



**Department of Teacher Education**

**Graduate Programs**

**Culturally and Linguistically Diverse Internship Guidelines**

**Masters Degree in Education: Culturally & Linguistically Diverse (“ESL”)**

**Endorsement**

**Revised Fall 2012**

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**To The Candidate:**

The following guidelines apply to all candidates for the Colorado *Culturally and Linguistically Diverse (CLD)* endorsement beginning Summer 2012. The Internship, together with the Capstone Research Project (CRP), comprise the capstone experiences leading to the CLD endorsement and the MA degree, respectively (candidates for the endorsement only need not complete the CRP). *Please read carefully* the following policies and procedures and contact the graduate advisor if you have any questions.

The purpose of the Internship is for you to demonstrate application of the theory and principles encountered through your program of study. Internship activities are aligned with Colorado teacher standard 8.22. There will be an orientation where all arrangements for your practicum will be confirmed and finalized with a university supervisor. Therefore, please discuss and resolve any concerns or questions with your supervisor as they arise so that you can make the most of this time. In addition to the practicum, if you are a candidate for the MA Education degree, your Capstone Research Project will be completed and submitted as part of the Internship.

May this be a personally and professionally rewarding experience for you!

## **Internship Overview**

### **A) What Is It?**

The Internship (specifically the practicum) is a supervised teaching experience designed to give you a formal opportunity to apply and demonstrate the theories and principles considered to be “best practice” in ESL instruction. In addition to the teaching experience, MA Education candidates will complete their Capstone Research Project (CRP), under the direction of an ASU supervisor..

Enclosed is a checklist which can be used to ensure that all components of the Internship are completed. Please note that simply completing each item on the checklist does not guarantee a “Pass” grade for the Internship.

### **B) Practicum**

Each candidate for the Culturally and Linguistically Diverse (CLD) endorsement is required to complete an internship in a classroom at the level (Elementary, Secondary or K-12) in which the candidate is licensed to teach. This practicum allows each candidate to demonstrate instructional competencies required for the CLD endorsement (C.R.S. 8.22). Appropriate instructional contexts include:

- Self-contained ESL classroom
- ESL [pull-out] classes
- Summer school or migrant school instruction
- ESL tutoring
- Curriculum development activities
- Assessment or diagnostic activities related to ESL placement and services
- Peer coaching/seminar sessions
- Others as approved (e.g., professional development activities, such as participation in COTESOL or CABE)

### C) Length of practicum/internship

The MA in Education with emphasis in CLD assigns 6 credit hours to the Internship. Adams State University requires a minimum 200 hours of documented work on EL instruction and related issues, broken down as follows:

<b>Instruction (180 hrs.)</b>	<b>Other (20 hrs.)</b>
<p><b>180 hours</b> of EL instruction in the type of setting listed above. Instruction should be designed to enhance academic English and content area proficiency (not bilingual education). <i>No more than</i> 15% of this time may be counted as planning. The instructional target group should have at least 3 ELs. Instruction will be based on the SIOP model.</p>	<p><b>20 hours</b> of non-instructional EL-related work. <b>REQUIRED: Administration or observation of English language proficiency test.</b> Additional hours must be approved by your college supervisor. Examples of qualifying activities include:</p> <ul style="list-style-type: none"><li>• Attendance at COTESOL or TESOL meetings;</li><li>• Seminar, workshop, training on EL school issues;</li><li>• Parent involvement night;</li><li>• EL program/curriculum development</li></ul> <p>Details of the assessment and other hours will be arranged with your mentor and college supervisor.</p>

Questions about your particular circumstances should be directed to the Graduate Advisor or your college supervisor.

## **INTERNSHIP REQUIREMENTS**

**Registration** - There is an additional step in registering for the internship course:

### 1. Application for Internship

Candidates must submit an *Application for Internship* prior to registering for the course (see page 10). The application provides details about the teaching context and proposed mentor teacher. No other coursework should be taken concurrently with the internship unless approved by the advisor. The *Application* should be submitted electronically to the graduate coordinator according to the dates on the application.

### 2. Registering for Internship

Candidates must still register for the Internship as with all other courses in their program. However, *no credit will be given if the candidate has not successfully applied (see 1. above)*. If the practicum experience is not completed during the semester registered for, an incomplete (INC) may be assigned by the college supervisor and the Internship completed the next semester. The grade will be changed to a Pass or Fail when required activities are successfully completed.

**SIOP Observations** – The SIOP checklist will be used as the classroom observation tool for purposes of determining whether the candidate can plan and execute effective instruction for ELs. The mentor and university supervisor are jointly required to observe **all** components of the survey and judge each ‘3’ or ‘4’. Any component not judged ‘3’ or ‘4’ will be observed again, after consultation with the candidate.

Between the mentor and the university supervisor, there should be at least four (4) observations of your instruction. These may be in-person, via videoconference (e.g., Skype), recorded, or some combination of the three. Following each observation, you will submit a brief reflection on the instruction (minimum: 4).

Additional procedures about the observations and reflections are provided below.

**Capstone Research Project (CRP) [for MA Education candidates ONLY]** – All candidates for the MA Education will, as part of the Internship, complete, submit, and present their CRP for evaluation. A description of this project will be provided separately to MA candidates. Successful completion of the CRP is *required* in order to receive a ‘P’ for the Internship.

**Completion** – The Internship is graded on a **Pass/Fail** basis. Under extenuating circumstances (such as illness, or family emergency), the college supervisor may recommend an Incomplete (INC), in which case the missing hours or work needed to complete the Internship must be completed within one academic year. The Internship is completed when all of the documentation is submitted **and** the college supervisor submits a grade of ‘P’.

## INTERNSHIP CHECKLIST – CULTURALLY and LINGUISTICALLY DIVERSE EDUCATION

Successful completion of the following is required in order to pass the Internship. This checklist is provided as an organizational aid and items are listed in chronological order.

**NOTE:** *Checking off these items does not guarantee a 'Pass' grade for the Internship!*

### DATE

- \_\_\_\_\_ Arrange for local mentor teacher
- \_\_\_\_\_ Complete and submit *Application for Internship*
- \_\_\_\_\_ Register for Internship
- \_\_\_\_\_ Meet with university Internship supervisor
- \_\_\_\_\_ Complete and submit *Intent and Goals* form
- \_\_\_\_\_ Maintain a record of internship experiences and hours (*Internship Record*)
- \_\_\_\_\_ Meet at least weekly with mentor during internship (to be included in the *Internship Record*)
- \_\_\_\_\_ Document observation or administration of English language proficiency test (e.g., CELA)
- \_\_\_\_\_ Complete non-instructional activities [Visit a colleague's classroom; attend a relevant conference, workshop, online seminar, etc.]
- \_\_\_\_\_ Complete required [observation] reflections (minimum 4) and submit to university supervisor

## Culturally and Linguistically Diverse (“ESL”) Internship

### INTENT AND GOALS

**NOTE:** The following information is **required** to be submitted and approved **before** you begin logging instructional hours as part of the practicum. Attach additional pages if needed.

**Candidate Name:** \_\_\_\_\_

**Current License:** \_\_\_\_\_ K-12    \_\_\_\_\_ Elementary    \_\_\_\_\_ Secondary

**Practicum Context:** Include a brief description of your instructional setting, including student demographic information (EX: *I will complete the requirements for internship in a small rural school in southeastern Colorado. The school has an enrollment of 190 students. My internship will be in a third grade classroom with 21 students. About half of the students are ELs; seven are recently arrived immigrants and are monolingual speakers of Spanish. My instructional role will be to provide the regular classroom instruction for 45-90 minutes daily.*)

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**Practicum Goals:** List 2-4 specific, measurable professional/instructional goal(s) for your practicum (EX: As the provider of the ESL instruction in the above-described instructional setting, I will 1) improve my scaffolding strategies in whole group instruction; 2) I will improve my assessment of students’ English language vocabulary development during reading; and, 3) I will use formative assessment data in planning math instruction.)

\_\_\_\_\_  
University Supervisor (signed)

\_\_\_\_\_  
Date



# Culturally and Linguistically Diverse (CLD) Endorsement

## INTERNSHIP RECORD\*

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

Mentor: \_\_\_\_\_

College Supervisor: \_\_\_\_\_

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

License: K-12\_\_\_\_\_ Elementary\_\_\_\_\_ Secondary\_\_\_\_\_

DATE	BRIEF DESCRIPTION OF ACTIVITY	NUMBER OF HOURS	SUPERVISOR SIGNATURE

\*duplicate this form as needed or create another form as agreed upon with university supervisor

## Instructions for Completing the SIOP Survey

### Rationale:

The internship is intended to be a collaborative endeavor among the candidate, mentor and university supervisor. Classroom instruction should be part of the PLANNING – IMPLEMENTATION – EVALUATION cycle. The SIOP framework offers both an organizational and evaluative rubric, as well as alignment with National and Colorado EL standards. In addition, the process provides a template for self-assessment that can be used beyond the internship experience.

### Procedure:

1. The university supervisor will meet with the mentor and candidate to review the Protocol, explain expectations, and answer any questions about specific features.
2. A minimum of two (2) classroom visits will be conducted by the **university supervisor**. For each visit the candidate will select at least seven (7) *Survey* items to focus on. After the classroom visit the candidate and supervisor will discuss the items and collaboratively score the *Survey*. For each visit the candidate will also write a reflection using the guidelines provided and submit it to the university supervisor.
3. A minimum of two (2) classroom visits will be conducted by the **mentor teacher**. For each visit the candidate will select at least seven (7) *Survey* items to focus on. After the classroom visit the candidate and mentor will discuss the items and collaboratively score the *Survey*. For each visit the candidate will also write a reflection using the attached guidelines and submit it to the university supervisor.
4. All four reflections will be “graded” (P/F) or by the university supervisor.
5. Once completed, all observations will be collected on one original copy of the *Survey*. This copy will be maintained by the candidate and after obtaining the mentor’s signature, will sign and submit it to the university supervisor.

## Instructions for Classroom Visit Reflections

After each classroom visit the candidate will write a 1-2 page reflection on the visit and subsequent debrief. This reflection may be based on the following prompts or other issues raised by the visit.

- How do the items on the *Survey* help you reflect on the instruction that took place?
- What instructional dilemmas were raised during the debrief? Were they resolved?
- What insights into your teaching have you gained from the SIOP protocol?
- What went well during the observation? Why?
- What didn't produce the desired outcomes? Why?
- How have you improved your ability to help ELs develop the academic English skills needed for school success?
- How has your understanding of concepts like *differentiated instruction* changed as a result of reflecting on your classroom practice?

***\*\*Turn each reflection in to the university supervisor\*\****

**INTERNSHIP EVALUATION**  
**Culturally and Linguistically Diverse Education (“ESL”)**

The Internship (university) supervisor, based on interaction with and input from the mentor teacher and candidate, will evaluate the following components. Each will receive a rating from 1 to 4 according to the following scale:

- 1 = No evidence or not observed
- 2 = Developing; does not meet expectations *for graduate level work*
- 3 = Proficient; meets expectations for *graduate level work*
- 4 = Advanced; exceeds expectations for *graduate level work*

- \_\_\_\_\_ Evidence (SIOP; observations; reflections; other) that Internship goals were met
- \_\_\_\_\_ Completed *Internship Record* (signed by university supervisor) with required number of hours and relevant activities documented
- \_\_\_\_\_ Observation reflections on teaching (minimum 4; 1-2 pages each)
- \_\_\_\_\_ Evidence of administration or observation of EL student assessment(s)
- \_\_\_\_\_ Completed and signed *Classroom Practices [SIOP] Survey* (all features ‘3’ or ‘4’)
- \_\_\_\_\_ Completed Capstone Research Project [**MA Education candidates only**]

**Average Score** (total/5 or 6) \_\_\_\_\_ \*

\*An overall average score of 3 **and** a score of “3” or “4” for *each* component is required to Pass.

Comments:

**University Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Submit To:** Teacher Education Graduate Program  
208 Edgemont Blvd. Suite 3050  
Adams State University  
Alamosa, CO 81101

**Adams State University  
Department of Teacher Education  
Graduate Programs**

**CERTIFICATION OF DEMONSTRATING COMPETENCY REQUIRED FOR  
ADDED ENDORSEMENT and INITIAL PRINCIPAL LICENSE**

\_\_\_\_\_ has/has not (circle one) completed the internship as defined for an added endorsement or initial principal license at Adams State University.

**Please mark appropriate program for this candidate.**

**Initial Principal License** \_\_\_\_\_ **Special Education Generalist Endorsement** \_\_\_\_\_

**Culturally & Linguistically Diverse Endorsement** \_\_\_\_\_ **Reading Teacher Endorsement** \_\_\_\_\_

**INTERNSHIP INFORMATION**

**SITE OF INTERNSHIP** \_\_\_\_\_

**ELEMENTARY/SECONDARY** \_\_\_\_\_

**SCHOOL ADDRESS** \_\_\_\_\_  
\_\_\_\_\_

**DATES OF INTERNSHIP** \_\_\_\_\_ **TO** \_\_\_\_\_ (Example: Fall 2012 – Spring 2014)

**Candidate Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Supervisor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

This form must be submitted by the candidate at the end of the internship experience to:  
**TED Grad Program Coordinator 208 Edgemont Blvd. Suite 3050 Alamosa, CO 81101**