

Internship Evaluation—Exemplary
Lesson Plan:



TESL 553 Internship in English as a Second Language

Classroom Observation #2

November 22, 2010

Guess My Rule with Shape Cards

Student Characteristics

Name	WIDA Level	PALS reading level	Ethnicity
██████	Dev	PP	Hispanic
██████	Ent	R/PP	Hispanic/Dominican Republic
██████	Ent	PP	Hispanic/Dominican Republic
██████	Ent	PP/P	Hispanic/Puerto Rico
██████	Ent	R	Hispanic
██████████	Ent	P/I	Asian/Cambodia
██████	Beg	PP	Asian/Cambodia
██████	Ent	R/PP	Asian/Cambodia
██████	Ent	R	Hispanic/Dominican Republic
██████	Ent	PP	Asian/Cambodia
██████	Dev	PP	Asian/Cambodia
██████	Dev	P	Asian/Cambodia

-Ry-u

Anticipatory Set/Motivator

Lesson began the day before the observation by playing a Quick Images game on the digital projector. Students are shown an image for 5 seconds and have to draw it at their seats. After 10 images, students volunteer to draw what they saw on white board. The rest of the class compares their image to decide if they drew the same image. Next, we looked at triangles and rectangles and compared sides, shapes and angles.

Standards

WIDA: ELP Standard 1
ELP Standard 3

GLE: Math- M(G&M)-1-1 Uses properties, attributes, composition, or decomposition to sort or classify polygons (triangles, squares, rectangles, rhombi, trapezoids, and hexagons) or objects by a combination of two non-measurable or measurable attributes; and recognizes, names, builds, and draws polygons and circles in the environment.

Purpose

Communicative: Students will name, describe and define the characteristics of the shapes

Linguistic: 1. Students will use 3rd person singular/plural *have and has* in the proper context "Triangles *have*..., It *has*..."

2. Students will learn vocabulary: *rule, sides, straight, angles*

Learning: 1. Students will be recognize and be able to sort shapes according to similar features

Ent - beg - dev

excellent choice

Materials: Shape cards, large paper, markers, scissors

Methods/Procedures

The lesson to be observed begins with students sitting in a circle with some students holding shape cards. Teacher will begin by putting a shape card in the circle on a large sheet of paper with a circle drawn on it. Teacher will ask students if they have a card that belongs in the circle. Is it like the shape that is in the circle? Students will volunteer their shapes. Teacher will allow shapes with straight sides in and rounded sides will be put outside the circle. At the end, students will try to decide on a rule. Students will pair with Math partner to create their own shapes poster. They will cut out shapes and paste in groups according to the rules that the group/pair decide upon.

Summary/Review

Students will present posters and explain their rule for sorting the shapes.

Evaluation/Checking for Understanding

As the students construct their shapes posters and sort shapes, I will listen for and draw out the use of the names of shapes, similarities as well as vocabulary: sides, corners, rule, and angles. I will also determine understanding by the presentations of posters.

Listening: Entering and Beginning students will follow oral directions using manipulatives. Developing students will compare with visual cues. *part*

Speaking: Entering and Beginning students will name and describe shapes. Developing students will define shapes and discuss similarities and differences. *what?*

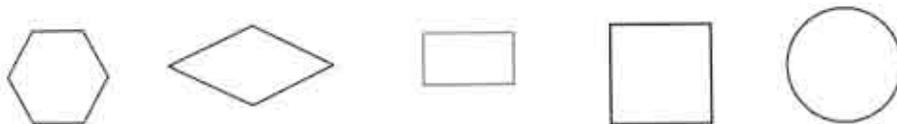
Independent Practice/Homework/Outreach to Families and Communities

Students will find objects at home with the same shapes as two of the shapes that we have worked with. See next page. *good!*

very nice connections!

Name _____

Finding Shapes at Home



Try to find at least 3 things in your house that are shaped like 3 different shapes that we have been using in class. Name and draw the items.

(Scores are 1 = approaches, 2 = meets, 3 = exceeds)—Ratings Correspond to this Form:



RHODE ISLAND COLLEGE



**Feinstein School of Education and Human Development
Internship in English as a Second Language
Performance Evaluation Form**

This form is used by the college supervisor and all cooperating teachers, whenever formal observations occur. The candidate is assessed on both planning and teaching by the supervisor, and by the cooperating teacher over the course of his/her internship teaching experience. The candidate is expected to substantively engage a range of the standards during the course of the observations. Following each supervisor visit the candidate, and cooperating teacher confer to review the candidate's progress in addressing TESOL/NCATE Standards.

Candidate: _____ Date _____

Observer: _____ Nancy Cloud _____ / _____ College Supervisor _____

School _____ Subject/Grade/ESL Level _____

Directions:

This Internship Teaching Evaluation form has been designed to assess the progress made with respect to the TESOL/NCATE P-12 ESL Teacher Education Program Standard indicators, the Advanced Competencies of the Feinstein School of Education and Human Development and the Rhode Island Professional Teacher Standards (RIPTS). These indicators identify the main skills; dispositions and knowledge that we believe candidates need to have in order to become successful ESL teachers.

We ask you to evaluate the candidate's achievement with respect to each indicator, based on your observations and/or knowledge of the candidate, using the following rubrics:

- 3 Exceeds Standard** - Evidence indicates superior level of knowledge and skill pertaining to this indicator. The candidate is highly capable in this area. His/her performance has been consistent, skillful and at times outstanding, thus demonstrating that the candidate exceeds expectations with respect to the indicator.
- 2 Meets Standard** - Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator. The candidate is capable in this area. His/her performance has been consistent thus demonstrating that the candidate meets expectations with respect to the indicator.
- 1 Approaches Standard** - Evidence indicates some awareness and skills pertaining to this indicator. You believe that the candidate needs to be given additional time and opportunity to become proficient in this area.
- NA Not applicable**

We greatly welcome any additional insights you can provide about the candidate. You can do so by adding your comments at the end of each section.

For cooperating teachers only:

We realize that in some cases you may not have had the opportunity to gather pertinent information for all indicators; in that case, please mark it by writing "NA".

Ratings Correspond to this Form:

Rhode Island College M.Ed. in TESL internship candidates are *reflective practitioners*.

Area 1: By planning individual lessons, candidates demonstrate mastery of domain-specific knowledge, skill in ESL pedagogy, and respect for diversity, both linguistic and cultural.

**TESOL/FSEHD
Advanced
Competencies;
RIPTS
Standards**

TESOL Standards
3 a.1, 3b.1; FSEHD
Advanced
Competencies:
Knowledge: 1.
Domain-Specific
Knowledge, 3.
Contextual
Perspective; RIPTS
2
1.b.1; 1.b.4; 1.b.5;
3.a.2; 3.a.3; 4.b.1;
4.b.2; 4.b.3;
Knowledge: 1.
Domain-Specific
Knowledge; 2.
Information
Literacy; 3.
Contextual
Perspective;
Practice: Evidence-
based Decision
Making; 3. Diversity
of Practice, RIPTS
2, 3, 4, 6
3.a.2; 3.a.3; 3.a.4;
Knowledge: 1.
Domain-Specific
Knowledge; 3.
Contextual
Perspective;
Practice:
Evidence-based
Decision Making; 2.
Technology Use, 3.
Diversity of
Practice;
RIPTS 3, 4

1.b.5; 2.a.; 2.e.;
3.a.3; 3.a.4; 3.a.5;
Knowledge: 1.
Domain-specific
Knowledge; 3.
Contextual
Perspective;
Practice: 3.
Diversity of
Practice; RIPTS 4
4.c.1;
4.c.2; 4.c.3; 4.c.4;
4.c.5; FSEHD
Advanced
Competencies:
Knowledge: 1.
Domain-
Specific
Knowledge, 2.
Information
Literacy; Practice:
1. Evidence-based
Decision
Making; RIPTS 9

1a) Planning Content, Strategies and Materials

The internship candidate constructs well-written and appropriate linguistic, communicative and content objectives and plans standards-based ESL and content instruction in which a variety of research-based instructional strategies and materials are used.

1b) Planning for Interaction and Access: The internship candidate plans lessons

1. that use formal language proficiency assessments and other student data to plan responsive instruction
2. that provide opportunities for meaningful interaction
3. in which technology is incorporated
4. that provide rich exposure to English

1c) Planning to Support Individual Learners: The internship candidate creates opportunities for

1. building upon students' previous knowledge, understanding and experience
2. taking into account students' developmental levels
3. developing positive learning attitudes
4. developing academic language proficiency
5. developing effective language learning strategies

1d) Planning for Diversity: The internship candidate plans for a diverse student population, including

1. students of diverse cultures and language backgrounds
2. students with varying language abilities/proficiency levels
3. students with diverse learning styles
4. students with special needs

1e) Planning for Assessment of Learning: The internship candidate plans to check that learning is occurring through:

1. classroom-based performance assessments, and/or
2. construction of sample performance indicators differentiated by proficiency level

Please provide one collective score for each area 1a-1e, considering all the indicators listed.

AREA 1: Overall Performance

Please comment on the internship candidate's competency in lesson planning. Use the reverse side if needed.

Assessment Result

Criterion	Rating	Criterion Comments
Area 1a - Planning Content, Strategies and Materials	2.0	Very well planned. Your communicative objectives could be clearly differentiated, but the linguistic objectives are excellent, as are your learning objectives. The student chart is terrific. 2++
Area 1b - Planning for Interaction and Access	3.0	This aspect is very expertly done. The participation levels planned were outstanding for both learning objectives and language use.
Area 1c - Planning to Support Individual Learners	3.0	Well designed lesson with excellent differentiation. You carefully planned your partnering and it worked out very well.
Area 1d - Planning for Diversity	3.0	You have strong skills in this area. Your ability to plan lessons that support diverse learners is outstanding.
Area 1e - Planning for Assessment of Learning	3.0	You effectively planned to assess all lesson objectives.

Ratings Correspond to this Form:

Area 2: ESL Internship candidates actively display their domain-specific content knowledge, skill in pedagogy, respect for diversity and professionalism when teaching ELLs.

**TESOL/FSEHD
Advanced
Competencies;
RIPTS
Standards**

**Please provide one
collective score for
each area 2a-2e,
considering all the
indicators listed.**

1.b.1; 3.b.2; 3.b.3;
3.b.4; 3.b.5; 3.6.c;
Knowledge: 1.
Domain-specific
Knowledge;
Practice: 3.
Diversity of
Practice; RIPTS 2,
3, 4, 5

2a) Use of Activities that Promote English for Social and Academic Purposes. The Internship candidate:

1. incorporates activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material.
2. Provides comprehensive input and scaffolding.
3. Provides activities and appropriate materials that integrate listening, speaking, reading, and writing
4. Develops students listening and speaking skills for a variety of academic and social purposes using research-based teaching strategies.
5. Provides standards-based instruction that builds upon students' oral English to support learning to read and write and responsive reading and writing instruction adapted to students needs.

1.b.4; 1.b.5;
2.b.; 2.e.; 3.a.2;
Knowledge: 1.
Domain-Specific
Knowledge: 3.
Contextual
Perspective;
Practice: 3.
Diversity of
Practice; RIPTS 2,
6

2b) Productive Learning Environment: The internship candidate creates a learning environment that

1. promotes standards-based language learning in supportive, accepting learning environments.
2. is secure, motivating and encourages active participation by all students
3. fosters collaboration among learners
4. is well structured and supports positive behavior and shared responsibility for learning

1.a.4; 1.b.4; 1.b.5;
3.c.3, 3.c.4;
Knowledge: 2.
Information
Literacy; Practice:
4. Professional
Identity
Development;
RIPTS 6, 7

2c) Communication Skills: The internship candidate demonstrates effective communication skills by

1. having an enthusiastic delivery
2. interacting in a positive manner with students
3. offering a proficient model of English in terms of pronunciation, word usage, grammar, mechanics, etc. (i.e. in written input on display boards, materials designed, instructional interactions).
4. using appropriate vocal pitch, modulation, and pace
5. using visual media to support verbal input, as appropriate, to ensure understanding

4.c.1, 4.c.2; 4.c.3;
4.c.4; 4.c.5;
Knowledge: 1.
Domain-specific
Knowledge;
Practice: 1.
Evidence-based
Decision making; 2.
Technology Use;
RIPTS 9

2d) Ongoing Assessment of Student Learning: The internship candidate monitors student learning by

1. using performance-based assessment tools and tasks that measure students' progress toward state and national standards (i.e. by monitoring lesson objectives through performance indicators constructed or other means)
2. Using various instruments and techniques to assess language and content learning

2.d; 3.a.2; 5.b.3;
FSEHD Advanced
Competencies:
Knowledge: 4.
Professional
Awareness;
Practice: 4.
Professional
Identity
Development;
RIPTS 11

2e) Professional Demeanor: The internship candidate,

1. projects a professional image
2. interacts in a professional manner with colleagues, students, parents, and others
3. treats students fairly

AREA 2: Overall Performance

Please comment on the internship candidate's performance in the classroom. Use the reverse side if needed.

Assessment Result

Criterion	Rating	Criterion Comments
Area 2a - Use of Activities that Promote English for Social and Academic Purposes	3.0	Wonderful opening to the lesson connecting to past learning. Excellent frontloading for poster of both the new concepts and how to complete the task with their partner. Your modeling and preparation for the task was very effective. Very well scaffolded and the children enjoyed every step.
Area 2b - Productive Learning Environment	3.0	You have created an excellent and highly productive learning environment. Your classroom management skills are exquisite; lots of pro-social behavior support and very respectful corrections are given to individual students when they need feedback and support. You gave very clear directions and allowed children to move productively during class activities. There were very high levels of participation. Do make sure when you do full group activities that all children can see. For the final activity the child presenting might have stood to show their poster rather than place it on the floor. Also take away posters after they present or have them sit on them. But these are minor points.
Area 2c - Communication Skills	3.0	You make excellent use of wait time and your rate of speech is excellent. You communicated very accurately about the characteristics of each shape and gave children a solid understanding of each. You make excellent use of children's input, acknowledging what is correct and what is not. You allocate turns well and question students very effectively. You used the easel board well to provide visual support for the verbal directions. (to teach the rules of the pair activity). Do give children who need them scripts to encourage more language output. "This is a" "It goes (inside/outside) the circle." You gave really excellent directions for the homework.
Area 2d - On-going Assessment of Student Learning	3.0	Clear and effective feedback was given throughout.
Area 2e - Professional Demeanor	3.0	Superb. You are clearly in your element with these first graders. They adore you and are learning so much in your capable hands.

Ratings Correspond to this Form:

Area 3: Reflection on Teaching Practice and Professionalism. The intern reflects on his/her pedagogy to improve his/her practice. He/she displays professionalism by forming partnerships with families and with other professionals to improve educational outcomes for students. The candidate's practice conforms to legal and ethical standards as well as to standards of practice established by learned societies.

**TESOL/FSEHD
Advanced
Competencies;
RIPTS
Standards**

Please provide one collective score for each area 3a-3d, considering all the indicators listed.

5.b.1; 5.b.3;
Practice: 2.
Technology Use (in collaborative work environments);
Practice: 1.
Professional Identity Development;
RIPTS 10

3a) Collegial Collaboration and Productive Use of Feedback:

The internship candidate

1. works collaboratively and collegially with his/her cooperating teacher and/or supervisor
2. accepts constructive criticism from his/her observers (cooperating teacher and/or college supervisor)

3b) Self-Evaluation to Determine Growth Opportunities. The internship candidate

1. objectively evaluates his/her lesson delivery to identify aspects that, with continued development, will enhance his/her teaching practice
2. suggests ways to enhance his/her own teaching practice

2.d.1; 5.b.1; 5.b.2;
5.b.3; 5.b.4; 5.b.5;
5.b.6; 5.b.7;
FSEHD
Practice: 4.
Professional Identity Development;
RIPTS 10

3c) Professionalism as Demonstrated through Strong Partnerships and Continuous Professional Development. The internship candidate

1. builds partnerships with families and collaborates with other teachers to improve learning outcomes for his/her students
2. demonstrates up-to-date knowledge of ESL teaching techniques, shares knowledge with colleagues and continuously seeks to improve his/her practice by pursuing professional development (workshops, web/podcasts, reading professional journals).

5.a.2; FSEHD
Knowledge: 4.
Professional Awareness;
Practice: 4.
Professional Identity Development;
RIPTS 11

3d) Professionalism as Evidenced by Meeting Standards of Practice. The internship candidate

1. has classroom practices which conform to legal and ethical standards
2. conforms to standards of practice established by learned societies

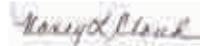
Area 3: Overall Performance

Please comment on the internship candidate's reflective skills and professional demeanor. Use reverse side if needed.

Overall Evaluation:

Cooperating Teacher/College supervisor

Date



Internship Candidate

Date

Copies must be provided to:

Internship Candidate and College Supervisor

Assessment Result

Criterion	Rating	Criterion Comments
Area 3a - Collegial Collaboration and Productive Use of Feedback	3.0	You are very open to any and all constructive criticism and make good use of it. But so much is going well that there are only tiny things to refine now.
Area 3b - Self Evaluation to Determine Growth Opportunities	3.0	Excellent insights into what would strengthen your own practice.
Area 3c - Professionalism as Demonstrated through Strong Partnerships and Continuous Professional Development	3.0	
Area 3d - Professionalism as Evidenced by Meeting Standards of Practice	3.0	Your professionalism is exemplary.