

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION

Teaching Culturally, Linguistically Diverse & Exceptional Learners Program

EDCI 790 – 010
crn: 81451
Internship in Education - ESL

6 Credits - Fall 2015
Meets Daily, On-Site in Schools

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COURSE DESCRIPTION

A. Prerequisites/Corequisites

Completion of all licensure courses, passing scores on PRAXIS I & VCLA

B. University Catalog Course Description

Intensive, supervised clinical experience for full semester in accredited school.
Students must register for appropriate section.

C. Expanded Course 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 English as a Second Language (ESL) teachers at the PreK-12 levels requires teacher candidates to conduct Teaching Internships at both elementary and secondary levels. Since GMU's Teaching Internship is a 6-credit, one semester requirement, the state mandate to do internships at two separate age/grade levels (and schools) limits the Teacher candidate to approximately 8 weeks at each level, except in cases of On-the-Job Interns, where candidates have received a provisional

license to teach in a school while conducting the internship. In these cases, the intern will spend 20 hours observing teachers at a different grade range than the one she is teaching in. For example, an ESL teacher hired at an elementary school would need to make 20 hours of observation at a high school during the internship.

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 *Mentor teachers (MT)*, except when they have been trained as clinical faculty to assume more responsibility for supervision of Teacher candidates. The *University Supervisor (US)* may be full-time or adjunct faculty.

The purpose of this *syllabus* is to provide guidance to the teacher candidate, the University Supervisor, and the Mentor teacher regarding procedures and required documentation for the ESL Teaching Intern. This syllabus does not purport to provide detailed assistance on planning, teaching, observation, supervision, or evaluation. These are covered in coursework or other materials and training provided to members of the Teaching Internship team.

Many problems can be avoided by following instructions in this syllabus and in the internship manual and by seeking assistance early. Always try to solve a problem as close to the source as possible. If that is not possible, they should respect the lines of communication and authority in the school and university. For example, students should work with their Mentor teachers, principals, and On-site Supervisor before seeking help from the university supervisor. However, the *Teaching Culturally, Linguistically Diverse & Exceptional Learners* program is available to provide information and assistance to all members of the student teaching team.

LEARNER OUTCOMES or 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 (TESOL/CAEP):

Licensure courses are aligned with TESOL/CAEP *Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education* (2010) as well as with the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, which represent those principles that should be present in all teaching environments, regardless of the subject or grade level, and serve as a framework for the systematic reform of teacher preparation and professional development programs. The standards aim to provide consistency in teacher education programs across the United States in terms of what ESOL teachers need to know and can do (i.e., knowledge, skills, and dispositions to effectively teach of culturally and linguistically diverse students).

Effective teachers of all disciplines, subjects, and grade levels model and apply the National Education Technology Standards for Teachers (NETS-T) as they design, implement, and assess learning experiences and as they engage students in the classroom to enhance and support learning while they provide

positive models for ethical and effective use of technology to students, colleagues, parents, and the community. Evidence of the degree to which the academic standards have been met is compiled in a program participant's Professional Development Portfolio (refer to PDP Guidelines) throughout the licensure component of the program.

TESOL & NETS Standards

1. **TESOL Domain 1. Language** - Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (ELLs) develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated.

a. *Standard 1.a. Language as a System* - Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

b. *Standard 1.b. Language Acquisition and Development* - Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

2. **TESOL Domain 2. Culture** - Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

Standard 2. Culture as It Affects Student Learning - Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

3. **TESOL Domain 3. Planning, Implementing, and Managing Instruction** - Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

a. *Standard 3.a. Planning for Standards-Based ESL and Content Instruction* - Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

b. *Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction* 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.

c. *Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction* 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.

4. TESOL Domain 4 – Assessment - Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

a. *Standard 4.a. Issues of Assessment for ESL.* Candidates understand various issues of assessment (e.g. cultural and linguistic bias, political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.

b. *Standard 4.b. Language Proficiency Assessment.* Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

c. *Standard 4.c. Classroom-Based Assessment for ESL.* Candidates know and use a variety of performance based assessment tools and techniques to inform instruction.

5. TESOL Domain 5. Professionalism - Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with colleagues and the community to: improve the learning environment, provide support, and advocate for ELLs and their families.

a. *Standard 5.b. Professional Development, Partnerships, and Advocacy* - 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.

National Education Technology Standards

Standard 2 - Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-T (NETS-T 2a, 2b, 2c, 2d).

Standard 3 - Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society (NETS-T 3a, 3b, 3d).

Standard 5 - Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources (NETS-T 5c).

REQUIRED TEXTS:

Edthena - All candidates registered for the ESL Teaching Internship will purchase an online account for a video coding tool to promote ease of uploading teaching videos and obtaining feedback from University Supervisors; cost is approximately \$100

COURSE ASSIGNMENTS AND EXAMINATIONS:

<i>Assignment Description</i>	<i>Grade %</i>	<i>Standards Addressed</i>
Log of hours		State requirement
Certification Form for OTJ ESL Tchr Candidates		State requirement
BiWeekly Progress Report		TESOL 2, 3 a, 3b, 3 c, 4a, 4b, 4c
Lesson Plan Rating Scale (4)		TESOL 1 a, 1b, 2, 3a, 3b, 3c, 4c NETS 2, 3
CBA Project		TESOL 1 a, 1b, 4c NETS 2, 3, 5
Mid-Term Evaluation		TESOL 2, 3a, 3b, 3c, 4c, 5a
Final Evaluation		TESOL 2, 3a, 3b, 3c, 4c, 5a NETS 2, 3, 5
<i>All assignments required for Satisfactory grade; requirements are not weighted</i>	S/U	

BLACKBOARD REQUIREMENTS

Every student registered for any TCLDEL course with a required performance-based assessment is required to submit this assessment, the CBA Project & Lesson Plans (4 from Formal Observations), to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

GRADING POLICY

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

1. The grading scale will be Satisfactory (S), Unsatisfactory (U), or In Progress (IP) in accordance with GMU policy for Internships and GSE policy for counseling and administrative Internships.
2. The Mentor Teacher(s) and the University Supervisor shall determine the interim and final grades jointly after consultation (but final grades will not be assigned until the GMU Supervising Faculty Member has scored the Classroom-based Assessment Project and evidence is provided that the Intern has achieved a passing score on this project). If the MT & 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 candidate's performance.
3. A Teacher candidate who receives a total score of less than 3.0 on the *Classroom-Based Assessment Project* or on the final overall *Analytic Scoring Rubric for Evaluation of ESL Teacher candidate* 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 candidate 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.

HONOR CODE & INTEGRITY OF WORK

Integrity of Work: TCLDEL 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. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

LATE WORK POLICY

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

LAPTOP/CELL PHONE POLICY

Laptop use is permitted at the discretion of the instructor and for specific purposes as assigned in the class (e.g. small group work). Laptops will be closed during discussions, lectures and other assignments in class which require your full attention. Cell phones must be turned off/silenced during class periods. Cell phones may be used during break.

Teacher candidates must follow school site regulations regarding teacher and student use of cell phones and laptops in school and in the classroom.

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.

CORE VALUES COMMITMENT

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: <http://cehd.gmu.edu/values/>.

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

Teaching *Schedule & Timeline A* for Traditional Candidates

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

Weeks*	Teacher candidate (TC)	Mentor teacher (MT)	University Supervisor (US)
1 - 2	<p>Observe MT & 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 MT</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 TC in lesson planning and provide feedback (Appendix A)</p> <p>Allow TC 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 MT for at least 4 weeks</p> <p>During Weeks 7 and 8, gradually return all classes to the MT 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 TC 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 MT, 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 Candidates

Weeks*	Teacher candidate (TC)	Mentor teacher (MT)	University Supervisor (US)
1 – 2	<p>Meet MT & content teachers who work with your ESL students</p> <p>Observe your MT teach her own and perhaps your class</p> <p>Ask MT 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 TC 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 MT</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 MT</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 MT</p>

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

TEACHING INTERNSHIP GUIDELINES

Attendance: Teacher candidates maintain the same schedule as Mentor 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 candidates follow school division policy regarding notification of absences for illness or other emergencies. The Mentor 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 candidates are required to obtain information on and follow the school dress code for teachers.

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

Professional and Legal Responsibilities: Teacher candidates 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 candidates 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 candidate's evaluation may be shared with the Mentor teacher, University Supervisor, and administrators until the University Supervisor submits the Teacher candidate'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 candidates* will be the only available records. Therefore, Teacher candidates should keep their own copies of evaluations, logs, summaries, and other records pertaining to the Teaching Internship.

SPECIAL ASSISTANCE FOR TEACHER CANDIDATES

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

Some special supports include:

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

TEACHING INTERNSHIP PLACEMENTS

Requests for placements are processed by the [Office of Academic and Student Affairs' Field Placement Specialist \(FPS\)](#) [Thompson Hall Rm. 1708] based on the number of applicants, the licensure areas, the availability of voluntary, qualified Mentor Teachers recommended by school principals and/or University Supervisors, and each school division's conditions for accepting Teacher candidates.

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

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

FORMAT FOR TEACHING INTERNSHIP

Teacher candidates can be either *Traditional* or *On-the-Job* Candidates. *Traditional* candidates 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) candidates, 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 candidates 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 candidates 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 candidate 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 candidates 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 Candidate 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 candidate 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 candidate 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 candidate 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 Candidate

gradually returns responsibility for instruction of each class to the ESL teacher. During the transition periods before and after independent teaching, the Mentor teacher and the Teacher candidate may co-teach or share responsibility for specific periods or subjects.

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

Changing to OTJ Internship while in Traditional Internship - Added March 2015

In the event that a traditional teaching candidate is offered a full-time contract position with a local school division while in his/her internship, he/she may not immediately switch to an on-the-job (OTJ) internship. The candidate must withdraw from the traditional internship and may apply for an OTJ internship in a future semester.

LENGTH OF TEACHING INTERNSHIP

GMU requires 300 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 supervised teaching provides better preparation and is protection against contingencies such as illness or other interruptions. Traditional teacher candidates are expected to complete the full semester 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 an incremental transition of accepting responsibility during the 8-week placement in which the Mentor 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 Mentor teacher will gradually resume full control of the classroom. The Mentor teacher and Teacher candidate will work towards a mutually agreeable schedule to complete the required direct teaching in each placement.

On-the-Job candidates 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 candidates 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 candidates 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 Mentor teacher.

Coursework & Part-Time Jobs During the Internship

Due to the intensive nature of the Teaching Internship, candidates 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 Candidate (TC), the Mentor Teacher (MT), 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 candidate should maintain weekly contact with his/her US by phone or email, especially with regard to the development of the Classroom-Based Assessment Project.

The Teacher Candidate

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 Mentor teacher -- The TC will make the initial contact with the MT to arrange the first meeting after ensuring that the University Supervisor can also attend that meeting. The US will explain the requirements for the Internship to the MT. The TC 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 candidates 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 Mentor teacher(s) (MT), and for this Manual.

Documentation

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

- **Log of Hours:** Teacher candidates 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 TC self-assessment and MT feedback tool, does not need to be turned in to the University Supervisor
- **Bi-Weekly Progress Report:** Teacher candidates complete Part I of the Progress Report once every two weeks, give it to the Mentor 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 Candidate will provide lesson plans for review by the Mentor teacher. The Teacher Candidate 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 (use file-naming protocol for electronic files – see instructions for lesson plans and CBA Project).
- **Formal Observations:** Candidates will arrange to lead a group of students for a 60 – 90 minute period. Candidates working with MTs 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 candidate should review this Checklist with the Mentor 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 candidates*).
- **Evaluation Forms:** At the end of each school placement (or end of semester for *On-the-Job candidates*), the Teacher candidate should complete Evaluation Forms for the Mentor teacher. All candidates 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 US in charge of ESL candidates (Dr. Pierce).
- **Note on Extended Absences by TC, MT, or US:** If a Mentor teacher, University Supervisor, or Teacher Candidate 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.

Online Video Recording of Teaching (*Edthena*)

Beginning in Fall 2015, the purchase of *Edthena* will be required for all candidates registered for the ESL Teaching Internship.

Edthena Video Coding

Edthena (www.edthena.com) is a video coding tool that:

- ✓ Allows candidates to video record their instruction for reflection and feedback
- ✓ Creates space for collaboration in a secure online environment
- ✓ Incorporates program specific and standardized rubrics
- ✓ Provides avenues for interns to offer each other feedback
- ✓ Provides drag-and-drop convenience
- ✓ Enhances supervision and feedback cycles
- ✓ Provides video evidence of teacher performance for assessment and employment

Teaching candidates will purchase access to an *Edthena* license at the start of the teaching internship for recording observations and getting feedback from mentor teachers and university supervisors.

Frequently asked questions about *Edthena*

Q: What technology will I need to use Edthena?

A: *Edthena* can be used with any video source—smart phone, pad/tablet, video camera. Just download the video to a PC or laptop and then drag the video file to the web site. You can invite others to view and code the video.

Q: What permissions will I need to videotape in my classroom?

A: Most area school divisions have media opt-out releases for students in their classrooms (leaving it to families to opt out of photographs/ videotapes that might be viewed in public contexts), so permissions are rarely a concern. Teacher candidates should discuss video-recording activities with their cooperating teachers to be sure they are not capturing video of students who have opted out. Recordings will tend to focus on the teacher candidate rather than on students, so it is reasonable to avoid taping the faces of any K-12 students in short video segments.

Q: How much does Edthena cost?

A: A one-semester access license for *Edthena* is about \$100.

Note: Your access to videos and coding that you have uploaded to Edthena is unlimited, even after the end of your licensed use of the web site. You will also be able to share these videos with whomever you choose into the future.

[Information on *Edthena* has been adapted from the Secondary Educ. Internship Manual 2015.]

The Mentor Teacher (MT)

The Mentor teacher serves as a role model, instructor, and coach to the teacher candidate. The MT also serves as a primary contact and liaison to content area faculty who work with ESL students.

The mentor teacher will join the University Supervisor in making four (4) Formal Observations of the ESL teacher candidate. The MT and US will sit together to evaluate at least four 60 to 90-minute lessons led independently by the Teacher candidate and will evaluate the Intern's planning and implementation skills as well as classroom management procedures. These joint observation/evaluations will take place with both Traditional and On-the-Job Teacher candidates.

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

The MT should conduct informal observations of the Teacher candidate at least twice a week throughout the Teaching Internship and use the Informal Observation Form to provide feedback and suggestions for becoming a more effective teacher.

In every case, the Mentor teacher should:

- Introduce the teacher candidate to content area or general education faculty and allow the candidate to shadow several ESL students to their classes during the first or second week of the Internship
- Withdraw gradually from teaching your own students during the *traditional candidate's* independent teaching period (Weeks 3 – 7), shifting complete authority and responsibility for all of your students to the Intern.
- Provide access to a full range of teacher tasks and resources.
- For *traditional candidates*, co-plan and co-teach during the first few weeks of working together.
- Communicate regularly with the Teacher candidate, for *traditional candidates* about why you make instructional decisions and for *On-the-Job candidates*, about why they need to make certain adjustments.
- Guide and/or provide feedback on the teacher candidate's instructional planning and assessment of students' learning.
- When giving feedback, encourage reflection and self-analysis.
- Be open and honest about areas needing improvement, and provide assistance as feasible.
- Treat the teacher candidate as a valued colleague in order to increase students' and parents' acceptance.
- Discuss any concerns or problems with the University Supervisor.
- Complete Bi-weekly Progress Reports.

- Complete the *Analytic Scoring Rubric for Evaluation of ESL Teacher Candidate* and reach consensus with the University Supervisor on the total score.
- Complete Evaluation forms for the University Supervisor and this Internship Manual at the end the Teaching Internship experience.
- Provide the teacher candidate with a recommendation for employment, if warranted.

Documentation

- **Log of Hours** – the MT should verify and sign the Log of Hours on at least a weekly basis.
 - **Informal Observation Form:** The MT is encouraged to use the *Informal Observation Form* at least twice a week during the weeks that the TC is teaching independently. This form should be used throughout the internship for both *Traditional* and *On-the-Job candidates*, as it is a valuable tool for completing *Biweekly Progress Reports* and the *Analytic Scoring Rubric for Evaluation of ESL Intern*. This form will NOT be submitted to the University Supervisor.
 - **Bi-Weekly Progress Reports:** The MT completes parts 2 and 3 of the *Progress Report* (once every 2 weeks)
 - **Teacher Tasks & Resource Checklist** (*for review but not submission*): The MT should review this list (found in the Appendix on Resource Materials) with the teacher candidate after the first week of working together. Areas of importance to the teacher candidate should be addressed in the remaining weeks.
 - **Lesson Plan Rating Scale:** As part of each Formal Observation conducted by the University Supervisor, the MT & US will each independently rate the planning and instructional ability of the Teacher candidate, compare scores and agree on a final score. The MT is encouraged to use this form to provide feedback to the Intern on his/her teaching skills.
 - **Analytic Scoring Rubric for Evaluation of ESL Teacher candidate:** At the end of each school placement, the MT completes the *Analytic Rubric for Evaluation of Teacher Candidates* and reaches consensus with the University Supervisor about the assignment of a SATISFACTORY or UNSATISFACTORY grade. *On- the-Job candidates* should also be scored for mid-semester and final evaluation using this rubric.
 - **Evaluation Forms:** The MT should complete an evaluation report on the University Supervisor at the end of the internship at his/her school. An evaluation of this manual should also be completed at the end of the internship at each school (for Traditional candidates) and at the end of the semester (for On-the-Job candidates) by the MT.
- [Mentor teacher Pay Form & Request for Taxpayer ID Number–** the MT should complete and submit these forms (found in the *Mentor Teacher Handbook*).]

University Supervisor (US)

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

Each University Supervisor will:

- Conduct a pre-planned, Formal Observation of each Teacher Candidate at least four times during the Teaching Internship semester, for Traditional candidates – twice at the elementary and twice at the secondary level. These observations should last from 60 – 90 minutes at a time.
- Lead pre- and post-conferences for each Formal Observation and provide copies of the written reports resulting from each conference for each Teacher Candidate and Mentor Teacher.
- Be accessible to teacher candidates and mentor teachers through regular observations, by phone, and by email.
- Encourage open communication between members of the Teaching Internship team and a collaborative approach to supporting the Intern.
- Provide one or more optional in-person or online meetings after school hours for teacher candidates to gather to brainstorm strategies that work for lesson planning, classroom management, cooperative learning, and the Classroom-Based Assessment Project.
- Provide guidance on policies and procedures for the teacher candidate and check to ensure that they are followed.
- Promote reflective practice through interactive clinical supervision, encouraging self-analysis.
- Facilitate the record keeping and documentation necessary for licensure and administration of the program.
- Sign each teacher candidate's Log of Hours for each placement.
- Provide mid-semester and final scores using the *Analytic Scoring Rubric for Evaluation of ESL Teaching Candidates*.
- Keep the Office of Student and Academic Affairs informed of major problems or changes in the placement of the Teacher candidate.
- Complete Evaluations for each Mentor Teacher.
- Complete an Evaluation of the Teacher Candidate.

Documentation

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

The University Supervisor collects all signed documentation (checking that the Teacher candidate has made personal copies), and submits these in each Intern's folder, including ALL completed analytic scoring rubrics, lesson plan rating scales for each observed lesson, and evaluation forms to

Dr. Lorraine Valdez Pierce in Thompson Hall, Room 1502. This signed documentation collectively contains information needed to process the Intern's application for licensure.

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

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

Rating Scales, Scoring Rubrics, & Observation Forms

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

University Supervisors and Mentor teachers will each score independently the Teacher Candidate’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 = Highly Effective 3= Effective 2 = Ineffective 1 = Not Observed

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 Candidate _____

Mentor 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 Candidate		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 MT and US
- ___ Submits documentation by required deadlines
- ___ Dresses in a professional manner

RECOMMENDATIONS:

- 1.
- 2.
- 3.
- 4.

University Supervisor's Signature /Date

Teacher Candidate's Signature/Date

Mentor 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	Does not administer assessment tools and does not adapt criterion-referenced, performance-based assessment tools.	Adapts and administers assessments based on either language or content objectives, but some are not performance-based and contain inaccuracies.	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.	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.	
Justification	Does not provide a rationale or justification for adapting each assessment tool.	Provides few details in rationale, little or inaccurate justification for adapting each assessment tool, does not revise tools from pre-to post-test, and/or needs extensive elaboration.	Provides a defense for using some tools but not for others, does not revise tools with supporting explanation in narrative, has inaccuracies in defending scoring tools, or needs elaboration to justify some claims.	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.	
Scaffolding	Most assessment tools lack appropriate scaffolding.	Does not use a variety of scaffolding approaches and/or does not justify scaffolding approaches used.	Uses some scaffolding approaches that are insufficient or inappropriate for the targeted students, does not add scaffolding to some student materials, and/or does not justify each approach used.	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. Uses language that is vague and subjective and does not differentiate one level from another.	Addresses issues of validity or reliability only briefly and generally and needs much more elaboration for each assessment tool. Uses language that is vague and/or subjective or does not effectively differentiate one level from another.	Addresses some but not all issues of validity or reliability, explains how assessment design ensures some, but not all, types of validity and reliability or explains with some misconceptions or inaccuracies. Uses descriptive language with some vague or subjective terms that may not clearly differentiate between one level and another or uses materials developed by someone else.	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 Candidate **Mid-Term** **FINAL**

Name of ESOL Intern: _____

DATE _____

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, but may not reflect on teaching or make needed adjustments.	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 but makes few adjustments.	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.

<p>Classroom Management Skills</p>	<p>Does not show respect for all students, is unable to manage conflicts and disruptive behavior, and applies consequences inconsistently.</p>	<p>Shows respect for all students but is frequently unable to manage conflicts and disruptive behavior and/or applies consequences inconsistently.</p>	<p>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.</p>	<p>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.</p>
<p>Culture</p>	<p>Does not demonstrate knowledge about students' cultural values.</p>	<p>Demonstrates knowledge of students' cultural values and beliefs but does not incorporate these values into lesson plans or instructional activities.</p>	<p>Applies knowledge of students' cultural values and beliefs to promote student learning but may only occasionally integrate these into lesson plans or instructional activities.</p>	<p>Regularly integrates students' cultural values and beliefs into lesson plans and instructional activities to tap prior knowledge and promote student learning.</p>
<p>Classroom-based (formative) Assessment</p>	<p>Does not conduct formative assessments or use performance-based assessment tools.</p>	<p>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.</p>	<p>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.</p>	<p>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	Consistently arrives late, comes unprepared, does not respond appropriately to feedback, does not communicate effectively with MT 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 frequently be late or absent or comes unprepared, does not respond appropriately to feedback or does not communicate effectively with MT or US, or delays in submitting required documentation, and may not collaborate effectively with the MT 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 MT or US and/or delays in submitting required documentation, works collaboratively with the MT, 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 MT and US, works collaboratively with the MT, 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 Mentor teacher and University Supervisor at MID-TERM and END of independent teaching for each school placement.

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

Please indicate **consensus scores** between the Mentor teacher and University Supervisor on performance status of the Teacher candidate 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	

Performance Status:

Satisfactory

Unsatisfactory

Teacher candidates need to *meet* or *exceed* each standard in order to receive a passing grade on the Internship.

18 points = Meets Standard

19 – 24 points = Exceeds Standard

Comments: *Using the scores assigned for each area of the scoring rubric above, describe this ESL Teacher candidate's areas of strength and weakness and what he/she needs to work on for the remainder of the semester.*

Signatures

Teacher Candidate

Mentor teacher

University Supervisor

Date