**ESOL Internship Performance Profile**

Candidate Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

G.I.D:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Degree:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidates must satisfactorily complete a minimum 16 hours with an ELL student for Internship I or a minimum of 2 weeks full-time in a classroom that includes 1 or more ELL students, supervised by an ESOL-endorsed or certified host teacher.

***ESOL Qualified Personnel\* should INITIAL the appropriate box. Sections of this form may be completed by different members of the internship team as applicable, and each person who initials one or more cells should also sign the form. The SFSC Program Coordinator is responsible for submitting the completed form to the program office.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E=Excellent; S=Satisfactory; U=Unsatisfactory; N/O=Not Observed** | **E** | **S** | **U** | **N/O** |
| The candidate has demonstrated appropriate **modifications of instructional input** for one or more EL students, including providing pictures, props, gestures, a high degree of context, and other extralinguistic cues. **ESOL 3.2** |  |  |  |  |
| The candidate has demonstrated appropriate **modifications of communication** for one or more EL students in one-on-one interchanges, through simplifying language, repetition/paraphrasing, connecting form and meaning, asking questions at students’ level of proficiency, and rephrasing and expanding the EL student’s linguistic output. **ESOL 2.2, 3.2, 4.2** |  |  |  |  |
| The candidate has structured appropriate **modifications of student-to-student interaction** for one or more EL students, including assigning the EL students tasks and roles that are appropriate for their level of proficiency, and creating an environment in which they can negotiate meaning. **ESOL 2.2** |  |  |  |  |
| The candidate has demonstrated effective use of **ESOL teaching methods** such as TPR, the Natural Approach, etc. **ESOL 3.2** |  |  |  |  |
| The candidate has demonstrated effective use of **ESOL resources** to tutor and assess one or more EL students, such as collaborating with bilingual aides and providing computer-based enhancements. **ESOL 3.3** |  |  |  |  |
| The candidate has demonstrated understanding of the **district policies and procedures** for implementing the various elements of the Consent Decree, including identification, classification, and exit procedures for EL students and appropriate documentation for comprehensible instruction. **ESOL 3.1** |  |  |  |  |
| The candidate has demonstrated effective **lesson planning** for EL students, including modifications appropriate to multiple levels of EL students (if present). **ESOL 4.1** |  |  |  |  |
| The candidate has demonstrated appropriate **modifications of curriculum** for one or more EL students, 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. **ESOL 4.1, 4.2** |  |  |  |  |
| The candidate has applied knowledge of **language structure and the second language acquisition process** in planning, implementing, and evaluating Language Arts and Literacy instruction for EL students. **ESOL 2.1, 2.2, 2.3** |  |  |  |  |
| The candidate has demonstrated knowledge of various **ESOL instructional support services** and resources as well as **social services** for EL students and their families. **ESOL 3.1, 4.2** |  |  |  |  |
| The candidate has demonstrated knowledge of the differences in students with **varying exceptionalities** and those who are learning English and knows procedures for helping students who may require both types of services. **ESOL 5.1, 5.2** |  |  |  |  |
| The candidate has demonstrated effective strategies for teaching one or more EL students in a **mainstreamed** instructional setting. **ESOL 3.2** |  |  |  |  |
| The candidate has demonstrated effective strategies for **EL parent communication**, including modifying communications sent to the home. **ESOL 1.1, 4.1** |  |  |  |  |
| The candidate has demonstrated effective strategies for teaching EL students in a **sheltered** environment (pull-out, self-contained, etc.). **ESOL 3.1, 3.2, 3.3** |  |  |  |  |
| The candidate has demonstrated appropriate **modification of assessment** for one or more EL students, including developing alternative assessments that assess content rather than linguistic knowledge and has used EL students’ results on standardized English proficiency tests to make instructional decisions. **ESOL 5.1, 5,3** |  |  |  |  |
| The candidate has demonstrated **culturally sensitive classroom management** strategies as well as cross-cultural competence in interactions with EL students and their families. **ESOL 1.1** |  |  |  |  |
| The candidate has demonstrated **reflection** on her/his effectiveness teaching EL students and has adjusted lesson plans and instruction accordingly. **ESOL 3.2** |  |  |  |  |

The candidate has completed the **ESOL final internship** requirements described above during the following dates:

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School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_District:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number & Levels of EL students (indicate LAS or IPT data or FL DOE categories LYA, etc.): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SFSC Program Coordinator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name Signature

Host Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name Signature

ESOL Resource Teacher (if necessary):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name Signature  
  
Other Qualified Evaluator (list title):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 Print Name Signature  
  
Candidate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name Signature  
  
Verification of Satisfactory Completion of the TESOL Notebook:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print SFSC Internship Coordinator Name Signature

The ESOL Performance Profile documents the infusion of the ESOL performance standards into the field experience/internship component of the teacher preparation program for the Elementary Education program. Students in this program area must satisfactorily complete multiple weeks of planning, implementing, and assessing instruction for one or more ESOL students, supervised by ESOL qualified personnel (see description below).

**This document will follow the student throughout his/her teacher preparation program. Its security and maintenance are the student’s responsibility.**

\*ESOL qualified personnel include:

* An ESOL teacher.
* An ESOL-endorsed supervising teacher.
* A supervising teacher who is pursuing the ESOL endorsement. The teacher should collaborate with an ESOL trained teacher in the supervision/observation of the student.
* A SFSC college coordinator who has completed the required ESOL training.
* SFSC faculty with the required faculty ESOL training.

ESOL qualified personnel observing the student’s performance should initial, date, and indicate performance level (E=Excellent; S=Satisfactory).

On the signature pages at the back of this document, ESOL qualified personnel must also complete the required verification information for the appropriate field/internship placement during which they observed the student.

* **ALL of the boxes should be checked off by the end of Internship I or II.**
* The final signature comes from the SFSC program coordinator, who verifies in the final section of the signature pages that the ESOL Performance Profile requirements and documentation of meeting the ESOL Standards, submitted for each course in the program, have been completed.
* The SFSC program coordinator is responsible for submitting at the end of Internship II the completed ESOL Performance Profile to the program office.

**Rule 6A-5066 (4)(d)4., F.A.C.**

State approved teacher preparation programs shall include instruction, observation, practice, and competency demonstration in teaching strategies for the instruction of English Language Learners (ELLs) which meet the requirements set forth in the ESOL Consent Decree for instructional personnel who teach ELLs.

**ESOL Requirements during Field Experiences and Internships**

* Students in field experiences and internships must work with English language learner students.
* Students MUST be evaluated on their effectiveness in teaching English language learner students.
* Students in Internship I and/or II must plan, implement, and evaluate instruction for English language learner students under the supervision of an ESOL-endorsed teacher for a set time period.
* College supervisors overseeing Internship I and II placements MUST have completed ESOL faculty development.
* Students may:
* Teach one or more ESOL students in their internship(s) classroom
* Complete a special ESOL teaching assignment for a minimum of two weeks (or equivalent) of full-time teaching or co-teach one or more ESOL students in a mainstream or ESOL class (may be part of internship or a separate course)

**Ways to Meet ESOL Requirements**

* Students can travel out of the area to complete a two-week ESOL field experience (summer school, migrant programs, etc.).
* Students may collaborate with an ESOL resource teacher (if their host teacher does not have the endorsement).