

ESOL Late Field Experience Assignment (3-pages)

Intern's Name: _____

U- Number: _____

Note: Interns must satisfactorily complete a minimum of multiple weeks planning, implementing, and evaluating instruction for one or more ELs, *supervised by a cooperating/mentor teacher who has obtained the ESOL Endorsement.*

1. Ask your **Cooperating/Mentor Teacher** to **initial** the ESOL Standards that are met *and sign on p. 3.*
2. Ask your **USF Internship Supervisor** to **sign on page 2** verifying the information.
3. **You**, as the intern/teacher candidate, must **sign on page 3.**
4. Scan the completed document and email document to Dr. Govoni at jgovoni@usf.edu.
Insert: **ESOL Late Field Experience** form in the '*subject line*' of the email.

ESOL Teacher Evaluation Indicate: Met (M) or Not Met (NM)	TASK	REQUIREMENTS MET	
	ESOL Indicators	Evaluation (M or NM)	Teacher's Initials
The intern has taught in a classroom where there is at least one EL for a minimum of 2 weeks, 10 days, or 60 hours, and has met each of the 12 ESOL Standards AT LEAST once.			
The intern has demonstrated knowledge of various ESOL instructional support services and resources as well as social services for ELs and their families (in following district, state, and federal guidelines).	1.1.c; 5.2.a		
The intern has demonstrated effective strategies for EL parent communication , including modifying communications sent to the home.	1.1.e		
The intern has demonstrated effective reading and writing strategies for teaching one or more ELs in a mainstream instructional setting.	2.3.a		
The intern has demonstrated appropriate modifications of communication for one or more ELs, in whole class, small group, and one-on-one interchanges, through simplifying language, repetition/paraphrasing, connecting form and meaning, asking questions at students' level of proficiency, and rephrasing and expanding ELs' linguistic output.	3.2.a		
The intern has demonstrated effective use of ESOL teaching methods such as, TPR, the Natural Approach, etc., to assist ELs in integrating listening, speaking, reading, and writing in learning the academic content.	3.2.j, k		
The intern has structured appropriate modifications of student-to-student interaction for one or more ELs, including assigning ELs tasks and roles that are appropriate for their level of proficiency, and creating an environment in which they can negotiate meaning.	4.1.b		
The intern has applied knowledge of the English language structure and research in the second language acquisition process in planning, implementing, and evaluating language arts and literacy instruction for ELs.	2.1.b; 2.2.a		

ESOL Teacher Evaluation Indicate: Met (M) or Not Met (NM)	ESOL Indicators	Evaluation (M or NM)	Teacher's Initials
The intern has demonstrated effective lesson planning for ELs (integrating listening, speaking, reading, and writing activities), including modifications appropriate to multiple levels of ELs' proficiency, evaluated by the cooperating teacher, and, where necessary, an ESOL resource specialist and/or university supervisor.	3.2.i, j		
The intern has demonstrated appropriate modifications of curriculum for one or more ELs, including simplifying texts, providing support materials (e.g., bilingual and picture dictionaries), analyzing a task for the degree of contextual support and cognitive complexity, and making necessary adjustments accordingly.	4.1.c, e		
The intern has demonstrated reflection on her/his effectiveness teaching ELs and has adjusted lesson plans and instruction accordingly.			
The intern has demonstrated appropriate modification of assessment for one or more ELs, including developing alternative assessments that assess content rather than linguistic knowledge and has used ELs' results on standardized English proficiency tests to make instructional decisions.	5.1.c; 5.3.c		
The intern has demonstrated selection and effective use of ESOL resources to teach and assess ELs, such as collaborating with bilingual aides, providing computer-based enhancements, and using L1 resources.	3.3.a, c; 4.2.a, b		
The intern has demonstrated culturally sensitive classroom, age appropriate, and linguistically accessible materials for the classroom and in interactions with ELs and their families.	4.2.a		
The intern has demonstrated appropriate modifications of instructional input based on ELs' cultural backgrounds, learning styles, and prior formal education , including providing pictures, props, gestures, a high degree of context, and other extra-linguistic cues to support language and literacy development.	3.1.b; 4.1.c		

Signature of USF Internship Supervisor: _____

Date: _____

Location of Internship: _____

ESOL Late Field Experience Assignment CIRCLE THE APPROPRIATE SCORE

Description: Interns will teach in a classroom where there is at least one EL for a minimum of 2 weeks, 10 days, or 60 hours, and will meet each of the 12 ESOL Standards **AT LEAST** once. **Cooperating/Mentor Teacher will complete this ESOL Late Field Experience Assignment for each intern.** Interns will scan this form and submit through CampusFolio.

ESOL Standard 3.1b: ESL/ESOL Research and History: *Interns will demonstrate knowledge of history, public policy, research, current practices in the field of ESL/ESOL teaching and apply knowledge to improve teaching and learning for ELs. AP 5c*

ESOL Standard 4.2a: Instructional Resources and Technology: *Interns will know, select, and adapt a wide range of standards-based materials, resources, and technologies that are appropriate for ELs and enhance language acquisition. AP 5a.*

ESOL Standard 5.1c & 5.3c: Assessment Issues for ELs: *Interns will understand and apply knowledge of assessment issues as they affect learning of ELs from diverse backgrounds and at varying English proficiency levels. Interns will identify, develop, and use a variety of standards- and performance-based, formative, and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELs from diverse backgrounds and at varying English proficiency levels. Interns will articulate the appropriateness of EL assessments to stakeholders. AP 4b & 4c.*

1. ESL/ESOL Research and History		2. Instructional Resources and Technology		3. Assessment Issues for ELs	
Score	Description	Score	Description	Score	Description
1=Poor	There is no plan for promoting and enhancing second language acquisition and development related to the needs of the student.	1=Poor	No use of standards-based materials, resources, and technologies are present in the teacher’s individualized instructional plan.	1=Poor	No assessment components are present in the instructional plans.
2=Limited	The plan for promoting and enhancing second language acquisition and development minimally relates to the needs of the student.	2=Limited	Standards-based materials, resources, and technologies infused in the teacher’s individualized instructional plan are minimally relevant to the student’s needs.	2=Limited	The assessment components are poorly constructed and do not assess content-area learning for English learners.
3=Proficient	The plan for promoting and enhancing second language acquisition and development relates to the needs of the student.	3=Proficient	A few effective standards-based materials, resources and technologies are infused in the teacher’s individualized instructional plan to help the student understand the concepts being taught.	3=Proficient	The assessment components are well constructed and assess content-area learning for English learners.
4=Strong	The plan for promoting and enhancing second language acquisition and development relates well to the needs of the student, with details or examples provided.	4=Strong	Many effective standards-based materials, resources, and technologies are infused in the teacher’s individualized instructional plan to help the student understand the concepts being taught, with supporting details or examples.	4=Strong	The assessment components are well constructed and include a variety of techniques/tools to assess content-area learning for English learners.
5=Outstanding	The plan for promoting and enhancing second language acquisition and development relates exceptionally well to the needs of the student, with numerous supporting details or examples provided.	5=Outstanding	Many exceptional standards-based materials, resources, and technologies are infused in the teacher’s individualized instructional plan to help the student understand the concepts being taught, with numerous supporting details or examples provided.	5=Outstanding	The assessment components are well constructed and include a variety of techniques to assess content-area learning for English learners by proficiency levels.

Cooperating Teacher Signature: _____

Intern Signature: _____

Date: _____