



## FAST TRAIN Programs

George Mason University  
College of Education and Human Development  
Graduate School of Education  
FAST TRAIN

**EDCI 790:**  
**International Education Student Internship – ESL Education**  
**Fall 2014**  
**4 Credits**  
**August 26 – December 8**

**FIELDWORK COORDINATOR:**

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**Office:** 2603 Thompson Hall  
**Meeting Dates:** August 26 – December 8  
**Meeting Time:** online  
**Meeting Location:** online

**DESCRIPTION:** Intensive, supervised clinical experience for full semester in accredited schools. Students must register for appropriate (elementary) section.

**PREREQUISITES:** Eligibility for student internship requires the following OR permission of the program advisor:

1. Good academic standing
2. Satisfactory completion of all coursework in the licensure program
3. Submission of satisfactory scores on all prerequisite exams:
  - a. Praxis CORE Academic Skills for Educators tests for Reading, Writing, and Mathematics (or equivalent)
  - b. Virginia Communication and Literacy Assessment (VCLA)

**NATURE OF COURSE DELIVERY:** This course is highly interactive by design. It is predicated upon *learning by doing* and *discovery learning*. Interns spend 15 weeks in an elementary school, under the guidance and supervision of an on-site supervisor and a university supervisor. Assessment is conducted through performance-based assignments. Students will be engaged in cooperative learning, small group discussions, videos, goal setting, and reflection.

**LENGTH OF STUDENT INTERNSHIP:** Interns are required to complete 375 contact hours during the internship semester (including a minimum of 150 hours of direct teaching). Interns are also required to complete 20 hours (of teaching or observation) at a different grade level to complete the required *clinical experience hours at the alternative licensure area*. If the intern is teaching an elementary grade (K-6), the 20 hours should be completed in a secondary grade (7-12), and if the intern is teaching in a secondary grade, the 20 hours should be completed in an elementary grade.

- Internship semester = 375 hours (150 of which must be direct teaching)
- Clinical experience hours at the alternative licensure area = 20 hours (may be done during internship semester or the following semester)
- Total time = 395 hours (375 Internship semester + 20 Clinical experience hours)

#### **TECHNICAL REQUIREMENTS:**

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - LIST ALL COURSE-RELATED PLUG-INS, SUCH AS THE FOLLOWING EXAMPLES...
  - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
  - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
  - Apple QuickTime Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- A headset microphone for use with the Blackboard Collaborate web conferencing tool
- Access to a scanner to scan and upload documents to Blackboard and TaskStream

**EXPECTATIONS FOR PARTICIPATION:** This online course is **not self-paced**. You will be expected to complete one module every week.

- **Course Week:** This course is asynchronous: Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on **Tuesdays**, and **finish** on **Mondays**.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **2** times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least 2 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

**LEARNER OUTCOMES:** Based upon Interstate New Teacher Assessment and Support Consortium (INTASC) standards, this course will enable students to:

- Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students (Standard 1).
- Understand how children learn and develop and provide learning opportunities that support children’s intellectual, social, and personal development (Standard 2).

- Understand how students differ in their approaches to learning and create instructional opportunities adapted to diverse learners (Standard 3).
- Understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills (Standard 4).
- Use understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation (Standard 5).
- Use knowledge of effective verbal, nonverbal, and media communication techniques (including computers and other appropriate technology for a school setting) to foster active inquiry, collaboration, and supportive interaction in the classroom (Standard 6).
- Plan instruction based on knowledge of subject matter, students, the community, and curriculum goals (Standard 7).
- Understand and use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner (Standard 8).
- Be a reflective practitioner who continually evaluates the effects of his or her own choices and actions on others and actively seeks out opportunities to grow professionally (Standard 9).
- Foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being (Standard 10).
- Understand the teacher's responsibility to fulfill the legal requirements for recognizing, reporting, and responding to child abuse and neglect (Code of Virginia 22.1-298).

#### **GMU POLICIES AND RESOURCES FOR STUDENTS:**

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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.
- 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/>].
- 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/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 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.

**CORE VALUES COMMITTEMENT:** The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

**INCOMPLETE (IN):** This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

**GMU E-MAIL & WEB POLICY:** Mason uses electronic mail ([www.gmu.edu/email](http://www.gmu.edu/email)) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

**COURSE WITHDRAWAL WITH DEAN APPROVAL:** For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

**Integrity of Work:** FAST TRAIN 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.

*Violations of the Honor Code* include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. Lesson plans should be created *by you for your specific class*.

**PROFESSIONAL STANDARDS:** Student Teachers are expected to demonstrate their acquisition and ability to apply the following TESOL Standards for ESOL Candidates at acceptable or target levels.

TESOL Standards
Domain 1: Language
Domain 2: Culture
Domain 3: Planning, Implementing and managing Instruction
Domain 4: Assessment
Domain 5: Professionalism

## COURSE REQUIREMENTS

### 1. Blog

Students will interact with other interns through a blog on Blackboard. Each student will be required to submit a blog post once per week describing his/her experiences in their classroom. This is meant to be a short, two to three paragraph update on the teaching experience. Each week will have a specific theme. (See schedule below). Feel free to keep it fun, but also share your struggles and epiphanies during your teaching experience. In this class, the week is defined as starting on Tuesday and ending on Monday midnight (EST). **The first blog will be due by September 1<sup>st</sup> by 12 midnight (EST).**

### 2. Hours Logs

Each intern will need to keep track of the hours that they are engaged in teaching activities. **The logs must be signed by the On-Site supervisor**, and all time columns should be correctly *tallied* before submission. Students will record hours in three categories: **Direct Teaching** (the time spent directly interacting with students, whether co-teaching, independent teaching, working with small groups, or working one-on-one with a student), **Indirect Teaching** (time spent observing, planning, grading, attending faculty meetings, and other teaching-related experiences during the school day), and **School-based Activities** (non-teaching duties occurring outside of school hours, such as parent open house or school multicultural nights). Signed hours logs need to be scanned/uploaded into TaskStream by midnight on the following dates: **October 20<sup>th</sup> and December 8<sup>th</sup>.**

**\*\*Clinical Experience Hours at the Alternative Licensure Area (20 hours) must be submitted on the “Clinical Experience Hours” form. These hours can be submitted at any time during the semester, but must be in TasStream by December 8<sup>th</sup>.**

**\*\*Hours Log Templates are available at the end of the syllabus.**

### 3. Personal Goal Plan

Each intern will create a personal goal plan for the semester. The goal statement should contain a minimum of four specific goals, a rationale for why each of the goals has been chosen, a preliminary plan of action as to how the intern will seek to achieve the goal, and a description of how they will measure whether or not they are successful in achieving the goal. Goal statements should be posted on TaskStream by **September 15<sup>th</sup>**. At the midpoint of the semester, students must submit an update on what they are doing to meet their goals, what progress they have made, and provide evidence or artifacts showing their progress. The midpoint update should be posted on TaskStream by **October 27<sup>th</sup>**. At the end of the semester, students must submit a final report on their goal plan. The report should include what each goal was, what steps were taken to meet the goal (including steps that worked and steps that didn't work), a self-analysis of how successfully the goals were met, and provide evidence or artifacts that shows growth or improvement in the goal area. The final report must be submitted to TaskStream by **December 8<sup>th</sup>**.

**\*Personal Goal Plan Templates provided at the end of the syllabus.**

### 4. Formal Observations

Student teachers must be observed at least 2 times during the semester by the On-Site Supervisor. The official evaluation form is available at the end of syllabus. The formal observation forms are due on TaskStream by midnight the following dates: **October 20<sup>th</sup> and December 8<sup>th</sup>**.

### 5. Classroom Videos and Reflections

Interns should video record a lesson two times during the semester. After recording, the intern should review the video and locate **four segments** of approximately **5 minutes** each that show: 1) an anticipatory set in which the lesson is introduced and prior knowledge is engaged, 2) a sample of engaging students in a student centered activity, 3) a sample of something that went particularly well during the lesson, and 4) a sample of something that could be improved upon in the lesson.

For each segment, the student should craft a paragraph (minimum) reflection in which the video segment is described and the episode is reflected upon. The reflection should include the following: what is happening in the clip, why the clip was chosen, what this clip represents in your teaching, things you notice about your teaching from the clip, and what strengths and weaknesses you might have observed in yourself through this clip. The four clips (NOT THE ENTIRE VIDEO) should be uploaded into TaskStream. *Each clip* should be accompanied by a written reflection. The video clips and reflections will be due on the following dates: **September 29<sup>th</sup> and November 10<sup>th</sup>**.

## 6. Teaching Evaluation Form

At the end of each placement, the on-site supervisor will complete a final student internship evaluation. This form is identical to the formal observation forms, but it is meant to be an evaluation of your *entire* student internship semester rather than just one lesson. This form will be due on TaskStream by **December 8<sup>th</sup>**.

## 7. Teaching Portfolio

Each intern will complete a teaching portfolio focused on *classroom environment, instruction and delivery, and professionalism*. For each category, interns must demonstrate competency by providing an artifact from his or her teaching **and** a typed reflection. Suggested artifacts are provided for each category. Each artifact should be accompanied by a (one paragraph minimum) reflection describing how that artifact displays the intern's understanding and competency in that area. All artifacts and reflections will be due on **TaskStream** by **December 1<sup>st</sup>**.

### Portfolio Category 1: Classroom Environment

Descriptor	Suggested Artifacts
<b>a) Expectations for Student Achievement:</b> Expectations for student achievement with value placed on the quality of student work	A rubric or other type of quality indicator given to students to gauge their learning progress
<b>b) Appropriate interactions with and among students:</b> Appropriate interactions between teacher and students and among students	Video clips, observation notes, and/or discussion transcripts
<b>c) Classroom Management:</b> Clear standards of conduct and effective management of student behavior	Examples of expectations used for specified activities and/or management strategies you have found to be consistently effective
<b>d) Rapport with students:</b> Ability to establish and maintain rapport with students	Observations, reflections, video clip, and/or narrative description.
<b>e) Equitable learning opportunities:</b> Attention to equitable learning opportunities for students	Evidence of providing all students the opportunity to learn regardless of their level of ability. This can be represented through grouping decisions, participation strategies, or differentiated outcome measures.
<b>f) Routines and Procedures:</b> Effective classroom routines and procedures resulting in little or no loss of instructional time	Description of a routine or series of routines used to retain students' attention and engagement in learning.

### Category 2: Instructional Delivery

Descriptor	Suggested Artifacts
<b>g) Use of Content Knowledge and Pedagogical Theory:</b> Knowledge of content and pedagogical theory through instructional delivery	Videos, observations, reflections, or a short narrative demonstrating the extent of your knowledge during a recent unit of study
<b>h) Communication of procedures and clear</b>	Evidence of a lesson (observation notes, lesson plan,



<b>content delivery:</b> Communication of procedures and clear explanations of content	video) that required you to give clear procedures and explanations of content in order for students to succeed
<b>i) Instructional goals with sequence, clear expectations, and adaptations:</b> Instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs	Evidence of a lesson (observation notes, lesson plan, video) in which you had sequentially aligned learning goals, clear expectations for demonstrating learning, and adaptations as needed
<b>j) Feedback to students:</b> Feedback to students on their learning	An example of written feedback to students that was directly linked to a rubric or other assessment tool and to the learning goals
<b>k) Questions and discussion strategies:</b> Use of questioning and discussion strategies that encourage many students to participate	A video clip, a transcript, or a script with a reflection of a discussion you facilitated
<b>l) Informal and Formal Assessments:</b> Use of informal and formal assessments to meet learning goals and to monitor student learning	Example of an informal assessment used to gather information about learning progress and a formal assessment used to evaluate learning.

### Category 3: Professionalism

Descriptor	Suggested Artifacts
<b>m) Maintaining records and communicating with families:</b> Maintaining accurate records and communicating with families	Describe several record keeping strategies that you use at your school and describe how you communicate with families
<b>n) Professional development:</b> Knowledge of professional growth and development opportunities	Compose a list and briefly describe 3 school events that have been offered or 3 PD opportunities you have found that would support your current growth and development goals
<b>o) Effective communication:</b> Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators	Provide copies of a communication with parents, paraprofessionals, colleagues, or other service providers in your school that demonstrate professionalism
<b>p) Professional Relationships:</b> Ability to cultivate professional relationships with school colleagues	Evidence of any kind of collaborative work you have engaged in at your school site in the form of unit planning, co-teaching, event planning, or committee work.

## CLASS SCHEDULE

**Key:**

Blue = Blog topic for the week

- = What must be uploaded to Blackboard by the end of the week

Weekly Schedule	Assignment
<b>WEEK 1</b> Beginning of School Year - September 1	Blog Topic 1: Describe the classroom, school, and students in your new school.
<b>WEEK 2</b> September 2 - September 8	Blog Topic 2: What has surprised you the most thus far in your position as ESL teacher?
<b>WEEK 3</b> September 9 - September 15	Blog Topic 3: Discuss challenges you have experienced in your teaching thus far. How are you dealing with these challenges? <ul style="list-style-type: none"> <li>• Submit Personal Goal Plan</li> </ul>
<b>WEEK 4</b> September 16 - September 22	Blog Topic 4: How are you establishing rapport and contact with the students' parents?
<b>WEEK 5</b> September 23 - September 29	Blog Topic 5: Share one observation that you made about your teaching from the first video session. Were you surprised to see anything you did? What is one thing that you saw that you would like to improve in your teaching? <ul style="list-style-type: none"> <li>• Submit Video Clips and Reflections 1</li> </ul>
<b>WEEK 6</b> September 30 - October 6	Blog Topic 6: Post a lesson plan you taught this past week and reflect on that experience.
<b>WEEK 7</b> October 7 - October 13	Blog Topic 7: What classroom management strategies have you implemented? Have they been successful? Are there classroom management issues that you are experiencing in your classroom?
<b>WEEK 8</b> October 14 - October 20	Blog Topic 8: What strategies have you found useful for finding appropriately leveled resources for your students? <ul style="list-style-type: none"> <li>• Submit Hours Log 1</li> <li>• Submit Formal Observation 1</li> </ul>
<b>WEEK 9</b> October 21 - October 27	No blog this week: Use the time to craft your mid-point update. <ul style="list-style-type: none"> <li>• Submit Personal Goal Plan Mid-Point Update</li> </ul>
<b>WEEK 10</b>	Blog Topic 9: Describe how you give student feedback to your

October 28 - November 3	students.
<b>WEEK 11</b> November 4 - November 10	Blog Topic 10: What strategies have you developed to build your time management skills? <ul style="list-style-type: none"> <li>• Submit Video Clips and Reflections 2</li> </ul>
<b>WEEK 12</b> November 11 - November 17	Blog Topic 11: Describe a way that you have successfully implemented technology into your classroom.
<b>WEEK 13</b> November 18 - November 24	Blog Topic 12: What type of collaboration do you do with classroom teachers (aides) in your school?
<b>WEEK 14</b> November 25 - December 1	Blog Topic 13: Discuss what you know now that you wish you would have known at the beginning of your teaching experience. <ul style="list-style-type: none"> <li>• Portfolio</li> </ul>
<b>WEEK 15</b> December 2 - December 8	No blog this week. Prepare final paperwork for submission. <ul style="list-style-type: none"> <li>• Submit Hours Log 2</li> <li>• Submit Final Personal Goal Plan Report</li> <li>• Submit Formal Observation 2</li> <li>• Submit Teaching Evaluation Form</li> <li>• Clinical Experience Hours at the Alternative Licensure Area</li> </ul>

## Grading -- GRADING POLICY

The Graduate School of Education has approved the following grading policy for EDCI 790.

1. The grading scale will be S (Satisfactory/Passing), NC (No Credit/Fail), or IP (In Progress) in accordance with GMU policy for student teaching 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. If they cannot agree, the Director of Student and Faculty Services will determine the grade based on a review of the documentation and, in some cases, observation of the student teacher's performance.
3. A graduate student teacher who receives a No Credit grade will not be recommended for teacher licensure unless he/she repeats all or part of the experience with satisfactory performance. (This may require enrolling and paying tuition for additional credit hours in a subsequent semester, or paying a fee for extended supervision.) Permission for repeating the student teaching experience must be applied for and granted by the university.

4. Any student teacher whose performance cannot be evaluated at the end of the grading period will receive a grade of IP (In Progress). An IP grade shall be changed to Satisfactory or No Credit for graduate students upon completion of requirements - usually before the beginning of the next semester.
5. In some cases, a grade of No Credit may be accompanied by a recommendation that the student not be allowed to repeat the student teaching experience. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.

**Log of Hours**

(For use during internship semester and follow up semester)

**Intern:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

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

**Verified by Supervisor:** \_\_\_\_\_

(Signature)

<b>Date</b>	<b>Hours of Direct Teaching<sup>1</sup></b>	<b>Hours of Indirect Teaching<sup>2</sup></b>	<b>Hours of School-Based Activities<sup>3</sup></b>	<b>Comments</b>
<b>Total Hours</b>				

<sup>1</sup>**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.

<sup>2</sup>**Indirect Teaching** = Time spent observing, planning, grading, attending faculty meetings, and other teaching-related experiences during the school day.

<sup>3</sup>**School-based Activities** = non-teaching duties occurring outside of school hours, such as parent open house or school multicultural nights.

**Clinical Experience Hours at the Alternative Licensure Area  
Hours Log**  
(For use when observing in the alternative grade level)

**Intern:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

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

**Verified by Supervisor:** \_\_\_\_\_

Date	Grade	Subject or Action	Hours Observed	Teacher Signature

## Personal Goal Statement Templates

### *Preliminary Plan of Action*

Goal	Goal Description	Why the goal was chosen?	How will you strive to achieve this goal?	How will you measure if the goal has been achieved (or progress has been made)?
1				
2				
3				
4				

### *Personal Goal Mid-Point Update*

Goal	Goal Description	What progress have you made towards meeting your goals?	What evidence or artifacts can you provide to show development towards your goal?
1			
2			
3			
4			

### *Final Goal Report*

Goal	Goal Description	What steps were taken to meet the goal (both successful and unsuccessful)?	How well do you think you did in terms of meeting the goal? Why?	What evidence or artifacts can you provide to show development towards your goal?
1				
2				
3				
4				

**Teaching Evaluation Form for ESL Education Students**  
(To be used for the two formal observations and the final teaching evaluation)

Intern's Name \_\_\_\_\_ Semester \_\_\_\_\_  
 Intern's Contact Email \_\_\_\_\_ Grade/Subject of Placement \_\_\_\_\_  
 Evaluator Name/Signature \_\_\_\_\_ Position \_\_\_\_\_  
 School \_\_\_\_\_ Evaluator Contact Email \_\_\_\_\_

Student Teaching Category	TESOL Domain	Score			Score
		1	2	3	
		Approaches Standard	Meets Standard	Exceeds Standard	
Demonstrate knowledge of the components of language and language as a system including phonology, morphology, syntax, pragmatics, and semantics.	1a	Candidates demonstrate limited knowledge of language and language as a system to inform instruction. Candidates often fail to serve as a good model of use of English.	Candidates demonstrate proficiency in their own use of English and serve as a good language model for ELLs. Candidates use components of language and language as a system to inform instruction and assist students in recognizing, using, and acquiring English in oral and written contexts.	Candidates design instruction that incorporates knowledge of language and differentiation to accommodate challenging aspects of English. They create lesson plan that help students develop strategies monitor their own use of English and provide opportunities to do so. They serve as an excellent model for English and can use students L1 where possible.	
Understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning	1b	Candidates incorporate little theory or research in implementing instruction. Instruction provides little differentiation to create a supportive learning environment.	Candidates identify and understand language acquisition theory and research to develop lessons and instruction that are developmentally appropriate. Candidates vary their teaching style to accommodate students' different learning styles.	Candidates engage in action research within the classroom, applying theories and research in language acquisition to analyze and understand students' language acquisition and literacy. They provide regular opportunities for students to read, learn, and express themselves in their L1 in class and use L1 language to support instruction in the L2.	



Understand and apply cultural values and beliefs in the context of teaching and learning.	2a	Candidates provide minimal planning and instruction related to cultural values and beliefs. Candidates demonstrate only slight understanding of cultural backgrounds of students and how this will impact instruction.	Candidates seek ways to understand student's cultural values and beliefs and actively incorporate this knowledge into planning and implementing instruction. They demonstrate the belief that all students can learn.	Candidates consistently use cultural knowledge throughout teaching to relate activities and materials to students' culture, interests, knowledge and experience. They demonstrate the belief that all students can learn and treat students and their cultural heritage with respect. They integrate materials and activities which promote equity.	
Candidates plan classroom instruction in a supportive learning environment for ELLs. They plan multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum	3a	Candidates provide minimal planning in addressing the needs of all learners in the classroom	Candidates plan instruction to address the needs of all learners in the classroom. Lesson plans include standards-based ESL instruction and integrate content in meaningful ways as appropriate.	Candidates consistently differentiate instruction to provide for the diverse needs of learners. Lesson plans include multiple ways of presenting material and are based on multiple measures of developmental needs. Candidates consistently plan instruction to create meaning using real-world scenarios.	
Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content	3b	Candidates provide few activities or tasks that develop student's language abilities. Instruction lacks variation and differentiation.	Candidates plan and implement activities, tasks, and assignments that develop authentic uses of academic language. Candidates provide standards-based instruction that builds and integrates students listening, reading, writing and oral language skills.	Candidates design and implement activities, tasks, and assignments that develop authentic uses of academic language and collaborate with content-teachers to link language and content together in thematic and inquiry-based units. Candidates consistently provide opportunities for students to develop their listening, reading, writing, and oral language skills in integrated ways.	
Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching	3c	Candidates provide minimal adaptation of materials and do not address age appropriateness or language proficiency in modifications	Candidates provide means to adapt texts so that they are for students age, learning style, and language proficiency	Candidates build on student's culture in adapting and sequencing materials so that they are consistently culturally and linguistically appropriate for students	

Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodates in formal testing situations	4a	Candidates use a minimal variation of assessment measures or fail to adapt assessments to appropriately evaluate student's language ability. Candidates provide minimal preparation for assessments.	Candidates use multiple and appropriate formative and summative assessments measures for a variety of purposes. They prepare students appropriately for all assessments. Candidates understand the obstacles to assessment ELLs face and have strategies to help them.	Candidates design and adapt classroom tests and alternative assessment measures to make them appropriate for ELLs for a variety of purposes. They use multiple and adapted assessments consistently and appropriately in class. Candidates create assessments that are standards based, valid, reliable, and appropriate.	
Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understand of their uses for identification, placement, and reclassification of ELLs	4b	Candidates provide minimal effort in assessing ELLs discrete and integrated language skills and implement only a few measures to do so. Candidates cannot explain the issues regarding placement of ELLs.	Candidates assess ELLs discrete and integrated ability to use grammar, vocabulary, listening, speaking, reading, and writing to communicate appropriate using performance-based measures. They understand issues regarding placement and reclassification of ELLs.	Candidates develop and adapt a variety of techniques and instruments to assess ELLs content learning at all levels of language proficiency and literacy. Candidates share these assessments with colleagues. They understand issues regarding placement and reclassification of ELLs and share this information effectively with families and colleagues.	
Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom	4c	Candidates use a minimal variety of performance based assessments within class. Assessment is often not included in lesson planning or implementation. Assessments are not adapted or implemented appropriately.	Candidates use a variety of performance based assessment tools to evaluate ELLs. They use test adaptation techniques (such as simplifying language) to support diverse learners. They model self and peer assessment techniques and provide opportunities for students to practice these in the classroom.	Candidates create multiple performance based measures to assess students' language skills and communicative competencies across the curriculum. . They imbed peer and self-assessment within instruction and create and use a variety of rubrics to assess ELLs learning.. Candidate share their knowledge with colleagues effectively.	
Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and applying this knowledge to inform teaching and learning	5a	Candidates demonstrate limited knowledge of ESL laws, policies, and procedures but do not use this knowledge to inform instruction.	Candidates use their knowledge of laws, policies, and procedures related to ESL teaching to provide appropriate instruction for ELLs. Candidates conduct classroom research to support students.	Candidates use their knowledge of laws, policies, and procedures related to ESL teaching to design appropriate instruction for ELLs. Candidates design and implement research that will affect their instruction.	

<p>Candidates take advantage of professional growth opportunities and Demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.</p>	<p>5b</p>	<p>Candidates understand the importance of advocating for ELLs and establishing collaborative relationships with others but make minimal effort to engage partners. Attendance at meetings and planning session is inconsistent.</p>	<p>Candidates are valued members of the faculty and consistently engage in meetings, planning sessions, and other requirements. Candidates advocate for students and provide ways to work collaboratively among teachers, staff, and administration.</p>	<p>Candidates take initiative to collaborate with general and content areas teachers consistently to plan and implement instruction for ELLs. Presents findings, ideas, and proposals to staff. Consistently attends and actively participates in additional faculty opportunities and extracurricular activities. Consistently and creatively communicates with families about student's learning.</p>	
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Additional Strengths:

Additional Weaknesses:

Intern's Signature: \_\_\_\_\_ Date \_\_\_\_\_

On-Site Supervisor's Signature: \_\_\_\_\_ Date \_\_\_\_\_