

Internship Team Evaluation

Candidate:
OSU ID #:

Instructions: The information reported on this form presents summary judgments about the candidate's performance during the ESOL Internship. Completion of the internship requires verification of satisfactory performance by both the university supervisor and the ESOL cooperating teacher (as indicated by a scaled score of at least 3) in all six domains below. Each domain receives one circled score, using this scale:

(1) Language: Application of language acquisition theories and research, as well as knowledge of language as a system, to improve ESOL and bilingual students' abilities to use English for social and academic purposes.

Comments:

* Include Spanish for candidates teaching in Spanish as part of a Spanish-English bilingual program.

<p>0: No evidence of applying language acquisition theories or knowledge of language as a system. The candidate does not demonstrate proficiency in English or serve as a language model.</p>	<p>1: Minimal application of language acquisition theories and research. Limited discussion of language proficiency levels using linguistic terms. Limited demonstration of English proficiency or serving as a language model.</p>	<p>2: Some application of language acquisition theories to develop oral and literacy skills. Basic discussion of language proficiency levels using linguistic terms. Adequate demonstration of English proficiency with occasional lapses in serving as a language model.</p>	<p>3: Effective application of language acquisition theories to improve ESOL students' skills. Clear discussion of language proficiency levels with appropriate use of linguistic terms. Proficient in English and generally serves as a good language model.</p>	<p>4: Comprehensive application of language acquisition theories and research. Detailed and accurate discussion of language proficiency levels using precise linguistic terms. Exemplary English proficiency and serves as an excellent language model for students.</p>
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(2) Culture: Apply major concepts and research related to the nature and role of culture to construct supportive learning environments for ESOL and bilingual students.

Comments:

<p>0: No evidence of creating a supportive learning environment or sensitivity to cultural values. The candidate does not communicate a teaching philosophy related to social justice or asset-based perspectives</p>	<p>1: Minimal creation of a supportive environment; limited sensitivity to cultural values and beliefs. Teaching philosophy may lack clarity in relation to social justice and asset-based perspectives.</p>	<p>2: Basic creation of a supportive learning environment with some sensitivity to cultural differences and socioeconomic factors. Teaching philosophy includes some elements of social justice and asset-based perspectives.</p>	<p>3: Effective creation of a supportive environment reflecting an understanding of cultural differences, power, and discrimination issues. Demonstrates sensitivity to various cultural and socioeconomic factors. Clear communication of a teaching philosophy that embraces social justice and asset-based perspectives.</p>	<p>4: Exemplary creation of a supportive learning environment. Deep sensitivity to all aspects of students' cultural backgrounds and socioeconomic status. Strong and articulate teaching philosophy embracing social justice and asset-based perspectives.</p>
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(3) Planning, Implementing, and Managing Instruction: Use ESOL-adapted instructional practices and strategies that integrate standards-based English language proficiency and content-area objectives.

Comments:

<p>0: No evidence of planning instruction based on student needs or ELP standards. Instruction lacks culturally responsive, age-appropriate, and linguistically accessible activities. No use of ESOL-adapted strategies or technology.</p>	<p>1: Minimal planning based on student language proficiency and ELP standards. Limited use of culturally responsive or age-appropriate activities. Minimal incorporation of ESOL-adapted strategies or technology.</p>	<p>2: Basic planning of instruction based on language proficiency and prior knowledge. Some use of culturally responsive and age-appropriate activities. Adequate use of ESOL-adapted strategies and technology.</p>	<p>3: Effective planning and implementation of instruction aligned with ELP and content standards. Culturally responsive, age-appropriate, and linguistically accessible activities. Effective use of ESOL-adapted strategies and technology to enhance learning.</p>	<p>4: Exemplary planning and management of instruction that seamlessly integrates ELP and content standards. Highly effective culturally responsive and linguistically accessible activities. Innovative use of ESOL-adapted strategies and technology to support comprehensive learning.</p>
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(4) Assessment: To inform instruction, effectively implement a variety of standards-based assessment tools and techniques that demonstrate an understanding of assessment issues for ESOL and bilingual students.

Comments:

<p>0: No evidence of understanding assessment limitations or making accommodations for ESOL and bilingual students. No use of multiple sources to assess learners' progress.</p>	<p>1: Minimal understanding of assessment limitations or accommodations. Limited use of assessment tools and techniques to evaluate learners' progress.</p>	<p>2: Basic understanding of assessment limitations with some accommodations for ESOL and bilingual students. Use of multiple sources to assess progress in relation to ELP and content standards.</p>	<p>3: Effective understanding of assessment issues, with appropriate accommodations for ESOL and bilingual students. Uses multiple sources to comprehensively assess progress and inform instruction.</p>	<p>4: Exemplary understanding and application of assessment principles, with thoughtful accommodations for ESOL and bilingual students. Proficient use of multiple assessment tools to provide a thorough evaluation of learners' progress and needs.</p>
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(5) Professionalism: Demonstrate a willingness and ability to serve as professional resources, advocate for ESOL and bilingual students, and build partnerships with students' families.

Comments:

<p>0: No evidence of ethical reflection or willingness to collaborate with other educators. Little to no engagement with families and community members.</p>	<p>1: Minimal demonstration of professional ethics and collaboration. Limited engagement with families and community in creating an inclusive environment.</p>	<p>2: Basic professional disposition with some willingness to work with other staff. Adequate engagement with families and community members, though may lack depth in recognizing their assets.</p>	<p>3: Effective demonstration of professionalism, collaboration with staff, and engagement with families and community. Recognizes the importance of learning about and building on students' and families' assets.</p>	<p>4: Exemplary professionalism and collaboration. Strong advocacy for ESOL and bilingual students. Deep engagement with families and community members, recognizing and building on their assets and knowledge.</p>
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General Comments

Areas of Strength:

Areas for Growth: