

Internship Team Evaluation

Please use blue or black ink.

Candidate _____ OSU ID # _____

Instructions: The information reported on this form presents summary judgments about the endorsement 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:

0 = No Evidence	1 = Significantly Below Standard	2 = Progressing Toward Standard	3 = Meets Standard	4 = Exceeds Standard
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(1) Language: Apply 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.

- Applied knowledge of language acquisition to help ESOL students develop a range of oral and literacy skills in English. *
- Discussed students' language proficiency levels using linguistic terms.
- Demonstrated proficiency in English* and serve as a good language model for students.

Scaled Score: 0 1 2 3 4

Comments:

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

(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.

- Created a supportive learning environment that reflects an understanding of difference, power, and discrimination issues for ESOL and bilingual students.
- Demonstrated sensitivity to cultural values and beliefs, as well as the impact of students' socioeconomic status, native language, race, religion, class, national origin, disability, gender, and educational history on learning and teaching.
- Communicated a teaching philosophy that embraces a social justice and asset-based perspective.

Scaled Score: 0 1 2 3 4

Comments:

(3) Planning, Implementing, and Managing Instruction: Use ESOL-adapted instructional practices and strategies that integrate standards-based English language proficiency and content-area objectives.

- Planned instruction based on students' language proficiency, students' prior knowledge, and English language proficiency (ELP) standards.
- Taught to complimentary, standards-based content and language objectives.
- Incorporated culturally responsive, age-appropriate and linguistically accessible activities that developed authentic uses of language and integrated listening, speaking, reading, and writing.
- Used ESOL-adapted (sheltered) strategies to scaffold learning.
- Helped students develop effective language learning strategies.

Scaled Score: 0 1 2 3 4

Comments:

(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.

- Demonstrated understanding of the limitations of assessment situations and made accommodations for ESOL and bilingual students.
- Using multiple sources, assessed ESOL and bilingual learners' progress in terms of ELP and content standards, lesson/unit objectives, and ELP levels.

Scaled Score: 0 1 2 3 4

Comments:

(5) **Professionalism:** Demonstrate a willingness and ability to serve as professional resources, advocate for ESOL and bilingual students, and build partnerships with students' families.

- Developed a disposition as an ethical, reflective practitioner.
- Demonstrated a willingness and ability to work with classroom/core-content teachers, ELD specialists, educational assistants, and other staff to provide comprehensive, challenging educational opportunities for ESOL and bilingual students in the school.
- Demonstrated a willingness and ability to build partnerships with students' families.

Scaled Score: 0 1 2 3 4

Comments:

(6) **Technology:** Use technology to enhance learning and professional productivity.

- Used available technology to support students' learning activities and to enhance professional productivity.

Scaled Score: 0 1 2 3 4

Comments:

General Comments

Areas of Strength:

Areas for Growth:

Attach another paper if necessary.

Required Signatures

ESOL Cooperating Teacher (print name)	Signature	Date
[Optional] Other Cooperating Teacher (print name)	Signature	Date
University Supervisor (print name)	Signature	Date
Endorsement Candidate (print name)	Signature	Date