Course Outline for Education 527
English Language Learners (ELL) Graduate Internship
Concordia University, Nebraska

I. Course Description
This course is designed to assist the ELL candidate in the application, synthesis and evaluation of acquired knowledge and skills in a supervised internship situation where the candidate is assigned to work with a supervisory teacher certified in ELL.

II. Place of Course in the Curriculum
Capstone course for the endorsement.

III. Goals and Objectives
A. Goals
The internship is the capstone course for the ELL certification. The purpose of this course is to assist the students to further develop and practice unique methodologies for ELL. They will demonstrate competence in:
1. Knowledge base in ELL. (LR-K1)
2. Instructional strategies with ELL. (LR-K1, T-D1, T-S2)
3. Diagnosis and assessment of ELL. (LR-K1, T-D1)
4. Knowledge of instructional material and resources. (LR-K1, T-D1, T-S2)
5. Classroom and home management of ELL. (LR-K1, T-D1, T-S2)
6. Professional characteristics. (LD-S2, LR-D1)
7. Interpersonal relationships (LD-S1)
8. Personal characteristics. (LR-D1)

B. Objectives
Upon completion of this course, the candidate will demonstrate competence in all performance areas of the **teaching, leading**, **learning,** knowledge base. Specifically the candidate will be able to:

Teaching
- Demonstrate professional knowledge in ELL (T-K1, LD-K1, LR-S1, LR-K1)
- Implement valid instructional strategies (T-S1, T-S3, T-K1, LD-D1, LD-K1)
- Applies diagnosis and assessment strategies (T-S3)
- Demonstrate knowledge of instructional materials and resources. (LR-K1)
- Demonstrates classroom management skills (T-S4

Leading
- Communicate effectively (LD-S3, LD-S1, LD-S2)
- Consult and collaborate with others (LD-S1)
- Understand curriculum design and development (T-S2)
- Effect change productively (T-S2)
- Analyze school systems and apply intervention (LD-S1)
- Demonstrate human relationship skill and sensitivity (LD-S1)

- Appreciate the value of team ministry (LD-S1)
  Learning
  - Demonstrates sensitivity to and acceptance of cultural, economic and ethnic diversity (LD-S2)
  - Demonstrates ability to handle change productively (LR-D1)
  - Demonstrates a commitment to self-evaluation (LR-S1, LR-D1)

IV. **Content and Methodology:** (T-S2, T-S1, T-S3, T-S4, T-K1, LR-D1, LD-K1, LR-S1, T-D1, LD-S3, LD-S1, LD-S2, LR-D1, LR-K1)

Since this course is an internship, there is no unit structure as found in most courses. The candidates will be assigned to work in ELL classrooms/settings under the direction of an ELL supervisor. Candidates will teach and carry out all duties normally required of ELL teachers.

V. **Student Roles**

The Student will:

1. Be prepared for each class assigned to teach. (T-S2)
2. Participate in scheduled conferences with the university supervisor. (LR-S1, LD-S3, LD-S1, T-D1, LD-S2, LD-D1)
3. Complete all paper work in a timely manner. (LR-S1)
4. Complete satisfactorily the following assignments;
   1. Prepare a written lesson plan for each class taught. (T-S2, T-S3, T-K1, LD-D1, T-D1, LD-S2)
   2. Participate in informal assessment of student progress; plan and carry out behavior modification plan, keep anecdotal records; write or assist in writing an I.E.P.; plan and construct bulletin boards, instructional materials, and material files as needed. (T-S1, T-S3, LD-S1, LD-S2)
   3. Attend all professional meetings/activities expected of ELL Teachers. (LD-S1, LD-D1, T-D1, LR-D1)
   4. Engage in reflective teaching and self-evaluation by adding written comments to lesson plans upon completion of the lesson and by engaging in reflective conversation with the university supervisor. (LR-S1)
   5. Assume responsibility for teaching ELL classes and management of these classes for a period of several days. (T-S4)
   6. Meet with parents of ELL Students as needed. (LD-S3, LD-S1, LD-S2)
   7. Use adaptive technology appropriately. (T-S2)

VI. **Evaluation**

Evaluation will be based upon observations, written planning tools, and conferences. The university supervisor will complete formative evaluations midway through and at the end of the internship.

VII. **Grading Scale**

University grading scale will be used.

Course Workload

In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, course workload occurs through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, research, assigned readings, and other activities. Students can expect to devote a minimum of 4-5 hours of work for each 1-credit hour, as mandated by the U.S. Department of Education.

Course Participation

Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

Academic Integrity

At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failing grade for the course, and/or being suspended from the university.

ADA

Students with a documented disability, who need reasonable accommodations, should contact ADA & Academic Support located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors immediately about any disability-related academic needs they may have. To contact the ADA & Academic Support Director, Angel Hoppe, please call 402-643-7365 or 800-535-5494 ext. 7365 or e-mail angel.hoppe@cune.edu.

Emergency Information

In inclement weather, check your e-mail, Blackboard, and the Concordia website (www.cune.edu) for information. Your instructor may utilize Blackboard to make-up course time, so please check Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor before leaving so that he or she can account for all students. Also, if you have not already done so, please update emergency contact information in "Banner Self-Service" on the connectCUNE portal (http://connect.cune.edu).

VIII. **Bibliography**

Diaz-Rico, L. (2003). Teaching English Learners: Methods and Strategies. Boston: Allyn & Bacon.

Echevarria, J. & Short, D. (2004). Making Content Comprehensible for English Language Learners. Boston: Allyn & Bacon.

Freiberg, H.; Driscoll, A. (2005). Universal Teaching Strategies. NY: Allyn & Bacon.

Friend & Cook. Interactions, (2nd Ed). White Plains, NY: Longman Publishers USA, 1996. Jordan, Anne. Skills in Collaborative Classroom Consultation. New York, NY: Routledge, 1994.

Peregoy, S, and Boyle, O. (2005). Reading, Writing, and Learning in ESL, K-12. Boston: Allyn & Bacon.

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SIOP Lesson Plan Format

Content Area: **Lesson Name:** **Grade Level:** **Language Proficiency Level(s):**	
Materials needed: **Key Vocabulary:**	
Anticipatory Set: (**Motivation** and Building Background)	
Standard(s): District and TESOL	
Lesson Objective(s): Content and Language	
Procedures of Instruction for the Lesson: **Presentation** (language and content objectives, comprehensible input, learning strategies, interaction, feedback) **Practice/Application** (meaningful activities, interaction, strategies, practice/application/ feedback)	
Summary: Review objectives and vocabulary with students and summarize learning **Assessment:** Assess learning **Assignment:** optional **Evaluation of the lesson by the teacher:** How do you think the lesson went?	

SIOP Lesson Plan Scoring Sheet

Student Name: _____

Lesson Name and Content Area: _____

Date lesson was taught: _____

SIOP Feature	Self – Score	Instructor Score	Instructor comments
Key Vocabulary necessary for learning is listed	/ 3		
Anticipatory Set is adequate to build students' background knowledge or activate their prior knowledge	/ 4		
Appropriate TESOL Goal(s) and Standard(s) has been added to the lesson	/ 2		
Content Objective(s) is clearly stated and written for students, appropriate and measurable.	/ 4		
Language Objective(s) is clearly stated and written for students, appropriate and measurable.	/ 4		
At least two different types of interaction are included. (Student-to-Student; Whole group; Small group, Partners)	/ 4		
Teacher models/demonstrates what is expected of the students using realia or pictures, as appropriate.	/ 4		
Reading, writing, speaking and listening are included at appropriate developmental levels.	/ 4		
Lesson includes hands-on activities, such as manipulatives, graphic organizers, and necessary to aid students' comprehension.	/ 4		
Practice and application of the lesson concepts allow students to synthesize their learning.	/ 4		
In the summary, the teacher restates the objectives, reviews vocabulary and summarizes the lesson.	/ 4		
Appropriate assessment(s) for varying language level abilities is included in the lesson	/ 4		
Lesson Plan Score	**/ 45**		

Evaluation of lesson by teacher: _____
_____
_____
_____
_____
_____

Documentation of Working with One Targeted ELL Student

1. You may choose a student in your classroom, or the student you choose to tutor for the eight hours at another grade level requirement.

2. Consult with the student's teacher to determine educational needs of the student. Any content area may be used. Decide on target objectives, both content and language, and strategies which would benefit the student.

3. Implement your strategies and keep anecdotal documentation of achievement / improvement. You will need to have some type of baseline to begin. A current test score or informal assessments administered by you are examples.

4. At the end of the experience prepare a narrative report describing the experience. Please include the following:
   - Background of the student including perceived strengths and weaknesses
   - Description of the determined area of need including baseline information
   - Description of each intervention session including strategies used and result of intervention
   - Your evaluation of the success of the intervention process
   - Your recommendations for future interventions or support

English as a Second Language Student Success Plan

Student name: _____ Student number: _____ Grade: _____

Homeroom Teacher: _____   ESL Teacher: _____

Initial Testing for ESL Placement

Date of entry into District: _____   Date administered _____

LAS Oral RS _____ Level _____

LAS Writing RS _____ Level _____

Number of years in District: _____

Home Language: _____

Days in school: _____ (ie 51/57)

Present Language Abilities

CAT Scores: Reading _____ Language _____ Math _____ Total Battery _____

Date administered: _____

ELDA: Speaking RS _____ Level _____   Listening RS _____ Level _____   Reading RS _____

Level _____   Writing RS _____ Level _____

Language Arts CRTs _____ / _____ (number of advanced or proficient out of CRTs

administered; ie 4/8) Math CRTs _____ / _____   F &P Level _____

Student Strengths

_____

_____

_____

_____

_____

Accommodations/Adaptations

Instructional Modifications	Materials Modifications	Assessment Modifications
Alternative presentation / Instructional method	Textbook modifications	Alternative assessment
In class assistance from	Materials modifications	Grading modifications
_____		Test modifications
Change in lesson objective /outcome		

English as a Second Language—Student Success Plan

Target Objectives Content and Language	Strategies to implement	Results of Intervention
1.	1.	1.
2.	2.	2.
3.	3.	3.

Additional Comments:

_____

_____

_____

_____

_____

_____

_____

Concordia University

EDUC 527: ELL Internship

The Nebraska Department of Education requires that all individuals receiving an ELL Endorsement must document work at both the elementary and secondary level.   All individuals must document working with ELL students at another level for eight hours. For example, elementary teachers must document 8 hours working with secondary ELL students and secondary teachers must document 8 hours working with elementary ELL students.

Teacher: _____

Name of Student: _____ **Age:** _____ **Grade:** _____

Educational Needs of the Student:

Goals of Tutoring:

Tutoring Log:

Date	Educational Activities	Parent/Adm. Signature

Concordia University Nebraska Education 527 – ESL Graduate Internship

Informal _____ / Formal _____Observation Scoring Rubric

Name: Evaluator: Date:

1. The lesson plan was submitted in a timely fashion and follows the given format.

No Evidence *1 point*	Some Evidence *2 points*	Very evident *3 points*
The lesson plan was not submitted electronically prior to the observation and was not available at the time of the observation.	The lesson plan was not submitted electronically prior to the observation but was available at the time of the observation and was in the appropriate format.	The lesson plan was electronically submitted at least 48 hours prior to the observation and was in the appropriate format. The teacher may have asked for feedback.

2. Content and Language Objectives are specifically identified both orally and in writing.

No Evidence *1 point*	Some Evidence *2 points*	Very evident *3 points*
Objectives are not written or stated. There is no attempt to refer to the objectives in the lesson. The content is not meaningful or relevant for the students.	Objectives are either written or stated. There is an attempt to refer to the objectives in the lesson. The content is somewhat meaningful and relevant for the students.	Objectives are written on the board, specifically stated in student-friendly terms, and referred to in the lesson. The content is meaningful and relevant for the students.

3. Anticipatory Set is adequate to build students' background knowledge or activate their prior knowledge.

No Evidence *1 point*	Some Evidence *2 points*	Very evident *3 points*
Lesson is not connected to and does not review previous learning. No attempt is made to build on students' background knowledge or activate prior knowledge.	An attempt is made to connect previous learning and instruction to the current lesson. Teacher may or may not review previous learning or introduce new concepts in such a way to build background knowledge or activate prior knowledge	Lesson is connected to previous learning and instruction. Lesson includes review of previous learning or introduces new concepts and vocabulary in such a way to build background knowledge and/or activate prior knowledge for students.

4. Instruction is differentiated appropriately so all students can be successful.

No Evidence *1 point*	Some Evidence *2 points*	Very evident *3 points*
There is no attempt to structure learning activities for different language levels. All students are expected to do the same activities with no adaptations. There are no hands-on activities to aid students' comprehension. The lesson is teacher centered.	There is an attempt to structure learning activities so students can meet the lesson objectives. Lesson includes a few hands-on activities to aid students' comprehension. The lesson is somewhat learner centered.	Learning activities are structured so all students can meet the lesson objectives even though students are at different language levels. Lesson includes hands-on activities such as manipulatives or graphic organizers necessary to aid students' comprehension. The lesson is learner centered.

5. Students read and write as well as speak and listen during their learning.

No Evidence *1 point*	Some Evidence *2 points*	Very evident *3 points*
There is no attempt to include all four modes in the lesson. Teacher talk dominates most of the lesson. A writing activity may be filling in blanks on a worksheet.	There is an attempt to include reading, writing, speaking and listening in the lesson, although they may not be integrated meaningfully or at appropriate developmental levels. Reading and writing may not be authentic and useful for the students.	Reading, writing, speaking and listening activities are integrated in meaningful ways in the lesson. Reading and writing are authentic and at appropriate developmental levels.

6. The lesson is instructionally appropriate yet rigorous.

No Evidence *1 point*	Some Evidence *2 points*	Very evident *3 points*
The lesson is above the students' instructional level, does not include comprehensible input and is too challenging for students without support. Questioning is at the Knowledge and Comprehension levels. There is no valid practice and application of the lesson concepts so students do not synthesize their learning.	The lesson is at the students' instructional level. Attempts are made to include comprehensible input, but the lesson may be too challenging. There is an attempt at higher level questioning and discussion, but most remain at a lower level. There is minimal practice and application of the lesson concepts.	The lesson is at the students' instructional level, includes comprehensible input yet appropriately challenges the students. Higher level questioning and discussion are evident. Practice and application of the lesson concepts allow students to synthesize their learning.

7. Students are engaged in the lesson.

No Evidence *1 point*	Some Evidence *2 points*	Very evident *3 points*
There is no attempt to actively involve students in their learning. Because the lesson is teacher centered, students have no chance to work collaboratively. The entire lesson is whole group. Students have no choices in their learning. The pacing of the lesson is too fast.	There is an attempt to involve students in their learning. The students are given minimal opportunity to work collaboratively. The teacher attempts to use at least two different types of interaction, although they may not be useful to the students. Students are given some choice. Pacing is somewhat appropriate.	Students are active participants in their learning. They work collaboratively, with the teacher or independently. At least two different types of interaction are included. Students are given choices. Pacing is appropriate.

8. The teacher provides appropriate feedback, modeling and support.

No Evidence *1 point*	Some Evidence *2 points*	Very evident *3 points*
There is no attempt to model or use learning strategies. Student expectations are not clearly defined. There is no attempt to provide culturally appropriate feedback The teacher provides no meaningful support for students and does not use any visual aids.	There is an attempt to model learning strategies and expectations for students. The teacher may or may not include realia or pictures or other visual aids. The teacher attempts to give culturally appropriate feedback and support and tries to challenge students in a positive way.	The teacher models learning strategies and expectations for students using realia or pictures, as appropriate, gives feedback in a culturally appropriate manner that provides support to students and challenges students in a positive way.

9. The teacher summarizes and reviews the lesson with students.

No Evidence *1 point*	Some Evidence *2 points*	Very evident *3 points*
The teacher does not review learning, objectives or vocabulary. There is no closure for the lesson. Giving the homework assignment may be substituted for the summary and review.	The teacher does a brief review of objectives and vocabulary which does not bring closure to the lesson or set the stage for future learning	The teacher restates the objectives, reviews vocabulary and what has been accomplished in class with the students, setting the stage for future learning and insuring the objectives have been met.

10. Appropriate assessment(s) for varying language level abilities is included in the lesson.		
No Evidence *1 point*	Some Evidence *2 points*	Very evident *3 points*
The teacher uses only a formal assessment which does not allow students of varying language levels to demonstrate learning or mastery of concepts. There is no informal or student self assessment.	The teacher utilizes formal assessments. To allow for different language levels, the teacher shortens the number of items to be answered. Students may grade each others papers as the answers are read aloud.	The teacher utilizes formal or informal assessment tools which allow students of varying language levels to demonstrate learning and mastery of concepts. Students are involved in assessment of their own learning, if appropriate.

An acceptable score on the **Informal Observation** is 24 out of 30.

Informal Observation Score _____

An acceptable score on the **Formal Observation** is 27 out of 30.

Formal Observation Score   _____

Comments: