

## EDUC 527 Internship Mentor Form

*Thank you so much for acting as a mentor for one of the students in Concordia's EDUC 527 ESL Internship course! Your interaction with that student has certainly helped him/her throughout the internship, but it has also provided him/her with the means to start to forge the professional relationships that lead to being a more effective teacher of ELLs. In order to provide that student with even more input, please download this form to your computer, typed in your information and responses to the questions below, and then e-mail the form to me at [Vicki.Anderson@cune.edu](mailto:Vicki.Anderson@cune.edu) and to the student you mentored. (That student will need to include a copy of the form in his/her capstone portfolio at the end of the semester.) Again, thanks for your participation as a mentor!*

**Student Name:** Jacqueline Slade

**Mentor Name:** Victoria Krupp

**Mentor Position and School:** ESL Resource Teacher, Castelar Elementary, OPS

**Mentor Contact E-Mail Address:** [victoria.krupp@ops.org](mailto:victoria.krupp@ops.org)

- 1. Briefly describe what the EDUC 527 student did in our class or under your supervision, or about what activities that student consulted with you.**

Ms. Slade observed/assisted with my newcomer group and in a 4<sup>th</sup> grade literature block (guided reading). She observed activities that I use with my newcomer kids, such as calendar, guided reading and a sight word bingo game. I currently work with three students, two 3<sup>rd</sup> graders and one 4<sup>th</sup> grader. The students also got to practice introducing themselves to somebody new. It was great!

In the 4<sup>th</sup> grade class, Ms. Slade was a part of my guided reading lessons. She was able to observe four different groups with varying abilities. The students range from above grade level to students who are reading on a first grade level. She was able to see the focus skill taught to each group, but with different levels of support and differentiation of the common graphic organizer used with all students.

- 2. In your opinion, what are some of the greatest strengths that this student shows as a teacher of ELL students?**

Ms. Slade is VERY patient and VERY kind. That is so important when working with any student, but especially ELL students. Also, she shows that she understands the students' needs in various settings; not just the academic world. In her plans for the students, she demonstrates that she tailors lessons to make the students successful in not only the English-speaking classroom, but in the English-speaking community as well.

**3. In your opinion, what are some areas in which this student could improve and grow as a teacher of ELL students?**

I think Ms. Slade is very well-prepared to work with ELL students. I just want her to remember to try to incorporate all four domains in her teaching and also to be very open with her students about if they are giving higher-level answers or not. I'm not saying that she didn't do this. She demonstrated this in her interactions with students and her plans, I just feel it's important to remember.

**4. How do you perceive that this internship has made a difference in this student's effectiveness in teaching ELL students?**

I feel that being able to actually go into a classroom and observing is very effective. Ms. Slade was able to see a variety of ELL students and got to know some of them. Even though she currently works with older students, I feel many of the strategies I use with my fourth graders could transfer over. I know that when I was getting my ESL endorsement, that being able to go work with ESL teachers and actual students was much more meaningful than just reading about it in a college classroom.

**5. What further recommendations would you give to this student in regards to teaching ELL students?**

Again, just remember to incorporate the four domains, reading, writing, listening and speaking. Give the students extra think time when answering questions and use lots of visuals.