

Graduate School of Education

College of Education & Human Development, George Mason University

Internship in Education: ESL

EDCI 790 - Section 002 Fall 2014

Meet daily at School Site Locations

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Catalog Description

Intensive, supervised clinical experience for full semester in accredited school. Students must register for appropriate [ESL] section (6 credit hours).

Prerequisites: Completion of all licensure courses, passing scores on PRAXIS I, II, and VCLA

Grading: Satisfactory/No credit

Nature of course delivery: Interns spend eight weeks in an elementary school and an additional eight weeks in a secondary school, observing, co-teaching, and working side-by-side with cooperating teachers and later independently taking responsibility for all of the teachers' classes and students five days a week, except for school holidays. Interns will be responsible for preparing lesson plans and teaching ELLs in a variety of settings (including self-contained classrooms, push-in or co-teaching settings or pull-out settings), using cooperative learning and technology to engage students, using classroom management techniques effectively, and designing a formative assessment project to monitor student learning. Interns will attend school faculty meetings, parent conferences, and additional school activities that may take place before or after school hours. In addition, Interns will attend meetings on campus once or twice each month to discuss teaching approaches and evaluation procedures for the Internship.

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Syllabus

Textbooks: None required.

Expanded DESCRIPTION

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 traditional interns 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 both elementary and secondary levels limits the traditional Teacher Intern to eight weeks at each level. By contrast, the On-the-Job teacher intern spends the entire semester at one school, with required observation hours at a school with students at a different grade level (elementary or secondary).

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

Many problems can be avoided by following instructions in the manual and by seeking assistance early. Interns should always try to solve a problem as close to the source as possible. If that is not possible, Interns should respect the lines of communication and authority in the school and university. For example, Interns should work with their Cooperating Teacher and Principal before seeking help from the University Supervisor. However, the ESL teacher preparation program is available to provide information and assistance to all members of the student teaching team.

Learning Objectives

As a result of completing the ESL Teaching Internship, each candidate will be able to:

- 1. Plan and implement a variety of research- and standards-based lessons and instructional activities that meet students' learning needs;*
- 2. Teach the academic language of the content areas;*
- 3. Use technology to engage students and promote their learning;*
- 4. Use knowledge of students' native cultures to plan activities that motivate their participation;*
- 5. Provide scaffolding for student learning, such as modeling tasks and providing step-by-step directions;*
- 6. Check for learner comprehension;*
- 7. Identify productive approaches to managing disruptive or unengaged students;*
- 8. Design and use formative, classroom- and performance-based assessments to monitor student learning and direct instruction;*
- 9. Engage in self-assessment to identify areas of strength and areas for improvement; and*
- 10. Use professional behavior with a school-based Cooperating Teacher and University Supervisor and respond appropriately to constructive feedback.*

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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/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

GMU Policies and Resources for Students

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. 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 [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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 [See <http://writingcenter.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

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

Teacher Interns must adhere to the guidelines of the George Mason University 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, 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.

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 course is not allowed. As a prospective teacher, you are being graded on your own ability to write papers.

***TESOL Professional Standards for
ESL PreK-12 Teacher Licensure (2010)***

Standards addressed by the Internship fall under the following categories:

Domain 1: Language

Domain 2: Culture

Domain 3: Planning, Implementing, & Managing Instruction

Domain 4: Assessment

Domain 5: Professionalism

For detailed descriptions of TESOL Domains, Standards, performance indicators, and rating scales, please see the complete document at:

[http://www.tesol.org/docs/books/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-\(2010-pdf\).pdf?sfvrsn=2](http://www.tesol.org/docs/books/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-(2010-pdf).pdf?sfvrsn=2)

Technology Requirements

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

2. **Teaching Internship Web Site:** Each Teacher Intern 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 documents, if needed. Go to the COURSES tab at <http://mymason.gmu.edu>

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.

TaskStream: Required Submission of Performance-Based Assessments (PBA)

Every student registered for any ESL licensure course that requires a performance-based assessment is required to submit this assessment through TaskStream (regardless of whether the course is required or an elective).

Evaluation of your performance-based assessment will be provided by the instructor through TaskStream at <https://www1.taskstream.com/>

Failure to submit the assessment to TaskStream by the specified deadline will result in the course instructor reporting the course grade as Incomplete (*IN*). Unless this grade is changed upon completion of the required TaskStream submission, the *IN* will convert to a grade of *U* (*Unsatisfactory*) nine weeks into the following semester.

The 3 Performance-Based Assessments required for the ESL Teaching Internship are:

- (1) Classroom-Based Assessment Project (posted as one file by each Teacher Intern)***
- (2) Lesson Plan Rating Scales (4 lessons posted as one file by each Teacher Intern)***
- (3) Evaluation of ESL Teacher Intern (submitted by US)***

File-Naming Protocol

In the Internship, please name each file submitted for feedback, for a score or for a grade using the following protocol:

LAST NAME_FIRST INITIAL_Requirement Name mmddyy

(Month Day Year of Date Submitted)

EXAMPLE:

VALDEZ_L_CBA Project121014

GRADING POLICY

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

1. The grading scale will be Satisfactory (S) or Unsatisfactory (U).
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 faculty member serving as University Supervisor 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 the Division of Advanced Professional Teacher Development & International Education 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 S (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 *IN*. An *IN* grade will be changed to S or U before the beginning of the next semester.
5. In some cases, a grade of *U* 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.

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.

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 and 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-6) and the remaining half at the secondary level (7-12). 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 entire 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 the college to observe students at a different school for a minimum of 20 hours during the on-the-job internship. 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. On-the-Job Teacher Interns should make arrangements with their principal or supervisor to complete required observation hours. Hours can be completed by utilizing early release days, planning periods, or by taking leave.

The Teacher Intern 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.

LENGTH OF TEACHING INTERNSHIP

GMU requires 300 student teaching clock hours, including 150 clock hours of direct teaching. This commitment is a 16-week full-time experience. These requirements exceed the current state licensure requirement. An extended period of student teaching provides better preparation and is protection against contingencies such as illness or other interruptions. Traditional teacher interns are expected to complete the full semester of in two different placements (K-6 & 7-12 grades).

During the Internship, each candidate must complete a minimum of 75 hours of direct teaching in her classroom for each placement (i.e. 75 hours in a K-6 classroom plus 75 hours in a 7-12 classroom). This is a gradual evolution of accepting responsibility during the 8-week placement in which the Cooperating Teacher slowly decreases their active role and the candidate takes control of the classroom. Then, as the candidate transitions into the second placement or completion of the Internship, the Cooperating Teacher will gradually resume full control of the classroom. The Cooperating Teacher and Teacher Intern will work towards mutually agreeable schedule to complete the required direct teaching in each placement.

On-the-Job interns will be required to complete a minimum of 20 hours of observation and, if possible, direct teaching in an alternative grade level in order to meet internship requirements.

In addition to classroom time, teacher interns are expected to participate in school-based activities such as after-school programs, school open house or back-to-school night, or other non-teaching responsibilities as required by the school or the University.

Teacher Interns are expected to complete the full semester of the Internship. The Director of the Division of Advanced Professional Teacher Development & International Education may approve early termination based upon the recommendation of the University Supervisor and Cooperating Teacher.

Coursework & Part-Time Jobs During the Internship

Due to the intensive nature of the Teaching Internship, ESL Interns will not be approved for taking any courses and are strongly discouraged from holding a part- or full-time job during the semester in which they conduct the Internship.

RESPONSIBILITIES OF THE TEACHING INTERNSHIP TEAM

The Teaching Internship Team consists of 3 members: 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. Details are provided here on the role of the Intern. Additional details on the roles of the CT and US have been provided in the Teaching Internship Manual.

The Teacher Intern

The Teaching Internship can be a time of great personal and professional growth. Being a full-time position, 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:

- 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 missteps.
- 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.
- Ask for assistance, advice, feedback, coaching and constructive criticism - and act on it as appropriate.
- Be responsible for initiation of progress reports, completion of log of hours, and collection of all documentation.

- Complete evaluation forms for your University Supervisor (US), your Cooperating Teacher(s) (CT), and for this Manual.

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

- **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.
- **Informal Progress Report:** A TI self-assessment and CT feedback tool, does not need to be turned in to the University Supervisor
- **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.
- **Lesson Plans:** For all direct teaching activities, the Teacher Intern will provide lesson plans for review by the Cooperating Teacher. The Teacher Intern should also submit draft lesson plans for the Formal Observation to the University Supervisor AT LEAST 48 HOURS PRIOR TO THE FORMAL OBSERVATION. The format may be mutually determined, but should include the elements listed in the *Lesson Plan Elements* found in the *Appendix of Resource Materials*. The only lesson plans to be turned in to the University Supervisor are those used during the Formal Observations by the US.
- **Formal Observations:** Interns will arrange to lead a group of students for a 60 – 90 minute period. Interns working with CTs who do pull-out sessions with small groups for 30 minutes at a time will arrange to work with 2 groups consecutively during the 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.
- **Note on Extended Absences by TI, CT, or US:** If a Cooperating Teacher, University Supervisor, or Teacher Intern plans on being away from the school setting and Internship experience for more than 3 consecutive days, this extended absence will need to be approved by the university professor in charge of the ESL Teaching Internship before final placement is made. Since the Teaching Internship is an intensive supervised teaching experience, extended absences are not recommended for any member of the Internship Team.

Teaching *Schedule & Timeline A* for Traditional Interns

Working with your CT, use the table below to schedule a gradual transition to your independent teaching and dates for your Formal Observations.

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 WIDA language proficiency testing schedule and how student scores are used to place students into the ESL program</p> <p>Plan short lessons to co-teach, lead small groups</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 Forms</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>Schedule Formal Observation #1/3**</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 Forms</p> <p>Complete Bi-Weekly Progress Report</p>	<p>Conduct Formal Observation # 1</p> <p>Complete Formal Observation Report & Lesson Plan Rating Scale</p>
4 - 8	<p>Take over total teaching responsibility in coordination with CT for at least 4 weeks</p> <p>During Weeks 7 and 8, gradually return all classes to the CT and freely observe other teachers</p> <p>Schedule Formal Observation #2/4</p> <p>Complete Bi-Weekly Progress Report, Log of Hours, all evaluation forms</p>	<p>Assist TI in taking over total teaching responsibility of classes agreed upon (eventually leave the classroom)</p> <p>During Weeks 7 (and 8) Gradually resume teaching responsibilities for all classes</p> <p>Complete Informal Observation Forms</p> <p>Complete Bi-Weekly Progress Report, Interim or Final Evaluation Rubric with US, and all evaluation forms</p>	<p>Conduct Formal Observation # 2</p> <p>Complete Formal Observation Report & 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.

**4 Formal Observations are conducted in approximately Weeks 3-4, 5-7, 10 - 11 and 13-14 of the Internship.

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

Weeks*	Teacher Intern (TI)	Cooperating Teacher (CT)	University Supervisor (US)
1 – 2	<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>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 Forms</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>Schedule Formal Observations</p> <p>Complete Bi-Weekly Progress Reports</p>	<p>Provide feedback & suggestions on lesson plans, assessments, & classroom management</p> <p>Complete Informal Observation Forms</p> <p>Complete Bi-Weekly Progress Reports</p>	<p>Conduct Formal Observations #1 & 3</p> <p>Complete Formal Observation Report & Lesson Plan Rating Scale</p>
4 – 8 & 13 - 16	<p>Schedule Formal Observations #3 & 4</p> <p>Complete Bi-Weekly Progress Reports</p> <p>Complete Log of Hours & all evaluation forms</p>	<p>Provide feedback & suggestions on lesson plans, assessments, & classroom management</p> <p>Complete Informal Observation Forms</p> <p>Complete Bi-Weekly Progress Reports, Mid-Term or Final Evaluation Rubric with US, and all evaluation forms</p>	<p>Conduct Formal Observations # 2 & 4</p> <p>Complete Formal Observation Report & 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.

Suggested Lesson Plan Format

Teacher Intern		School	
Subject		Grade	
Date		Student WIDA levels	

1. Objectives:

- a. State what you expect the students to be able to do as a result of this instruction.
- b. List national, state, and local objective numbers (as determined by supervisor).

2. Materials:

- a. List the books, equipment, and other materials to be used by the students.
- b. List the materials used by the teacher in teaching the lesson. This includes any equipment or technology tools.

3. Learning Experiences:

For each part, provide sufficient detail to (a) cause you to think the lesson through from beginning to end, (b) enable a substitute to teach the lesson with a minimum of preparation, and (c) enable you to reorient yourself should this be necessary during the process of teaching the lesson. Give estimated times for each part of the lesson.

- a. **Introduction:** Explain what you will do to introduce the lesson and connect to students' prior knowledge.
- b. **Instructional Strategies:** Describe what the teacher and students will do.
- c. **Closure:** Explain how you will close the lesson. For example, what questions will you ask of the students to summarize the day's learning?

4. Assessment:

- a. Outline the procedures and criteria you will use in assessing each of the objectives stated above.
- b. Provide copies of assessments (any tests, rubrics, observational checklists, format for anecdotal notes).

The lesson plan should cover a logical subdivision of the unit being taught. It may therefore, cover a period of more than one day.

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Other Activities:

Materials: _____
 Assessment: _____
 Technology: _____
 Homework: _____
 Closure: _____
 Follow-up: _____

Reflection Phase**Efforts to Accommodate:**

Visual learners _____
 Auditory learners _____
 Kinesthetic learners _____
 Specials needs learners (Disabled and/or Gifted) _____

What worked well?

What didn't work well?

What will you do differently as a result of this plan?

How might this lesson be improved?

MOST IMPORTANT THING TO REMEMBER:

A Lesson Plan is a PLAN that you can deviate from any time you detect a “teachable moment.” That is, you stop to redirect the lesson when it is not going how you planned it. For example, you may determine that students are not engaged or are resisting the task or activity so you modify the activity or begin the next one. OR you may see that many students are struggling with the vocabulary for an activity, so you stop and write the words on the board and model a word analysis task – taking apart prefixes and suffixes and examining the root word. You will need to be sensitive to how students are responding to your lesson in order to make changes as you go along.

Your job is to bring the students along with you, not just to cover the material in your lesson plan.

Lesson Plan Elements

These elements should be evident in the Teacher Intern's lesson plans

Objectives are:

- _____ Related to long-term goals
- _____ Specific and measurable (or observable)
- _____ Stated in terms of student outcomes
- _____ Based on students' needs

Materials are:

- _____ Appropriate for the objective
- _____ Appropriate for students' developmental level
- _____ Varied to accommodate interests and learning styles
- _____ Multicultural, where feasible

Procedures include:

- _____ Clear statement of purpose and expectations
- _____ Development of readiness or motivation
- _____ Relating the activities to prior knowledge and interests
- _____ Use of appropriate strategies
- _____ Adaptations for individual differences
- _____ Providing opportunities for application of knowledge and practice of skills
- _____ Efficient use of class time
- _____ Summary or other closure

Assessment includes:

- _____ Checking for comprehension during the lesson
- _____ Strategies for assessment of longer-term learning
- _____ Reflection on how and why the lesson succeeded or failed

The lesson plan need not be a narrative, but should be sufficiently detailed to:

- _____ Demonstrate that the intern has carefully considered important factors
- _____ Enable the intern to reorient or redirect during the lesson
- _____ Allow a substitute to teach the lesson with a minimum of preparation

Appendix TI-1: Log of Hours

Before filling in this form, please make copies needed for the entire internship period.

Name of Tchr. Intern: _____ **School:** _____

Log Sheet # _____ **of** _____ (e.g., 1 of 3)

Verified by Cooperating Teacher: _____
(Signature)

Reviewed by University Supervisor: _____
(Signature)

Date	Hours of Direct Teaching ¹ (75 hrs. each school placement)	Hours of Indirect Teaching ² (7 5 hrs. each school placement)	Hours of School-Based Activities ³	Comments

¹**Direct Teaching** = Time spent directly interacting with students, whether co-teaching, independent teaching, working with small groups, or working one-on-one with a student. Interns should aim for a variety of direct teaching experiences.
²**Indirect Teaching** = Time spent observing, planning, grading, attending faculty meetings, and other teaching-related experiences.
³**School-based Activities** = non-teaching duties occurring outside of school hours, such as parent open house or school multicultural nights.

Appendix TI-2: Bi-Weekly Progress Report

(to be completed every other week by the CT)

Teacher Intern: _____ **Date** _____ **to** _____

School: _____ **Cooperating Teacher:** _____

Directions: The TI completes #1; the CT completes #2 and #3; a copy is provided to the US.

1. Briefly describe your teaching activities for this period, with emphasis on major successes and difficulties.

2. Briefly describe strengths of the student’s performance for this period and areas needing improvement.

3. What recommendations do you have for the next two weeks?

Cooperating Teacher - Signature Date

Teacher Intern - Signature Date

Classroom-Based Assessment Project *Detailed Instructions for the ESL Teacher Intern*

Part 1: Design & Administration

Design

Based upon the recommendation of the Cooperating Teacher (CT), Teacher Interns will design a series of performance-based assessments to be administered to one group of students. Teacher Interns will identify one language skill (listening, speaking, reading, or writing) with which students are struggling. It is probably best to work with intermediate students who are already speaking to some extent or reading and studying in the content areas (such as geography, math, science, or social studies concepts), because self-assessment will be more challenging with beginners than with intermediates due to beginners' limited language abilities.

Teacher Interns (TI) will ask CTs to identify one instructional objective (this may be a SMART Goal -*Specific, Measurable, Appropriate, Realistic, Time-limited*) that they would like the TI to focus on for this formative assessment project. For suggestions on how to write a SMART Goal, see the Powerpoints in the CBA folder on MyMason/Blackboard.

By answering the following question, Teacher Interns can identify an assessment focus based on the learning goal:

What *single language skill* (speaking, listening, reading, or writing) in a *single content area* (math, science, social studies, language arts) would the teacher like to monitor in order to determine improvement in student learning with regard to one or part of one Smart Goal (or other instructional objective) over a 4-week period?

Examples

Grade K Math - Speaking skills - comparing geometric shapes and names of colors

Grade 6 Social Studies – assessing writing

Grade 9 Science – assessing reading comprehension

Each of these measures growth in one language skill used in one content area but does NOT focus on content-specific on the facts

Each CBA Project will focus on assessment of *academic language*, the language of science, social studies, math, or English language arts. If the Cooperating Teacher teaches English Language Arts, the Intern can focus on the language of literature (rather than on other content areas). On the other hand, during Week 1, Interns will meet grade-level teachers (math, science,

social studies) and shadow ESL students into their classrooms; Interns can also use input from these teachers to focus your assessment tools.

If your students are studying science with the ESL teacher and within four weeks are going to switch to math, you can conduct the pre-tests in science and the post-tests in math, as long as you are measuring the SAME LANGUAGE SKILLS.

You are not testing to see how well students memorize vocabulary from one specific chapter or topic but rather to see how they are using common academic vocabulary terms, grammar, syntax, and reading or writing strategies to communicate orally or to read and/or write effectively.

ESL Example

The Teacher Intern, at her second school placement, observes students in a sheltered biology class and finds that the ESL students are having difficulty learning numerous scientific vocabulary terms to comprehend what they read. In response to this need, the TI designs three performance-based assessment tools on word analysis skills and gets feedback and approval for each of these from both the CT and the GMU faculty member in charge of the ESL Teaching Internship.

WRITE: Once you identify a group (between five and ten ESL students) to work with, write up a description of the students in the class by identifying their grade level, language proficiency level, and the number of students to be assessed for this project. Then describe the students' learning needs and strengths in one language skill and one content area and specify your assessment purpose based on these needs. Be sure to set a realistic, short-term goal for student learning.

Examples of language skills that might be improved in the short-term include: listening to follow directions, question formation in speaking, paraphrasing or summarizing in oral or written language, identifying main idea in reading, organization in writing, and writing from dictation.

Language skills that most likely CANNOT be acquired or improved in the short-term are: overall pronunciation, accent reduction, speaking or writing fluency, more than one grammar skill, punctuation or spelling, multiple elements of syntax or sentence structure, decoding skills for reading, making inferences from reading, developing editing skills in writing (mechanics), and using more than one reading or writing strategy. **Avoid listing any of these as goals or as scoring criteria for your CBA Project.**

WRITE: Explain how your assessment purpose is based on state language AND content standards and your teacher's SMART goal or another instructional goal.

Draft three different assessment tool formats*, including one for self-assessment (*rating scale, analytic rubric, primary trait rubric, checklist, running record, cloze test, open-ended reading comprehension questions, or other tools*). *Get approval for all three of your assessment tools by the GMU faculty member in charge of ESL Teacher Interns (Dr. Pierce) before conducting any pre-testing.*

Submit drafts for Parts 1 & 2 of this project to the GMU faculty member in charge of the ESL Teaching Internship for feedback and final approval BEFORE conducting any pre-testing with the students.

DO NOT USE TESTS OR ASSESSMENT TOOLS CREATED BY OTHER PEOPLE OR ORGANIZATIONS, ESPECIALLY IF THESE HAVE BEEN PUBLISHED ANYWHERE (no sample WIDA test items). DO YOUR OWN ORIGINAL WORK FOR THIS PROJECT.

** Multiple-choice tests are not an option for the CBA Project, because for national accreditation purposes, all student assessments must be performance-based.*

Using WIDA Language Proficiency Test Scores

A key element in monitoring student learning is determining placement level in the ESOL program of each school system using WIDA English language proficiency test scores, among other assessments. Examine the range of WIDA scores for your selected students on these tests. Find out how test scores are used to place students at beginner, intermediate, or advanced levels.

WRITE: Briefly describe the range of students' WIDA test scores and program levels on the language skill (listening, speaking, reading, writing) that you are measuring with your three assessment tools.

Administration

Pre-Testing

Once approved by both your CT and the GMU faculty in charge of the ESL Teaching Internship, administer all three pre-tests no later than Week 3 of your school placement. Make a note of anything that did not go as expected, especially student engagement and any verbal reactions to the assessments. ***Assess each student individually rather than in groups, and ensure that those who are not yet being assessed are out of hearing range of those who are being tested.***

Four Weeks of Teaching

Plan on spending the next four weeks (after the pre-testing) teaching your students what they need to learn. During these four weeks, you will be teaching independently, taking sole responsibility for your students with no assistance from your CT. Plan to do your independent teaching beginning in Weeks 3 - 4 and ending in Week 8 of your school placement.

Post-Testing

After at least four weeks of independent teaching, you will conduct post-testing using your three revised assessment tools to determine what students have learned and also how well your revised assessment tools worked.

Part 2: Justification

Identifying the Right Assessment Tools

You will be designing three original assessment tools that differ from one another in terms of structure and format. These may be selected from the following: *rating scale, analytic rubric, primary trait rubric, checklist, running record, cloze test, open-ended reading comprehension questions, or other tools*, and one of these must be a *student self-assessment* form. In addition, each of the assessment tools must measure DIFFERENT ASPECTS of student learning with regard to the identified learning objectives. You are selecting the criteria for each assessment tool so that all assessment tools complement each other rather than repeat the same criteria from one tool to the next. When combined, the information from the three assessment tools should give you an overall holistic view of students' strengths and weaknesses and where they have improved from your teaching or not.

WRITE: Describe and justify the thinking behind the development of EACH of your three assessment tools. For example, when using an analytic rubric, provide a rationale for why it is the best tool for your specific purpose and the thinking that went into your design. Why are the structure and format of an analytic rubric more appropriate than a checklist for your intended purpose? Why would the structure of a checklist be more appropriate than a rating scale for a different assessment tool you plan to use? Be as specific as you can, referring to our course text for support.

Describe and defend the scoring categories (criteria) and scale range based on your assessment purpose and the learning needs of your target population.

AFTER administering the pre-tests, revise each of the three pre-test scoring tools and tasks to increase validity (accuracy) and reliability (consistency of scoring) BEFORE using them as post-tests.

Part 3: Analysis of Pre-Testing Results

VERY IMPORTANT: After pre-testing is concluded, use the categories on your assessment tools to determine the areas of strength and weakness in students' language skills. Make sure to direct your teaching to students' weaknesses so that students can improve them for the post-testing. The teaching and learning are at the heart of this project.

WRITE: Carefully examine each student's results on the three pre-tests and describe implications for focusing your teaching. Do you see patterns among all students, e.g., certain strengths and weaknesses in the language skill you were assessing? Continuing our example from above, let's say your students' pre-test scores on all three writing assessments show them to be weak in organizational and vocabulary skills but strong in writer's voice and grammar. You will describe the areas in which students need improvement (*organization and vocabulary skills*) using a summary of their scores in each category. In addition, you will describe how and what you will teach in attempts to help them overcome their weaknesses.

Revise your pre-testing materials (any handouts, directions for the task or activity, or scoring criteria) based on how well the students responded to them, what they understood or did not understand, whether the materials and language were too easy, too hard, or too vague, and use these revised versions of the same or similar assessment tools and tasks for the post-tests. Explain how and why you revised your assessment tools based on student reaction to and performance on the pre-tests. Revise each of the three pre-tests to increase validity (accuracy) and reliability (consistency of scoring).

Make sure to score the same or similar criteria from pre- to post-test, because if you change them too much, you won't be able to determine student learning. The topics or content of the assessments may be different from pre- to post-testing, but the three assessment formats will remain the same wherever possible.

As you did with the pre-tests, send your CT and the GMU faculty in charge of the ESL Teaching Internship a draft of each REVISED assessment tool to be used for post-testing for feedback and approval before using it.

Part 4: Scaffolding

Use at least three different types of visible scaffolding for drafting directions to students and for presenting reading or visual materials to elicit spoken or written responses. Scaffolding is to be added to student handouts, such as directions to students and writing prompts, but not to teacher-designed assessment tools.

Visible scaffolding can include any of the following: *simplified language, visuals such as graphic organizers or photographs, manipulatives for hands-on responses, a range of choices such as a word bank or choice of tasks, and completed examples of the type of expected response or performance.*

For each of your three assessment tasks and tools, describe and justify each type of scaffolding used. Why is each scaffolding approach used appropriate for this class of learners and

for your assessment purpose?

Explain how you reduced the linguistic load and made other improvements to the assessments that will enhance the likelihood of measuring what your students actually know, thereby increasing the validity of your assessment results. See the *Scaffolding Self-Study* materials on MyMason/Blackboard for examples of scaffolding added to student assessments.

Part 5: Validity & Reliability

For EACH of the 3 assessment tasks and tools you design, explain how you addressed the *construct*, *content*, and *consequential validity* of results. For example, if you set out to measure *descriptive writing* but gave students a task for *creative writing* (such as a hypothetical, imaginary, or pretend situation), then you would seriously compromise the *construct validity* of the task. And if the students had not been studying *creative writing* in class, then you would also lower the *content validity* of the writing task. However, if the test results were used to improve student learning and you can provide evidence of this, then you would have high *consequential validity*.

What steps will you take to ensure *reliability*, specifically *intra-rater reliability*? Explain how you used descriptive, objective language (and avoided using numbers) in the scoring criteria for each assessment tool to increase the *intra-* and *inter-rater reliability* of the results (scoring by more than one teacher will improve the reliability of results, but if you are working alone, then you need to explain how you are scoring consistently from the first student to the last). For guidelines on the language of your assessment tools, refer to the *Do's & Don'ts for Designing Performance-Based Assessment Tools* on MyMason/Blackboard.

Inter-rater reliability should only be addressed when your CT scores student work independently and then compares her scores for each student to yours. *Inter-rater reliability* should be reported as the percentage of agreement between all raters, e.g., 80% (8 out of 10 times) agreement on each category score attained on the assessment tool.

Part 6: Teaching Impact Analysis & Revisions

Analyzing assessment results consists of at least two very important steps:

- (1) finding out what the students learned and what they still need to learn and
- (2) determining how to improve EACH assessment tool to increase the validity and reliability of results next time you use them. Assessment design is an *iterative process* that consists of continuous revision of assessment tools to increase their accuracy and consistency in measuring student learning.

Analyze the changes in student scores on each of the three assessment tools from pre- to post-testing. Did most of the students do well in one scoring category but not another? Did you find it difficult to distinguish between one score description and another as you were scoring student performance? Take note of learning patterns – which scoring categories have the students done better on since the pre-test? What evidence do you see of the impact of your teaching on students' learning?

Prepare data tables with three columns for each scoring level and category showing the number of students making each score on the pre-test, on the post-test, and the difference between the two columns (see sample project on MyMason/Blackboard).

For confidentiality purposes, and to reduce bias in scoring, **do not use ANYONE'S NAME in your paper**, not the students' names, not the school's name, and not your CT's name. You can refer to Teachers A ,B, and C and Students 1, 2, 3, and so on if you need to point out individuals.

Based on the changes in student scores from pre- to post-testing, make specific recommendations for (1) next steps in instruction in order to meet students' learning needs and (2) how you will revise each of the assessment tools used to improve it.

In addition, compare your post-test results to students' latest WIDA scores and program placement level and indicate the extent to which your post-test results reflect or match the WIDA scores. Explain the apparent discrepancy (or agreement) between WIDA test scores and your students' post-test scores.

Example:

Most of the students you are assessing for this project have scores in the 1 – 2 (beginner) range on the WIDA ACCESS test of writing and were placed in a beginning ESOL program level. However, on your post-tests, you find that their writing is closer to an intermediate level of writing than a beginner level of writing (check with your CT to confirm this). [WIDA ACCESS test scores range from 1 to 6, with Levels 1 – 2 representing beginners, Levels 3-4 representing intermediates, and Levels 5 – 6 representing advanced levels of English language proficiency (all are approximations)].

As you write up how students did, avoid using the term *significant** to describe changes in student scores, because in research studies we reserve this term to mean statistical significance,

implying that one or more statistical tests were applied. You also want to avoid attributing a *direct, causal* relationship between your teaching and improvements (or lack thereof) in students' scores. Many other variables may have played a role in changes from pre-test to post-test scores.

*Whenever you use terminology or vocabulary to refer to itself or as examples, put these terms in italics, as with *significant* above.

Provide samples of student work – highest and lowest scores. Limit to two students per assessment task & scoring tool (e.g., Students A & B - no names- pre- and post-tests for self-assessment; Students A & B pre- and post-test writing samples; and Students A & B pre-and post-tests of use of pre-writing strategies).

Part 7: Reflect on What You Have Learned

Write a short paragraph on what you have learned about formative assessment of language learners based on your experience with this project.

What key points do you need to remember about the CBA Project?

a. The main point is that you learn something about how to design and use formative assessments to improve learning and that YOU DETERMINE THE IMPACT OF YOUR TEACHING ON STUDENT LEARNING.

b. Organize your paper using the sections named in the OUTLINE and on the scoring rubric.

c. Make sure to address JUSTIFICATION -- the WHY and HOW of your design. For example, let's say you used an analytic rubric to score the oral interview.

WHY? What does an analytic rubric offer you that a checklist does not?

Why would a rating scale not fit the purpose?

Provide SPECIFIC comments about the STRUCTURE AND FORMAT of each assessment tool and WHY you selected that format to assess a specific language skill.

WHY did you change the language, content or format of your assessment tools based on pre-test results? Can you give specific explanations?

d. ANALYSIS -- analyze 4 things:

(1) how you used pre-test scores to direct instruction;

(2) pre- to post-test changes, with tables showing the changes in scores for each of your three assessment tools;

(3) the level of teaching impact from pre- to post-test -- did your teaching seem to make a difference in the scores? Why or why not?

(4) the next steps in INSTRUCTION AND PROGRAM PLACEMENT

If you were to remain with these students, what would they still need to learn?

Why do you think so? Based on what evidence?

Attachments

a. Attach **blank (unscored) versions of each assessment tool that you actually used** (three pre-tests and three post-tests).

b. **Attach three data tables, one for each assessment tool used**, showing the number of students scoring at different levels on the pre-test and on these same categories on the post-test for each of your three assessment tools. Provide a *change* or *difference* column showing a positive (+) or negative (-) result in the scores. Organize each of the three tables using the scoring categories or items rather than listing students individually on the table (see Bbd for examples of data tables in sample CBA projects).

c. **Provide samples of student work**. Select two students whose work reflects the highest and lowest scores on each of your three assessment tools (if highest and lowest are not available, select any student) and attach samples of their work or performance. Label each work sample as follows:

Student A, Pre-test 1 and Post-test 1, Pre-test 2 and Post-test 2 and Pre-test 3 and Post-test 3 and Student B, Pre-test 1 and Post-test 1, Pre-test 2 & Post-test 2, and Pre-test 3 and Post-test 3 (remove students' actual names from their work). Remove students' names from their work.

If assessing oral language, provide audio or video recordings resulting from pre- and post-testing.

How your CBA will be Scored

Your CBA projects will be scored by your University Supervisor and Dr. Pierce using the Analytic Scoring Rubric for this project. Your CBA Project score will be considered for determining the final evaluation of your Teaching Internship experience.

File-Naming Protocol

During the ESL Teaching Internship, please name each CBA file submitted for feedback or for a score using the following protocol:

LAST NAME_FIRST INITIAL_Requirement Name_mmddyy

(Month Day Year of Date Submitted)

EXAMPLE: VALDEZ_L_CBA Project Pts 1-2_100214

Assessment Tools

Lesson Plan Rating Scale

Formal Observation Report

Classroom-Based Assessment Project Rubric

Rubric for Evaluation of ESL Teacher Intern (mid-term & final)

Appendix US-1: Lesson Plan Rating Scale * Formal Observation # _____**

University Supervisors and Cooperating Teachers will each score independently the Teacher Intern’s planning and instructional skills observed during the Formal Observation. Please compare scores (by phone, email, or in-person), and assign the scores that you both agree on. A passing score will be at least a total of 30 points with no single item less than a 2.

Score	1	2	3	4
Task				
BEFORE TEACHING				
1. Planned appropriate, research- & standards-based instructional activities				
2. Planned for a multilevel classroom by incorporating appropriate scaffolding				
3. Used knowledge of culture and culturally-responsive materials to plan lessons that support learning				
4. Planned lessons focusing on integration of language through content				
DURING TEACHING				
5. Used teaching activities that engaged the learners, including cooperative learning and interactive tasks				
6. Integrated at least 2 language skills in each lesson				
7. Was flexible in adapting lesson plans to rate of student learning				
8. Addressed a variety of learning styles				
9. Checked for learner comprehension				
10. Used technological resources effectively to promote learning				

Teacher Intern _____

Cooperating Teacher _____ University Supervisor _____

Date: _____ School: _____

University Supervisor: Attach lesson plans and handouts to this page

Appendix US-2: Formal Observation Report –ESL/CISL Program – Lesson #___
(to be completed by the University Supervisor for each Formal Observation)

Teacher Intern		School	
Subject		Grade	
Date		Student WIDA levels	
University Supervisor		Activities Observed	

PREPARATION/ PLANNING

- ___ Plans and delivers research-based instructional activities for multilevel classrooms
- ___ Provides support for linguistically and culturally diverse students and those with special needs
- ___ Bases learning activities on both ESL and content-based standards
- ___ Prepares scaffolding materials that help learners access information presented

INSTRUCTIONAL METHODS/ ASSESSMENT

- ___ Taps prior knowledge to connect material to students’ lives
- ___ Models step-by-step directions and has students retell them to him/her before distributing materials
- ___ Integrates listening, speaking, reading, and/or writing with content objectives
- ___ Uses lesson plan as a roadmap and deviates from it whenever students are not engaged or indicate a lack of understanding
- ___ Adjusts pacing of instruction to match student responses and interaction
- ___ Limits quantity of teacher talk and gets each student to speak at least once in English
- ___ Uses knowledge of students’ cultural values and beliefs to promote learning
- ___ Redirects questions, wherever possible, to promote deeper thinking and/or more use of oral language
- ___ Checks for comprehension with open-ended questions addressed to a range of students
- ___ Designs and uses formative assessment appropriately
- ___ Uses technological resources effectively to promote learning

CLASSROOM MANAGEMENT/ CLIMATE

- ___ Ensures that all students are on task
- ___ Uses cooperative learning tasks effectively, setting short time limits for each task
- ___ Uses wait time and/or teacher silence to regain attention of class (does not raise voice or admonish students)
- ___ Shows respect for all students
- ___ Prevents or manages conflicts and disruptive behavior

PERSONAL/ PROFESSIONAL DEVELOPMENT

- ___ Arrives early or on time for the lesson
- ___ Comes fully prepared for the lesson
- ___ Responds to constructive feedback appropriately
- ___ Communicates promptly and effectively with both CT and US
- ___ Submits documentation by required deadlines
- ___ Dresses in a professional manner

RECOMMENDATIONS:

- 1.
- 2.
- 3.

University Supervisor’s Signature /Date

Teacher Intern’s Signature/Date

Cooperating Teacher’s Signature /Date

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

Name:

Date Scored:

Score*:

Score Points		1	2	3	4*
Domain					
Design & Administration	<p>Does not administer assessment tools and does not adapt criterion-referenced, performance-based assessment tools.</p> <p>Uses language that is vague and subjective and does not differentiate one level from another.</p>	<p>Adapts and administers assessments based on either language or content objectives, but some are not performance-based and contain inaccuracies.</p> <p>Uses language that is vague and/or subjective or does not effectively differentiate one level from another.</p>	<p>Designs and administers criterion-referenced, performance-based assessments based on both language and content objectives but contains inaccuracies or incomplete information on one or more assessment tasks/tools. Uses descriptive language with some vague or subjective terms that do not clearly differentiate between one level and another or uses materials developed by someone else.</p>	<p>Accurately designs and administers the required variety of tasks and criterion-referenced, performance-based assessments of both language and content based on state standards and classroom instruction and matches scoring criteria to learning objectives.</p> <p>Uses descriptive (objective), precise and measurable terms in each scoring tool that clearly differentiate between one level of performance and another.</p>	
Justification	<p>Does not provide a rationale or justification for adapting each assessment tool.</p>	<p>Provides few details in rationale, little justification for adapting each assessment tool, does not revise tools from pre-to post-test, and/or needs extensive elaboration.</p>	<p>Provides a defense for using some tools but not for others OR does not revise tools with supporting explanation OR needs elaboration.</p>	<p>Provides specific reasons for choosing each assessment tool format and structure, making each appropriate to the target group and assessment purpose, and revises pre-tests to be used as post-tests, providing a supporting explanation for each revision.</p>	

Scaffolding	Most assessment tools lack appropriate scaffolding.	Does not use a variety of scaffolding approaches and/or uses scaffolding that does not match the proficiency level of the target students.	Uses a variety of scaffolding approaches, but does not add scaffolding to some assessment tools, or scaffolding does not match the proficiency level of the target students.	Uses a variety of scaffolding approaches for each assessment task and tool, and these match the language proficiency level of target students and enable them to show what they know.
Validity & Reliability	Addresses issues of validity AND/or reliability incorrectly AND INCOMPLETELY .	Addresses issues of validity or reliability only briefly and generally and needs much more elaboration for each assessment tool.	Addresses issues of validity or reliability thoroughly but with misconception(s) or inaccuracy(ies).	Accurately and thoroughly explains how design of each assessment tool ensures construct, content, and consequential validity and intra-rater reliability.
Analysis of Teaching Impact & Design	Does not analyze results.	Only briefly describes results and needs elaboration, or arrives at conclusions and recommendations without evidence from test results, and/or analyzes results inaccurately.	Analyzes pre- to post-test score changes with some inaccuracies or for only some assessment tools, may need elaboration on how pre-test results were used to drive instruction or how post-test results show impact of teaching, and/or specifies next steps for either instruction or program placement based on what students learned.	Accurately analyzes pre- to post-test score changes on each assessment tool, explains how pre-test scores were used to direct instruction, explains level of teaching impact, and specifies next steps in instruction and program level placement based on what students have learned.

Score of 15 – 20 required for *Satisfactory* grade on Teaching Internship **No half-points (e.g., 3.5) are allowed; please use whole numbers, providing one number for each category and a total score.*

University Supervisor Score & Name _____

GMU Faculty Score & Name _____ Total Score = _____

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

Teaching Skills	1 Does Not Meet Standard	2 Approaches Standard	3 Meets Standard	4 Exceeds Standard
Planning Instruction	Plans a teacher-centered classroom, does not differentiate instruction, does not address standards and does not reflect on teaching.	Plans activities that may not be research-based, do not differentiate instruction, or address either ESL or content-based standards, and reflects on teaching.	Plans research-based classroom activities with some differentiation, bases learning activities on both ESL and content-based standards, provides scaffolding for learning, and reflects on teaching.	Plans research-based instructional activities for multilevel classrooms that are supportive of linguistically and culturally diverse students, including those with special needs, bases learning activities on both ESL and content-based standards, provides a variety of scaffolding for learning, and reflects on teaching and makes necessary adjustments.
Managing & implementing instruction	Does not use activities that integrate language skills and content objectives AND does not use technological resources.	Demonstrates a limited range of teaching activities that may address only language objectives OR does not use technological resources.	Demonstrates teaching activities that integrate language skills and content objectives, and uses technology to enhance learning.	Demonstrates a range of teaching activities that integrate listening, speaking, reading, and writing with content objectives, uses cooperative learning and a range of technological resource materials effectively, and provides access to the core curriculum.

Classroom Management Skills	Does not show respect for all students, is unable to manage conflicts and disruptive behavior, and applies consequences inconsistently.	Shows respect for all students but is frequently unable to manage conflicts and disruptive behavior and/or applies consequences inconsistently.	Ensures that most students are on task, shows respect for students, but may have problems managing minor conflicts or disruptive behavior effectively or applying consequences consistently, and sets and enforces high expectations.	Ensures that most or all students are on task, shows respect for students, prevents or manages conflicts and disruptive behavior, applies consequences consistently, and sets and enforces high expectations for each student.
Culture	Does not demonstrate knowledge about students' cultural values.	Demonstrates knowledge of students' cultural values and beliefs but does not incorporate these values into lesson plans or instructional activities.	Applies knowledge of students' cultural values and beliefs to promote student learning but may only occasionally integrate these into lesson plans or instructional activities.	Regularly integrates students' cultural values and beliefs into lesson plans and instructional activities to tap prior knowledge and promote student learning.
Classroom-Based Assessment	Does not conduct formative assessments or use performance-based assessment tools.	Uses few formative assessment tasks and tools, or most are not performance-based, or some of these do not provide appropriate scaffolding, and/or does not analyze results to inform instruction.	Designs formative assessment tasks and tools based on classroom instruction but some may not be performance-based or may not provide appropriate or sufficient scaffolding, uses results appropriately to direct instruction.	Designs and administers formative, performance-based assessment tasks and tools based on classroom instruction and curriculum objectives, provides appropriate scaffolding, and uses results appropriately to direct instruction.

EDCI 790 – ESL Teaching Internship

L.V. Pierce

Fall 2014

Syllabus

Professionalism	Consistently arrives late, comes unprepared, does not respond appropriately to feedback, does not communicate effectively with CT or US, delays in submitting required documentation, and/or does not collaborate or follow school dress code. Does not participate in after- or before school activities.	May be late or absent more than once or comes unprepared, does not respond appropriately to feedback or does not communicate effectively with CT or US, or delays in submitting required documentation, and may not collaborate effectively with the CT or follow school dress code. Does not participate in after- or before school activities.	Arrives consistently on time, comes prepared for the task; responds well to feedback but may not communicate effectively with CT or US and/or delays in submitting required documentation, works collaboratively with the CT, and follows school's dress code. May participate in after- or before-school activities.	Arrives consistently early for each class or teacher meeting, comes fully prepared for the task at hand, responds to constructive feedback appropriately, communicates promptly and effectively with both CT and US, works collaboratively with the CT, participates in after- or before - school activities and professional development, submits documentation by required deadlines, and follows school's dress code.
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To be completed by the Cooperating Teacher and University Supervisor at the end of independent teaching for each school placement.

EDCI 790 – ESL Teaching Internship

L.V. Pierce

Fall 2014

Syllabus

Summary of Scores on Analytic Scoring Rubric for Evaluation of ESL Teacher Intern

Please indicate **consensus scores** between the Cooperating Teacher and University Supervisor on performance status of the Teacher Intern at mid- and end-of-semester.

Name of Intern: _____

School: _____ Date _____

Scoring Category	Score <i>*No half-points (e.g., 3.5) are allowed, only whole numbers, one per category.</i>
1. Planning Instruction	
2. Managing & Implementing Instruction	
3. Classroom Management Skills	
4. Culture	
5. Classroom-Based Assessment	
6. Professionalism	
TOTAL SCORE	

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Performance Status: **Satisfactory** **Unsatisfactory**

Teacher Interns need to *meet* or *exceed* each standard in order to receive a grade of *Satisfactory* on the Internship.

18 points = Meets Standard **19 – 24 points = Exceeds Standard**

Comments: *Please describe this ESL Teacher Intern's unique skills, abilities, and potential as a new teacher (no attachments, please)*

Signatures

Teacher Intern

Cooperating Teacher

University Supervisor

Date