



FAST TRAIN Programs

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FAST TRAIN ESOL Program Guidelines for ESOL “On-the-Job” 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 teaching experience associated with 6 graduate credits. This experience can either be a 15-week student teaching placement or a year-long On-the-Job Internship as a full-time ESOL teacher. Both experiences should be completed in an accredited school in an international setting.

What is the difference between Student Teaching and the Internship?

The On-the-Job Internship is different from student teaching in many ways. In order to qualify for an On-the-Job Internship, candidates must be hired as a full-time ESOL teacher in an accredited school in an international setting. Most FAST TRAIN students pursue the On-the-Job Internship experience as it is typically paid teaching experience. Candidates completing student teaching work with the FAST TRAIN Field Coordinator to find an appropriate school in which to work under the supervision of a cooperating ESOL classroom teacher for 15 weeks. During this unpaid experience, candidates learn under the guidance of the cooperating teacher and slowly take over classroom responsibilities. For more information about Student Teaching, please visit the FAST TRAIN website at: <http://fasttrain.gmu.edu/licensure/student-teaching>.

What are some strategies for securing a teaching position internationally that qualifies for an On-the-Job Internship?

Many FAST TRAIN students have successfully obtained international teaching positions all over the world. 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.

When applying for a full-time teaching position, you should also consider how your degree program could help you succeed as a teacher. Be sure to explain the 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.

How can I choose an appropriate international internship site?

The ESOL Internship experience requires candidates to obtain a full-time teaching position as an ESOL teacher internationally in an accredited school. Candidates are entirely responsible for finding this (typically paid) teaching position, however candidates must consult with the Field Coordinator to ensure that the school and the position meet minimum requirements. The teaching position must be a one-year, full time teaching position in the area the candidate wishes to be licensed (i.e. must be hired as an ESOL teacher). Instructional Assistance positions will not count. The position must be listed as an ESL teacher. A regular classroom teaching position with ELL students will NOT count as an ESL teaching position. The teaching experience must be done at an accredited international school.

Candidates must 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. The school must be international and accredited by an international curriculum agency (e.g. IBO), and/or a U.S. accrediting agency (e.g. WASC, MSA). Candidates should also attempt to find an internship site in which they can identify a mentor who has demonstrated excellence in the field as noted by school board members, parents, and outside accrediting agencies to act as an On-Site Supervisor during the On-the-Job internship year. Candidates are required to be evaluated during their internship year by a designated On-Site Supervisor who holds the credential they seek, i.e. a teaching license in ESOL and/or a Master's degree in ESOL Education (preferably both).

If you are unsure about a school's accreditation, or whether the school or your On-Site Supervisor will meet program and licensure requirements, please check with the FAST TRAIN Field Coordinator, Jill Macioch, at gmacioch@gmu.edu.

How do I apply for an On-the-Job Internship?

Candidates who wish to apply for an On-the-Job Internship must first find full-time employment as an ESOL teacher in an accredited international setting. Candidates are strongly encouraged to verify that the school and the teaching position will meet the requirements for an On-The-Job internship with the Field Coordinator before accepting the position. Once employment has been secured, candidates must submit the On-the-Job Internship application, which includes an Internship Placement Confirmation form that must be signed by the Principal or Head of School acknowledging that the school will support the internship requirements and identifying an appropriate On-Site Supervisor. The On-the-Job Internship Application can be found at: <http://fasttrain.gmu.edu/licensure/internship>. Completed applications must be submitted to the Field Coordinator prior to the beginning of the internship academic year. **The deadline for submitting an On-the-Job Internship Application is August 1st, however candidates are encouraged to register an internship at the earliest date possible.**

Once a candidate has secured employment, submitted a completed On-the-Job Internship Application, and the internship has been approved by the FAST TRAIN office, the Field Coordinator will communicate with the candidate's On-Site Supervisor regarding the On-the-Job internship requirements. Candidates must request registration for EDCI 790 through the FAST TRAIN office.

Students who meet waiver requirements and wish to register for the 3 credit EDCI: 790 course, must have all waiver documentation submitted to and approved by the Field Coordinator in order to register

for the 3 credit course as opposed to the 6 credit course (see information below about course credits and requirements).

What are the requirements for evaluation and completion of an On-the-Job Internship?

The On-the-Job Internship is a 6 credit experience during which time candidates enroll in EDCI 790: International Education Student Internship during the Fall or Spring semester of the Internship year. Candidates must be formally observed and evaluated by their On-Site Supervisor periodically throughout the year using the FAST TRAIN evaluation form (pg. 6-9). Candidates must also have the opportunity to videotape lessons for review by the University Supervisor and the Field Coordinator. Candidates will be required to submit FAST TRAIN evaluation forms, video clips of their teaching, reflections, Logs of Hours, and other documentation to TaskStream for evaluation by the course instructor in order to receive course credit and meet licensure requirements set by the Virginia Department of Education. A complete list of course requirements is available in the course syllabus on the FAST TRAIN website at: <http://cehd.gmu.edu/academics/syllabi>. ***A Video Release Form (pg. 10) is required for all students whose faces are visible in any video recordings.***

Waiver of Three Credits (for candidates with previous full-time ESOL teaching experience):

ESOL candidates with two years of ESOL teaching, have the option to enroll in a 3 credit EDCI 790 course in either the Fall or the Spring and waive the additional 3 credits of the 6 credit internship requirement, provided they meet the following waiver documentation requirements:

Waiver Documentation:

- Submit professional evaluations from two years of teaching in the licensure area at an accredited school in an international setting (the internship year can count as one of these years)
- Submit an evaluation form from the Principal or School Head at the internship site
- Submit an evaluation from the On-Site Supervisor
- Submit the “Clinical Experience at the Alternative Licensure Level Log of Hours” form (pg. 5, see information below on required hours at the alternate level)
- Submit documentation of an additional 75 contact hours taken outside of the semester the candidate is enrolled in the 3 credit EDCI 790 course
- Submit a Credit Waiver Form (see Academic Advisor)

It is important to note that a waiver allows candidates to register for only 3 credits of EDCI 790, but it does not eliminate the overall credit requirement for the degree. Candidates who chose to waive three credits of the 6-credit internship requirement must take another three credit course in its place. If a candidate intends to apply for a waiver of the three credits, the candidate must notify the Field Coordinator, Jill Macioch, at gmacioch@gmu.edu when registering the internship, and submit all waiver documentation materials, in order to receive permission to register for the three credit course. Candidates should consult with an academic advisor about course and credit requirements.

Contact Hours Required at the Alternate Level during the On-the-Job Internship Year:

While enrolled in EDCI 790, candidates are also required to complete 20 hours of fieldwork at the alternate level than they were hired to teach. For example, students who are hired as ESOL teachers in primary grades will be required to complete 20 hours of fieldwork in ESOL classrooms at the secondary level and vice versa. Students must document 20 hours of observation at the alternate level using the “Clinical Experience at Alternative Licensure Level Log of Hours” form (pg. 5) and will be required to upload this log to TaskStream along with other documents required for the course.

Summary of On-the-Job Internship Experience:

	On-the-Job Internship
Required Credits	Six (6) Graduate credits
Pre-requisites	<ul style="list-style-type: none"> • Hired full-time as an ESOL or Elementary teacher • Working in an accredited school • Completion of all licensure courses • Completion of all licensure testing • Completion of licensure endorsements • Qualified On-Site Supervisor
Registration Requirements	Register for 6 credits of EDCI 790: <ul style="list-style-type: none"> • 6 credits during a Fall semester OR • 6 credits during a Spring semester OR • 3 credits in Fall OR Spring + submission of waiver paperwork (ESOL only)
Course Requirements	<ul style="list-style-type: none"> • Videotaped teaching • Evaluation forms • Reflections • Log of hours • Discussion participation
Additional Requirements	20 hours of observation at alternative licensure level and submission of “Clinical Experience at Alternative Licensure Level Log of Hours”
Waiver Documentation	<i>Only required for ESOL students who want to waive 3 credits of internship requirement:</i> <ul style="list-style-type: none"> • Professional evaluations from two years of teaching in licensure area at an accredited school • Principal evaluation form (from current principal/school head) • On-Site Supervisor evaluation form • Clinical Experience at Alternative Licensure Level Log of Hours



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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 Field Coordinator, Jill Macioch, at gmacioch@gmu.edu . **Internship placement forms are due by August 1st in order to register your internship with the FAST TRAIN office.**

- School Name:
- Accrediting Agency:
- Principal or Head of School:
- On-Site Supervisor:
- Credentials On-Site Supervisor Holds:
- On-Site Supervisor's e-mail address:
- Title of Full-Time Position:
- Grade Level(s):

In addition, please attach a signed letter or forward a confirmation email from your principal or On-Site 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. A 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 ESOL teacher using the "**Internship Evaluation Form for FAST TRAIN ESOL Candidates**" and will work with my employee to sign and certify required documentation paperwork.

School:

On-Site Supervisor's Name:

On-Site Supervisor's Credentials:

Contact information: Phone: _____ E-mail: _____

On-Site Supervisor's Signature: _____ Date: _____

School Head or Principal's Signature _____ Date: _____

Clinical Experience Hours at the Alternative Licensure Area

Hours Log

(For use when observing in the alternative grade level)

Intern: _____

School: _____

Supervisor: _____

Log Sheet # _____ (e.g., *1 of 3*)

Verified by Supervisor: _____

Date	Grade	Subject or Action	Hours Observed	Teacher Signature

**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.	Candidates demonstrate proficiency in their own use of English and serve as a good language model for ELLs. Candidates use components of language and language as a system to inform instruction and assist students in recognizing, using, and acquiring English in oral and written contexts.	Candidates design instruction that incorporates knowledge of language and differentiation to accommodate challenging aspects of English. They create lesson plan that help students develop strategies monitor their own use of English and provide opportunities to do so. They serve as an excellent model for English and can use students L1 where possible.	
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 ESOL 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 ESOL 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 ESOL 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 ESOL teaching and applying this knowledge to inform teaching and learning	5a	Candidates demonstrate limited knowledge of ESOL laws, policies, and procedures but do not use this knowledge to inform instruction.	Candidates use their knowledge of laws, policies, and procedures related to ESOL 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 ESOL 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:

On-Site Supervisor's Signature: _____ Date _____

Candidate's Signature: _____ Date _____

Appendix RM-5 Video Recording Release Form

RELEASE FORM

**Graduate School of Education
George Mason University
2014-2015 Academic Year**

Permission to Use Student Materials and Image in Video Recording

As a student in the Graduate School of Education at George Mason University I am requesting permission to use student materials and images in a video that will be used for discussion about the best ways to teach foreign/second languages. Students will never be identified by their names in the tape. This video will only be used for teacher professional development.

Teacher's Signature

Student's Name_____

Parent(s) or Legal Guardian(s) Signature_____

Field Experience Log of Hours

Mason Student: _____

Cooperating Teacher: _____

G number: _____

Title: _____

Course: _____

Years of Experience: _____

Semester: _____

Degree/License: _____

Please sign signature column to indicate that the student completed field experience in your classroom. Please make any additional comments on the back of this sheet. Thank you for your time, effort and support in this endeavor.

Date	Grade	Subject or Action	School	Hours Observed	Teacher Signature

Student's Signature: _____ Date: _____

7/29/2014

