



FAST TRAIN Programs

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FAST TRAIN ESOL Program Guidelines for ESOL Internship Experience

What are the requirements for clinical experience in the FAST TRAIN ESOL Program?

In order to obtain a Virginia State Teaching License, FAST TRAIN ESOL candidates must complete full-time clinical experience. This experience can either be a 15-week student teaching placement or a year-long internship as a full-time ESOL teacher. Both experiences should be completed in an international setting.

What is the difference between Student Teaching and the Internship?

Student Teaching is different from the internship in many ways. Candidates completing student teaching work with the field coordinator to find an appropriate school in which to work under the supervision of a cooperating ESOL classroom teacher for 15 weeks. Candidates during this time learn under the guidance of the cooperating teacher and slowly take over classroom responsibilities. Because student teaching is an accelerated experience under the direct supervision of an ESOL teacher, candidates completing this option for the clinical experience must have all coursework, licensure tests, and endorsement hours completed BEFORE beginning student teaching. Candidates are enrolled in six graduate credits during the semester in which they student teach and are closely supervised by the cooperating teacher, the school supervisor, the university supervisor, and the FAST TRAIN Field Coordinator. Each of these individuals is responsible for providing the candidate feedback during student teaching. For more information about Student Teaching, candidates should consult the Student Teaching Manual.

The ESOL Internship experience requires candidates to obtain a full-time teaching position as a full-time ESOL teacher internationally. Candidates are entirely responsible for finding this typically paid teaching position, but candidates must consult with the Field Coordinator to ensure the school, the on-site supervisor and position meet minimum requirements. Candidates are evaluated periodically through the academic year by a designated supervisor who holds the credential they seek. The evaluation is embedded into your job performance as a full-time teacher and candidates can use multiple lesson plans, logs, assessments, and other approved curricular and evaluative materials from your place of employment for your internship evaluation. Additionally, examples of work should be appended to your evaluation form. Videos of your lessons should be posted to Blackboard for review by the Field Coordinator. Candidates completing the internship must turn in completed and signed evaluation forms demonstrating that they have completed the internship successfully

Typically, FAST TRAIN ESOL candidates complete the internship rather than student teaching. However, both options will allow candidates to apply and obtain the Virginia teaching license. For further clarification, the following table highlights some of the key differences between Student Teaching and the Internship.

Requirements for Clinical Experience	Student Teaching	Internship
Must be in international setting and/or overseas	Yes	Yes
Must be in an accredited international school	Yes	Yes
Must have all coursework completed prior to beginning experience	Yes	No
Must have all endorsement hours completed prior to beginning experience	Yes	No
Must find the placement on my own	No	Yes
Must be hired as a full-time ESOL teacher	No	Yes
Must enroll in six graduate credits	Yes	No
Must have all licensure tests completed and passed prior to experience	Yes	No
Must pay a \$500 stipend to cooperating school/teacher	Yes	No
Must provide evaluations by qualified teacher or supervisor	Yes	Yes

What are the requirements for the Internship?

Candidates who complete a one-year Internship may do so any time after starting course work in the FAST TRAIN Program. The internship cannot be retroactive (i.e. may not be completed prior to enrolling in the FAST TRAIN Program). The teaching experience must be done at an accredited international school. The teaching position must be full-time and be in the area you wish to be licensed (i.e. P-12 ESOL).

How can I choose an appropriate international Internship site?

Candidates should choose an international setting in which to complete their internship. International settings should be diverse, and for ESOL candidates, should include linguistically diverse students as a large percentage of the total student population. Candidates should also attempt to find an internship site in which their supervisor or other cooperating teacher has demonstrated excellence in the field as noted by school board members, parents, and outside accrediting agencies. The school must be international and accredited by an international curriculum agency (e.g. IBO), and/or U.S. accrediting agency (e.g. WASC, Middle States). If you are unsure about a school's accreditation, please check with the FAST TRAIN office.

When applying for full-time work, you should also consider how your degree program could help you succeed as a teacher. Be sure to explain what value you can bring to the classroom. What specific methods or resources have you learned from your graduate classes? What additional experience do you have with children? Mention the dispositions! Identify how your class assignment can add value to the school. Think about what you can provide as a FAST TRAIN student and alumna and mention those attributes in cover letters, resumes, and interviews.

What are some strategies for securing an Internship internationally?

Many FAST TRAIN students have successfully obtained an international Internship. A helpful strategy is the FAST TRAIN website itself. The “Alumni” link lists many international agencies such as The International Educator (TIE) or International School Services (ISS). These international agencies have helpful websites which lists job opportunities from around the world. Please note some agencies require you are a member in order to view their job postings. Another helpful strategy is the school(s) where you completed your fieldwork assignments. Having a strong relationship with the school(s) where your fieldwork took place could also lead to employment opportunities. Last but not least, is the FAST TRAIN network itself; FAST TRAIN alumni can be found teaching all around the world. If you are unable to find a suitable internship, you may decide to complete student teaching as long as you meet the requirements for that experience.

How can I document that I have completed the Internship?

Candidates are evaluated periodically through the academic year by a designated supervisor who holds the credential they seek, i.e. U.S. teaching license in ESOL Education and/or M.Ed. in Education, but are not enrolled in any graduate coursework related to clinical experience. At minimum, candidates must have their supervisor evaluate them twice throughout the year, once at the midpoint and once and Candidates completing the internship must turn in completed and signed evaluation forms demonstrating that they have completed the internship successfully. For full evaluation, see below.

Candidates must turn in the internship evaluation form to the Fieldwork Coordinator directly by scanning (with signatures) and emailing the form to Jill Macioch at gmacioch@gmu.edu . Candidates should be evaluated at least twice during their internship, once at the midpoint of the school year (December) and once at the end of the school year (June). Candidates should also ask supervisors to administer the form at the beginning of the year to establish areas of improvement and growth.

Internship Placement Confirmation

Congratulations on finding an appropriate internship site as a **full-time ESOL teacher!** In order for this experience to count towards your VA license, you must fill out the information below and send it via e-mail to the Fieldwork Coordinator, Jill Macioch, at gmacioch@gmu.edu . Internship placement forms are **due Sept 30th** prior to your internship year.

- School Name:
- Address:
- Accrediting Agency:
- Principal or Head of School:
- Site Supervisor:
- Credential Supervisor/Teacher Holds:

In addition, please attach a signed letter or forward a confirmation email from your principal or supervisor that indicates their understanding of the internship experience requirements and their willingness to evaluate you throughout the academic year to complete your clinical experience. Sample letter is below.

Permission to Complete GMU FAST TRAIN Internship

I understand and am willing to comply with the ESOL Internship as required by George Mason University. I am willing to allow my employee _____ (name of student/teacher) to complete the internship during the _____ academic year. I will periodically evaluate my employee's progress as an elementary teacher using the "**Internship Evaluation Form for FAST TRAIN ESOL Candidates**" and will work with my employee to forward signed forms to the Field Coordinator as required.

Name:

School:

Credentials (i.e. teaching license, degrees, etc):

Position:

Contact information: Phone: _____

E-mail: _____

Signature of Responsible School Personnel

Date

**Student Teaching/Internship Evaluation Form for ESOL Education Students
FAST TRAIN PROGRAM**

Intern Name _____ Semester _____
 Intern Contact Email _____ Grade/Subject of Placement _____
 Evaluator Name/Signature _____ Position _____
 School _____ Evaluator Contact Email _____

Student Teaching/Internship Category	TESOL Domain	Score			Score
		1	2	3	
		Approaches Standard	Meets Standard	Exceeds Standard	
		Demonstrate knowledge of the components of language and language as a system including phonology, morphology, syntax, pragmatics, and semantics.	1a	Candidates demonstrate limited knowledge of language and language as a system to inform instruction. Candidates often fail to serve as a good model of use of English.	
Understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning	1b	Candidates incorporate little theory or research in implementing instruction. Instruction provides little differentiation to create a supportive learning environment.	Candidates identify and understand language acquisition theory and research to develop lessons and instruction that are developmentally appropriate. Candidates vary their teaching style to accommodate students' different learning styles.	Candidates engage in action research within the classroom, applying theories and research in language acquisition to analyze and understand students' language acquisition and literacy. They provide regular opportunities for students to read, learn, and express themselves in their L1 in class and use L1 language to support instruction in the L2.	

Understand and apply cultural values and beliefs in the context of teaching and learning.	2a	Candidates provide minimal planning and instruction related to cultural values and beliefs. Candidates demonstrate only slight understanding of cultural backgrounds of students and how this will impact instruction.	Candidates seek ways to understand student's cultural values and beliefs and actively incorporate this knowledge into planning and implementing instruction. They demonstrate the belief that all students can learn.	Candidates consistently use cultural knowledge throughout teaching to relate activities and materials to students' culture, interests, knowledge and experience. They demonstrate the belief that all students can learn and treat students and their cultural heritage with respect. They integrate materials and activities which promote equity.	
Candidates plan classroom instruction in a supportive learning environment for ELLs. They plan multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum	3a	Candidates provide minimal planning in addressing the needs of all learners in the classroom	Candidates plan instruction to address the needs of all learners in the classroom. Lesson plans include standards-based ESL instruction and integrate content in meaningful ways as appropriate.	Candidates consistently differentiate instruction to provide for the diverse needs of learners. Lesson plans include multiple ways of presenting material and are based on multiple measures of developmental needs. Candidates consistently plan instruction to create meaning using real-world scenarios.	
Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content	3b	Candidates provide few activities or tasks that develop student's language abilities. Instruction lacks variation and differentiation.	Candidates plan and implement activities, tasks, and assignments that develop authentic uses of academic language. Candidates provide standards-based instruction that builds and integrates students listening, reading, writing and oral language skills.	Candidates design and implement activities, tasks, and assignments that develop authentic uses of academic language and collaborate with content-teachers to link language and content together in thematic and inquiry-based units. Candidates consistently provide opportunities for students to develop their listening, reading, writing, and oral language skills in integrated ways.	
Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching	3c	Candidates provide minimal adaptation of materials and do not address age appropriateness or language proficiency in modifications	Candidates provide means to adapt texts so that they are for students age, learning style, and language proficiency	Candidates build on student's culture in adapting and sequencing materials so that they are consistently culturally and linguistically appropriate for students	

Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodates in formal testing situations	4a	Candidates use a minimal variation of assessment measures or fail to adapt assessments to appropriately evaluate student's language ability. Candidates provide minimal preparation for assessments.	Candidates use multiple and appropriate formative and summative assessments measures for a variety of purposes. They prepare students appropriately for all assessments. Candidates understand the obstacles to assessment ELLs face and have strategies to help them.	Candidates design and adapt classroom tests and alternative assessment measures to make them appropriate for ELLs for a variety of purposes. They use multiple and adapted assessments consistently and appropriately in class. Candidates create assessments that are standards based, valid, reliable, and appropriate.	
Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understand of their uses for identification, placement, and reclassification of ELLs	4b	Candidates provide minimal effort in assessing ELLs discrete and integrated language skills and implement only a few measures to do so. Candidates cannot explain the issues regarding placement of ELLs.	Candidates assess ELLs discrete and integrated ability to use grammar, vocabulary, listening, speaking, reading, and writing to communicate appropriate using performance-based measures. They understand issues regarding placement and reclassification of ELLs.	Candidates develop and adapt a variety of techniques and instruments to assess ELLs content learning at all levels of language proficiency and literacy. Candidates share these assessments with colleagues. They understand issues regarding placement and reclassification of ELLs and share this information effectively with families and colleagues.	
Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom	4c	Candidates use a minimal variety of performance based assessments within class. Assessment is often not included in lesson planning or implementation. Assessments are not adapted or implemented appropriately.	Candidates use a variety of performance based assessment tools to evaluate ELLs. They use test adaptation techniques (such as simplifying language) to support diverse learners. They model self and peer assessment techniques and provide opportunities for students to practice these in the classroom.	Candidates create multiple performance based measures to assess students' language skills and communicative competencies across the curriculum. . They imbed peer and self-assessment within instruction and create and use a variety of rubrics to assess ELLs learning.. Candidate share their knowledge with colleagues effectively.	
Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and applying this knowledge to inform teaching and learning	5a	Candidates demonstrate limited knowledge of ESL laws, policies, and procedures but do not use this knowledge to inform instruction.	Candidates use their knowledge of laws, policies, and procedures related to ESL teaching to provide appropriate instruction for ELLs. Candidates conduct classroom research to support students.	Candidates use their knowledge of laws, policies, and procedures related to ESL teaching to design appropriate instruction for ELLs. Candidates design and implement research that will affect their instruction.	

<p>Candidates take advantage of professional growth opportunities and Demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.</p>	<p>5b</p>	<p>Candidates understand the importance of advocating for ELLs and establishing collaborative relationships with others but make minimal effort to engage partners. Attendance at meetings and planning session is inconsistent.</p>	<p>Candidates are valued members of the faculty and consistently engage in meetings, planning sessions, and other requirements. Candidates advocate for students and provide ways to work collaboratively among teachers, staff, and administration.</p>	<p>Candidates take initiative to collaborate with general and content areas teachers consistently to plan and implement instruction for ELLs. Presents findings, ideas, and proposals to staff. Consistently attends and actively participates in additional faculty opportunities and extracurricular activities. Consistently and creatively communicates with families about student's learning.</p>	
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Additional Strengths:

Additional Weaknesses:

Cooperating Teacher's Signature: _____ Date _____

Supervisor Signature: _____ Date _____

Candidate Signature: _____ Date _____