

## ESOL Field Experience Performance Profile

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

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

Candidates must satisfactorily complete a minimum of 10 hours total in a variety of field experience classrooms that includes one or more ELL students, supervised by an approved host teacher. This form must be completed for each field placement (i.e., for each course that includes an ESOL field experience), so multiple copies may be submitted.

***The Host Teacher, ESOL Resource Teacher, SFSC ESOL Faculty Member, or the SFSC Program Coordinator 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 candidate is responsible for keeping record of and submitting the completed form to the college supervisor during the final internship.***

| E=Excellent; S=Satisfactory; U=Unsatisfactory; N/O=Not Observed  | E | S | U | N/O |
|--|---|---|---|-----|
| The candidate has demonstrated appropriate <b><u>modifications of instructional input</u></b> for one or more EL students, including providing pictures, props, gestures, a high degree of context, and other extra linguistic cues. <b>ESOL 3.2</b>   |   |   |   |     |
| The candidate has demonstrated appropriate <b><u>modifications of communication</u></b> 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. <b>ESOL 2.2, 3.2, 4.2</b> |   |   |   |     |
| The candidate has structured appropriate <b><u>modifications of student-to-student interaction</u></b> 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. <b>ESOL 2.2</b>  |   |   |   |     |
| The candidate has demonstrated effective use of <b><u>ESOL teaching methods</u></b> such as TPR, the Natural Approach, etc. <b>ESOL 3.2</b>  |   |   |   |     |
| The candidate has demonstrated effective use of <b><u>ESOL resources</u></b> to tutor and assess one or more EL students, such as collaborating with bilingual aides and providing computer-based enhancements. <b>ESOL 3.3</b>  |   |   |   |     |

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| The candidate has demonstrated understanding of the <b><u>district policies and procedures</u></b> for implementing the various elements of the Consent Decree, including identification, classification, and exit procedures for EL students and appropriate documentation for comprehensible instruction. <b>ESOL 3.1</b>  |  |  |  |  |
| The candidate has demonstrated effective <b><u>lesson planning</u></b> for EL students, including modifications appropriate to multiple levels of EL students (if present). <b>ESOL 4.1</b>  |  |  |  |  |
| The candidate has demonstrated appropriate <b><u>modifications of curriculum</u></b> 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. <b>ESOL 4.1, 4.2</b> |  |  |  |  |
| The candidate has demonstrated knowledge of various <b><u>ESOL instructional support services</u></b> and resources as well as <b><u>social services</u></b> for EL students and their families. <b>ESOL 3.1, 4.2</b>  |  |  |  |  |
| The candidate has demonstrated effective strategies for teaching one or more EL students in a <b><u>mainstreamed</u></b> instructional setting. <b>ESOL 3.2</b>  |  |  |  |  |
| The candidate has demonstrated effective strategies for <b><u>EL parent communication</u></b> , including modifying communications sent to the home. <b>ESOL 1.1, 4.1</b>  |  |  |  |  |
| The candidate has demonstrated <b><u>reflection</u></b> on her/his effectiveness teaching ELL students and has adjusted lesson plans and instruction accordingly. <b>ESOL 3.2</b>  |  |  |  |  |

The candidate has completed the **ESOL field experience** requirements described above during the following dates.

Dates: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

District: \_\_\_\_\_

Number of EL students tutored: \_\_\_\_\_

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

\_\_\_\_\_ SFSC course: \_\_\_\_\_

SFSC ESOL Instructor or Clinical Faculty Member: \_\_\_\_\_

Print Name

Signature

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

Print Name

Signature

Other Qualified Evaluator (list title): \_\_\_\_\_

Print Name

Signature

Other Qualified Evaluator (list title): \_\_\_\_\_

Print Name

Signature

Other Qualified Evaluator (list title): \_\_\_\_\_

Print Name

Signature

## 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 <b><u>modifications of instructional input</u></b> for one or more EL students, including providing pictures, props, gestures, a high degree of context, and other extralinguistic cues. <b>ESOL 3.2</b>  |   |   |   |     |
| The candidate has demonstrated appropriate <b><u>modifications of communication</u></b> 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. <b>ESOL 2.2, 3.2, 4.2</b> |   |   |   |     |
| The candidate has structured appropriate <b><u>modifications of student-to-student interaction</u></b> 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. <b>ESOL 2.2</b>  |   |   |   |     |
| The candidate has demonstrated effective use of <b><u>ESOL teaching methods</u></b> such as TPR, the Natural Approach, etc. <b>ESOL 3.2</b>  |   |   |   |     |
| The candidate has demonstrated effective use of <b><u>ESOL resources</u></b> to tutor and assess one or more EL students, such as collaborating with bilingual aides and providing computer-based enhancements. <b>ESOL 3.3</b>  |   |   |   |     |

|   |  |  |  |  |
|---|--|--|--|--|
| <p>The candidate has demonstrated understanding of the <b><u>district policies and procedures</u></b> for implementing the various elements of the Consent Decree, including identification, classification, and exit procedures for EL students and appropriate documentation for comprehensible instruction. <b>ESOL 3.1</b></p>  |  |  |  |  |
| <p>The candidate has demonstrated effective <b><u>lesson planning</u></b> for EL students, including modifications appropriate to multiple levels of EL students (if present). <b>ESOL 4.1</b></p>  |  |  |  |  |
| <p>The candidate has demonstrated appropriate <b><u>modifications of curriculum</u></b> 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. <b>ESOL 4.1, 4.2</b></p> |  |  |  |  |
| <p>The candidate has applied knowledge of <b><u>language structure and the second language acquisition process</u></b> in planning, implementing, and evaluating Language Arts and Literacy instruction for EL students. <b>ESOL 2.1, 2.2, 2.3</b></p>  |  |  |  |  |
| <p>The candidate has demonstrated knowledge of various <b><u>ESOL instructional support services</u></b> and resources as well as <b><u>social services</u></b> for EL students and their families. <b>ESOL 3.1, 4.2</b></p>  |  |  |  |  |
| <p>The candidate has demonstrated knowledge of the differences in students with <b><u>varying exceptionalities</u></b> and those who are learning English and knows procedures for helping students who may require both types of services. <b>ESOL 5.1, 5.2</b></p>  |  |  |  |  |
| <p>The candidate has demonstrated effective strategies for teaching one or more EL students in a <b><u>mainstreamed</u></b> instructional setting. <b>ESOL 3.2</b></p>  |  |  |  |  |
| <p>The candidate has demonstrated effective strategies for <b><u>EL parent communication</u></b>, including modifying communications sent to the home. <b>ESOL 1.1, 4.1</b></p>   |  |  |  |  |
| <p>The candidate has demonstrated effective strategies for teaching EL students in a <b><u>sheltered</u></b> environment (pull-out, self-contained, etc.). <b>ESOL 3.1, 3.2, 3.3</b></p>  |  |  |  |  |
| <p>The candidate has demonstrated appropriate <b><u>modification of assessment</u></b> for one or more EL students, including developing</p>  |  |  |  |  |

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| alternative assessments that assess content rather than linguistic knowledge and has used EL students' results on standardized English proficiency tests to make instructional decisions. <b>ESOL 5.1, 5.3</b> |  |  |  |  |
| The candidate has demonstrated <b>culturally sensitive classroom management</b> strategies as well as cross-cultural competence in interactions with EL students and their families. <b>ESOL 1.1</b>           |  |  |  |  |
| The candidate has demonstrated <b>reflection</b> on her/his effectiveness teaching EL students and has adjusted lesson plans and instruction accordingly. <b>ESOL 3.2</b>                                      |  |  |  |  |

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

\_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_

Number and 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