

Each University Supervisor will:

- Be accessible to Teacher Interns and Cooperating Teachers through regular observations and by email and phone.
- Encourage open communication between members of the Teaching Internship team and a collaborative approach to supporting the Intern.
- Provide one or more optional in-person or online meetings after school hours for Teacher Interns to gather to brainstorm strategies that work for lesson planning, classroom management, cooperative learning, and the Classroom-Based Assessment Project.
- Provide guidance on policies and procedures for the Teacher Intern and check to ensure that they are followed.
- Provide pre- and post-conferences for Formal Observations and make copies of the written reports resulting from each conference for each Teacher Intern and Cooperating Teacher.
- Promote reflective practice through interactive clinical supervision, encouraging self-analysis.
- Keep the Office of Student and Academic Affairs informed of major problems or changes in the placement of the Teacher Intern.
- Facilitate the record keeping and documentation necessary for licensure and administration of the program.
- Sign TI's Log of Hours for each placement.
- Provide mid-semester and final scores using the *Analytic Scoring Rubric for Evaluation of ESL Teaching Interns*.
- Complete evaluations for each Cooperating Teacher.
- Complete an evaluation of the Teacher Intern.

Documentation

- **Formal Observation Reports:** University Supervisors conduct observations, using the *Formal Observation Report* form, of each Teacher Intern at least 4 times during the entire Internship. These observations should be distributed to occur at equal intervals, approximately every 3 – 4 weeks, preferably with 2 observations being made in each semester half. Observations should be of different classes or subject areas whenever possible. University Supervisors should share these reports with the CT as well as the Teacher Intern during the Formal Observation meeting.
- **Lesson Plan Rating Scale:** The US, with input from the CT, completes a Rating Scale for each lesson observed during the 4 Formal Observations.
- **Analytic Scoring Rubric for Classroom-Based Assessment Project:** The US, who has been trained on how to score the CBA Project, will assign a score to the Classroom-Based Assessment Project upon completion and submission by each Teacher Intern. After scoring, the US will obtain input from the CT to determine agreement. University Supervisors will email only 1 scored rubric for each Teacher Intern (with a sub-score assigned to each category) to the GMU Supervising Faculty member upon completion by the Teacher Intern.
- **Analytic Rubric for Evaluation of ESL Teacher Interns:** The University Supervisor completes a mid-semester and final *Analytic Scoring Rubric for Evaluation of ESL Teacher Interns* and reaches consensus on the total score with the Cooperating Teacher. Signatures are necessary to verify consensus and that the form has been reviewed by the Teacher Intern.
- **Log of Hours:** The US reviews and signs the *Log of Hours* for each semester half.
- **Evaluation of CT & Teacher Intern.** The US completes evaluations of all Cooperating Teachers and of the Teacher Intern.

The University Supervisor collects **all signed documentation**, providing copies for the Teacher Intern. **Then the University Supervisor submits ALL completed analytic scoring rubrics and rating scales for each lesson plan** to Dr. Lorraine Valdez Pierce in Thompson Hall, Room 1502 and all remaining documentation to Lauren Clark in OASA in Thompson Hall, Room 1708 in each Intern's folder. This signed documentation collectively contains information needed to process the Intern's application for licensure.

Teacher Interns who are guest matriculates from other universities may require completion of additional documentation as described in materials provided to their University Supervisors and Cooperating Teachers.

Travel reimbursement forms for University Supervisors are submitted to Lauren Clark, OASA. Instructions and forms are provided at the beginning of each semester.

Teaching *Schedule & Timeline A* for Traditional Interns

Working with your CT, use the table below to schedule a transition to your independent teaching

Weeks*	Teacher Intern (TI)	Cooperating Teacher (CT)	University Supervisor (US)
1 - 2	<p>Observe CT & several content teachers for differentiation strategies and classroom management approaches (<i>shadow</i> several ESL students to their content or general education classrooms).</p> <p>Learn about language proficiency tests used for program placement</p> <p>Plan short lessons to co-teach</p> <p>Week 1 - Draft 3 pre-tests for CBA Project & submit to University Supervisor & Dr. Pierce for approval</p> <p>Week 2 – Administer 3 pre-tests to students</p> <p>Complete Bi-Weekly Progress Report</p>	<p>Orient intern to school</p> <p>Facilitate observations of other teachers and classrooms</p> <p>Plan short lessons w/ intern</p> <p>Complete Informal Observation Form</p> <p>Complete Bi-Weekly Progress Report</p>	<p>Meet with Intern and CT</p> <p>Schedule observations</p> <p>Explain, clarify, answer questions, especially required documentation</p>
2 - 3	<p>Plan longer lessons, reflect on the lessons presented</p> <p>Participate in student-related activities</p> <p>Take responsibility for teaching at least one class of students, then 2 and 3 classes</p> <p>Complete Bi-Weekly Progress Report</p>	<p>Assist TI in lesson planning and provide feedback (Appendix A)</p> <p>Allow TI to do independent teaching with at least one class of students</p> <p>Complete Informal Observation Form</p> <p>Complete Bi-Weekly Progress Report</p>	<p>Conduct Formal Observation 1</p> <p>Complete Formal Observation Report & Lesson Plan Rating Scale</p> <p>Provide feedback and approve 3 pre-tests for CBA Project</p>
4 - 7	<p>Take over total teaching responsibility in coordination with CT</p> <p>Complete Bi-Weekly Progress Report, Log of Hours, all evaluation forms</p> <p>Weeks 7 – Revise 3 pre-test assessment tools and submit to US & Dr. Pierce for feedback and approval</p> <p>Week 8 –Submit final CBA Project to University Supervisor and Dr. Pierce</p>	<p>Assist TI in taking over total teaching responsibility of classes agreed upon (eventually leave the classroom)</p> <p>Complete Informal Observation Form, Bi-Weekly Progress Report, Interim or Final Evaluation Rubric with US, and all evaluation forms</p>	<p>Conduct Formal Observation 2</p> <p>Complete Lesson Plan Rating Scale, CBA Rubric, Complete Interim or Final Evaluation Rubric with CT. and all evaluation forms</p>

*Items in **red** indicate documents due to the University Supervisor.

Teaching Schedule & Timeline B for On-the-Job Interns

Weeks*	Teacher Intern (TI)	Cooperating Teacher (CT)	University Supervisor (US)
1 – 2 & 9 – 10	<p>Meet CT & content teachers who work with your ESL students</p> <p>Observe your CT teach her own, and perhaps your class</p> <p>Ask CT to cover your class while you observe content or grade-level teachers for differentiation strategies and classroom management approaches</p> <p>Find out about school system's requirement to observe in an elementary school if you are teaching at the secondary level (and vice versa)</p> <p>Learn about WIDA language proficiency testing schedule and how your own students' scores are used for placement in the ESL program</p> <p>Week 1 - Draft 3 pre-tests for CBA Project & submit to University Supervisor & Dr. Pierce for approval**</p> <p>Week 2 – Administer 3 pre-tests to students</p> <p>Complete Bi-Weekly Progress Report</p>	<p>Orient TI to school</p> <p>Facilitate observations of other teachers and classrooms</p> <p>Provide feedback on lessons created by the Intern</p> <p>Complete Informal Observation Form</p> <p>Complete Bi-Weekly Progress Report</p>	<p>Meet with Intern and CT</p> <p>Schedule observations</p> <p>Explain, clarify, answer questions, especially required documentation</p>
2 – 3 & 11 - 12	<p>Continue drafting lesson plans and getting feedback from CT</p> <p>Complete Bi-Weekly Progress Report</p>	<p>Provide feedback & suggestions on lesson plans, assessments, & classroom management</p> <p>Complete Informal Observation Form Complete Bi-Weekly Progress Report</p>	<p>Conduct Formal Observation 1</p> <p>Complete Formal Observation Report & Lesson Plan Rating Scale</p> <p>Provide feedback and approve 3 pre-tests for CBA Project</p>
4 – 7 & 13 - 14	<p>Complete Bi-Weekly Progress Report</p> <p>Weeks 7 – Revise 3 pre-test assessment tools and submit to US & Dr. Pierce for feedback and approval</p> <p>Week 8 –Submit final CBA Project to University Supervisor and Dr. Pierce</p> <p>Week 15- Complete Log of Hours & all evaluation forms</p>	<p>Provide feedback & suggestions on lesson plans, assessments, & classroom management</p> <p>Complete Informal Observation Form, Bi-Weekly Progress Report, Mid-Term or Final Evaluation Rubric with US, and all evaluation forms</p>	<p>Conduct Formal Observation 2</p> <p>Complete Lesson Plan Rating Scale, CBA Rubric, Mid-Term or Final Evaluation Rubric with CT</p>

*Items in **red** indicate documents due to the University Supervisor.

Required Forms

**by End of each School Placement (for *Traditional* Interns) or
End of Semester (for *On-the-Job* Interns)***

Appendix TI: Forms to be completed by the ESL Teacher Intern

TI-1: Log of Hours

TI-2: Evaluation of CT

TI-3: Evaluation of US (end of semester ONLY for all Interns)

TI-4: Evaluation of Internship Manual (end of semester ONLY for all Interns)

Appendix CT: Forms to be completed by the Cooperating Teacher

CT-1: Informal Observation Form

CT-2: Bi-Weekly Progress Report

CT-3: Lesson Plan Rating Scale

CT-4: Analytic Scoring Rubric for Evaluation of ESL Teaching Intern

CT-5: Evaluation of US

CT-6: Evaluation of Internship Manual

Appendix US: Forms to be completed by the University Supervisor

US-1: Lesson Plan Rating Scale

US-2: Formal Observation Report

US-3: Analytic Scoring Rubric for Classroom-Based Assessment Project

US-4: Analytic Scoring Rubric for Evaluation of ESL Teacher Intern

US-5: US Evaluation of TI

US-6: US Evaluation of CT

**For confidentiality purposes, if you would like to put Evaluation forms in separate envelopes (e.g., those the intern fills out in one envelope, the ones the Cooperating Teacher and University Supervisor fill out in different envelopes), and sign on the seal of the back of the envelope, that would be acceptable.*