

EDCI 790 – ESL Teaching Internship

L.V. Pierce

Spring 2015

Syllabus

George Mason University

College of Education & Human Development

Graduate School of Education

Multilingual/Multicultural Education Program

Internship in Education: ESL

EDCI 790 - Section 004 6 Credits

Spring 2015

Meets daily onsite at various school locations

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

University Catalog Description

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

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 through coursework and in the *ESL Teaching Internship Manual* and training provided to members of the Teaching Internship team.

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.

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 and identify areas needing more or different instruction;*
- 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 to collaborate with a school-based Cooperating Teacher and University Supervisor and respond appropriately to constructive feedback.*

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

Standards addressed by this 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)

Textbooks: None required.

Nature of course delivery: Traditional 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 the teachers' classes and students five days a week, except for school holidays. On-the-job interns are hired by one school on a provisional contract and remain in that one school and work with full-time cooperating teachers. These interns are required to observe at least 20 hours of teaching in a school that serves students at a different grade level range than the one where they have been hired.

Interns are 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 mandatory seminars on campus at least once a month to discuss teaching approaches and evaluation procedures for the Internship.

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.

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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.

Assignments & Projects (no exams)

- **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 4 Formal Observations conducted by the US (scored with *Lesson Plan Rating Scale*, 4-point scale).
- **Formal Observations:** Interns will be evaluated for several lessons that they independently prepare and present to their students during Formal Observations conducted by the University Supervisor (scored with *Formal Observation Checklist* and Supervisor 's comments)
- **Classroom-Based Assessment Project:** Interns will conduct a formative assessment project with one group of students on one language skill as part of their instruction over a 4 – 6 week period (scored with the *Classroom-Based Assessment Project Scoring Rubric*, a 4-point scale).
- **Mid-Term and Final Evaluation of ESL Teacher Intern:** Interns will be evaluated on their progress jointly by their Cooperating Teacher and University Supervisor after their second and fourth or final Formal Observations (scored with *Evaluation of ESL Teacher Intern Scoring Rubric*, 4-point scale).
- **Log of Hours:** Teacher Interns will 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. (not scored)
- **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 (not scored).
- **Evaluation of CT and US:** At the end of each school placement (or end of semester for *On-the-Job Interns*), the Teacher Intern should complete Evaluation Forms of the Cooperating Teacher. All Interns should complete an evaluation of 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 (not scored).

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 and 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 pending completion of work due.
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.

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.

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 full responsibility for several classes or groups of students for a minimum of 4 weeks at each school (8 weeks for OTJ interns). Toward the end of the semester, the Teacher Intern gradually returns responsibility for instruction of each class to the CT. 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.

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 Requirements - Submission of Performance-Based Assessments (PBA)

Every candidate registered for an 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

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 Project051015

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/university-policies/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.

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.

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 the website [See <http://gse.gmu.edu/>]

Scoring Rubrics, Rating Scales, & Checklists

Lesson Plan Rating Scale

Formal Observation Checklist

Classroom-Based Assessment Project Scoring Rubric

Evaluation of ESL Teacher Intern Scoring Rubric (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.

4 = Exceeds standards 3= Meets standards 2 = Approaches standards 1 = Does not meet standards

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 Checklist –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 – Rev. Spring 2015

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>	
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 has inaccuracies in defending scoring tools.</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. Uses descriptive (objective), precise and measurable terms in each scoring tool that clearly differentiate between one level of performance and another.
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.

<p>Professionalism</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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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

Spring 2015

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
	*No half-points (e.g., 3.5) are allowed, only whole numbers, one per category.
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

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.