UMBC
Department of Education

Supervisor's Guidebook

Initial Teacher Certification Programs
ESOL Program Edition
2011 - 2012
Dear UMBC Certification Internship Supervisor,

We greatly appreciate your service as a supervisor of our interns. Research has consistently shown that the internship experience is the most significant component in preparing new teachers. The teacher preparation program culminates in the internship, which helps beginning teachers make the transition from being students to teaching professionals. It offers teacher candidates a realistic setting for combining theory and practice in which to demonstrate their developing knowledge and teaching skills. A successful internship experience requires that the teacher intern and all individuals working with the intern function as a team.

This *Supervisor Handbook* is designed as a resource and policy document for the year-long internship component of the UMBC ESOL teacher certification program. It provides an overview of the internship experience and information about policies and procedures related to the internship. This *Handbook* provides team members with the starting point for communication about expectations and responsibilities; commitment and assessment; and what is involved in a successful internship experience.

Without the assistance and cooperation of all of the personnel that work with our internship program, UMBC could not prepare the quality beginning teachers that our students of tomorrow deserve. The Department of Education greatly appreciates all the classroom teachers, supervisory personnel, and administrators who provide this important contribution to the teachers of tomorrow. Our partnership is a source of pride to all of us and we thank you for your collaboration in the important endeavor of teacher education.

Sincerely,

Eugene Schaffer

Dr. Eugene Schaffer
Interim Chair and Professor
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I. INTRODUCTION TO SUPERVISING

The Supervisor is the leader of the internship team for each ESOL intern. As the official UMBC representative of the internship process, the Supervisor actively participates in the instructional experience of each intern while also coordinating and facilitating the intern's experience with his/her mentor teachers. Those associated immediately with the internship situation include the supervisor, the mentor and the intern. The larger UMBC team includes the placement specialist, the seminar instructor, the PDS Director, the graduate student administrative assistant, the ESOL Program staff and the Education Department's administrative leadership.

A. The Goals of the Supervisor Include:

- Facilitate the development of a strong, quality relationship between the mentor and the intern.
- Ensure that the intern experiences the year-long internship constructively and beneficially
- Impart professional direction, advice and coaching that enables the intern to develop into an effective and admirable ESOL teacher
- Evaluate the effectiveness of the intern as an ESOL teacher with objectivity, reliability and validity in accordance with Educational Department practice.

B. Roles of the Supervisor:

- Ensure that the Internship gets off to a timely and positive start
- Respond to any questions and problems that arise related to the intern's placement
- Coach the intern in classroom management, instructional processes, and assessment techniques
- Coach the mentor on the pace that is set for the intern to undertake instructional responsibilities
- Observe the intern in 6 teaching situations, 5 formative and 1 summative
- Score the intern's teaching on department developed evaluation forms (CPPAs)
- Meet with the intern (and his/her mentor) to discuss the intern's teaching, if possible in meetings that include the mentor
- Offer advice and guidance to the intern on ways to improve his/her teaching
- Report any concerns with the intern's development as an ESOL instructor and the intern's situation in the host school situations to the seminar instructor and the program director
- Ensure that all evaluations and necessary forms and reports are submitted by the intern, the mentor and the supervisor in a timely fashion

In addition, Supervisors might consider these opportunities:

- Participate in the evaluation of the intern's Teaching folio
- Communicate information to and from the UMBC Education Department and the school community.
- Participate in departmental PDS meetings
II. THE ESOL PROGRAM

ESOL interns follow a program toward a MA degree in Teaching English to Speakers of Other Languages. Prior to their internship experiences they should have completed nearly all of the 10 required academic courses which include studies in ESOL teaching methods, language analysis, theories of language learning and language testing and evaluation.

In a standard internship, ESOL interns will be assigned to an elementary school and a secondary school. They will be required to spend 20 full-school-days during the first semester of their internship, Phase I, and 80 full-school-days during the second semester, Phase II. They will spend half of each phase at each school. Each intern will have a mentor teacher from the teaching staff of each school, and a supervisor who represents the university. In addition, the interns will participate in a seminar course each semester of their internships, EDUC 791S during Phase I and EDUC 792L during phase II.

In Phase I, the interns spend 10 days at each of their schools. During this time, they should primarily observe their mentor teachers and the classes being taught. They can be called on to work with individual students or small groups, and do support work for the classes at the direction of the mentor teacher. However, their teaching should be limited. In Phase II, the interns spend 40 days at each school. They are called on to take responsibility for much if not most of the instruction of the classes under the supervision of the mentor. (See the following section for a more complete explanation of the internship experience.)

In situations where the intern is provisionally hired and teaches full-time for his/her school system, his/her teaching assignment can serve as the internship experience. These interns will be assigned a supervisor representing UMBC, and a mentor from the host school or school district. If a suitable ESOL instructor is not available to serve as a mentor, a member of the school's administration, a mainstream teacher with experience working with ESOL students or a member of the system's ESOL Program can serve in the mentor's capacity.

The supervisor will visit the intern in class and evaluate his/her performance a minimum of 6 times through the process, twice during Phase I and four times during Phase II. These evaluations are split between the intern's two schools, 3 in each school. The mentor is asked to evaluate the intern twice during Phase II while under his/her tutelage. (No mentor evaluations are asked for during Phase I.) The intern is asked to do two self-evaluations at each of the two schools during Phase II. (No self-evaluations are required during Phase I.)

ESOL Faculty and the Education Staff associated with the Internship Process:

John Nelson, Ph.D., MA Program Co-Director
Sarah Shin, Ph.D., MA Program Co-Director
JoAnn Crandall, Ph.D., LLC Doctoral Program Director
Hollis (Holly) Stein, Internship Supervisor, Internship Seminar Instructor
Peggy Wilson, Internship Supervisor, Internship Seminar Instructor
Sara Rosen, Internship Supervisor
Synthia Woodcock-Dang, Internship Supervisor
Pam Howland, Internship Supervisor
Maria Reamore, Internship Supervisor
Deborah Bell, ESOL Placement Specialist
Terri Filbert, PDS Director
III. THE INTERNSHIP EXPERIENCE

A. Getting the Internship Started
The internship seminars meet prior to the beginning of the university academic class schedules. The fall semester meeting is held the third week of August, and the spring semester meeting is held the first week of January. These sessions give the supervisors an opportunity to meet their interns, individually, and set up duties and expectations for the coming semester. This is also where the supervisor learns about the intern's school placements and the names of the mentor teachers who will work with the interns.

Following this session, the supervisor should contact the intern's mentor teachers to introduce herself and alert them to the dates and circumstances of the intern's time in their schools. The department will have notified the mentors as to their intern's names, the general dates when the interns will be in their schools and the overall mentoring experience that they have agreed to follow. However, the supervisor should encourage the mentors to ask questions about the internship process and give general schedules for his or her visits to the mentors' schools.

B. Guidelines for Supervising the Interns and Supporting Their Internships
UMBC has adopted a clinical supervision model that is a sequence of pre-conference, classroom observation, analysis of the observation, and post-conference. This sequence is designed to provide guidance for supervising and coaching the intern during the supervisory process. The model is intended to be a collaborative effort among the mentor, the supervisor and the intern. As part of the clinical supervision sequence, a developmental supervision approach (Glickman, Gordon, and Ross-Gordon, 1998) guides the mentor teacher and university supervisor to adopt an interpersonal supervisory approach based on the readiness of the intern.

Phase I
During the Phase I experience, the intern is oriented to the school’s procedures and policies of teaching. A primary task of the intern is to collect information, observe, and discuss the mentor’s lessons and practices. The intern observes instructional practices modeled and becomes familiar with the subject matter, curricula, classes, students’ names, and behavior management techniques. It is also beneficial for the intern to follow or “shadow” a student for a day, and observe the student's situation in content area classes. The supervisor needs to ensure that the mentor is aware of these requirements and to check to see that they are being carried out. The supervisor should be in touch with both the intern and the mentor through the internship period to address any questions or problems that arise.

Toward the end of the intern's experience in each mentor's school, the supervisor is expected to arrange with the mentor and intern a time to observe the intern while she/he conducts a lesson that she/he has planned. Following the observation, the supervisor should meet with the intern to discuss the lesson. It is helpful for the supervisor to include the mentor in this meeting whenever possible. At this time, schedules can be arranged for Phase II. The supervisor evaluates the intern's teaching using a CPPA form, developed for this purpose by the department. The form is available on Tk20. (A copy of the CPPA can be found in the Appendix of this document.) It should be understood that the candidate will not have had much teaching experience up to this point in the internship. The observation is done to set a baseline measure of the candidate's teaching prowess against which to work during the Phase II semester. Candidates might not receive "good" evaluations for this observation, but this should be perceived as indications of areas for future work and growth rather than as criticism of the candidate's abilities.
**Phase II**

During Phase II the intern co-teaches and gradually assumes all of the roles and responsibilities of the classroom teacher. This progression is directed by the mentor with the advice and consent of the supervisor. Through this process, the mentor and intern need to hold pre-lesson and observation conferences and post-lesson and observation conferences. The intern should be able to plan and implement a lesson, create and use both formative and summative assessments, and manage the classroom. The supervisor must ensure that the mentor teacher is aware of his/her obligation to provide the intern with these teaching opportunities.

The mentor teacher also needs to involve the intern of any parent conferences, meetings and events that the intern will be responsible for attending, allowing the intern to be an active participant in the school community. Supervisors can check to see that this takes place, and advise when necessary.

At each internship school, the supervisor, the mentor and the intern will all evaluate two lessons taught by the intern. It is beneficial if the same lessons can be evaluated by all three so that discussions can be conducted over common observations. As the intern will be in two schools over Phase II, they will make a total of four lesson evaluations. Three of these will be considered formative evaluations and the fourth will be a summative evaluation. The mentor in the first school will make two formative evaluations. The mentor in the second school will make one formative evaluation and one summative evaluation. The supervisor will make 4 formative evaluations through the Phase, two at each school, and each based on an observation. The supervisor will then make a summative evaluation of the intern's overall teaching ability. This summative evaluation is not based on an additional observation, but rather is the supervisor's assessment of the intern's teaching ability coming out of the internship experience. All of these evaluations will be reported on CPPA forms available through Tk20 account.

**Other Supervising Tasks and Responsibilities**

- All candidates are required to develop their Teaching Folios which showcase their teaching experiences and outlooks. These are created in their Seminar classes through both Phase I and Phase II. The supervisor can help candidates develop their Teaching Folios by recommending artifacts for various sections of the folios.

- Supervisors are asked to write narratives for their candidates about their teaching. The candidates can use these narratives as references of their expertise as they apply for teaching positions. Therefore, it is important that they be written on UMBC Letterhead stationery.

- As the university's representative in the internship process, the supervisor can help to create a harmonious and positive atmosphere around the internship. Public relations efforts can go a long way toward developing good feelings. These might include personalized introductions to the candidate's mentors, verbal acknowledgments of gratitude to school administrators for housing the interns in their schools, and written thank-you notes to mentors upon completion of their work with the candidate.

- Reminding mentors and candidates of deadlines for submission of observation reports, and help with any problems that mentors and candidates might have with working through Tk20
• Supervisors can help Mentors in introducing the candidate to the school community. They should make sure that this process occurs and advise when it is not. (Suggestions for doing this are provided in the Mentor’s guidebook.)

• The internship process should be a collaborative process between mentor and intern incorporating all aspects of the teaching experience. Initially the mentor will take a more leadership role in this process, but the candidate should assume more responsibility as the internship progresses. The supervisor should ascertain that this transfer of responsibility progresses appropriately and advise the mentor and candidate when it is not.

The internship experience should be guided by goals to be accomplished. These goals will need to be developed through on-going communication regarding the personal goals, expectations, personalities and abilities of both the mentor and the intern to identify the outcomes that can be measured as a result of the internship experience. Supervisors can play a constructive and supportive role in this process as well.
IV. CREATING OPPORTUNITIES FOR QUALITY SUPERVISION

A. The Mentoring Process
Throughout the internship experience the mentor teacher’s supervisory approach moves along a professional development continuum. Communication often begins with a directive approach through much of Phase I in each of the intern's schools, and moves toward a collaborative approach by Phase II in both schools. The purpose is to always have a collaborative model of co-planning and co-teaching in the classroom, with the focus of primary instructor moving from the mentor to the intern. When the intern’s experience at each of the Phase II schools is nearing an end, it is important to remember to plan an appropriate transition back to the mentor teacher’s primary role in the classroom. The supervisor can advise to insure that this process is followed.

B. Listening
Listening is a skill that must be developed. First, it is necessary to provide your full attention when having a quality conversation with the intern. By using active listening with your intern, you build a relationship of trust and caring that will aid the intern’s motivation to learn and develop a sense of belonging in the classroom. Try to schedule time for listening to your intern on those occasions when you make visits for observations.

C. Planning Lessons and an Instructional Unit
The intern will have experience with a variety of lesson planning methods from his or her UMBC courses. However, it is important to help your intern become skilled in using the lesson plan format appropriate for the school setting. While the mentor teacher has primary responsibility for helping the intern develop appropriate, effective lesson plans, the supervisor can also play a role in the process, particularly when it is apparent that the intern is having difficulties with lesson planning. These questions may help the intern develop more effective lesson plans:

• What do you want students to learn?
• What is the ability level and English proficiency level of the students?
• How do you use the state curriculum standards for ELLs and for the content areas to decide what to teach?
• What are the language and content objectives for this class period?
• How are you going to assess student learning?
• How are you going to teach the lesson?
• What technology (if any) will you use in the lesson?
• What are ways to differentiate the lesson for different learning styles, learning abilities, and English proficiency levels?
• What organizational method will be used in the classroom?
• What materials will you need to teach the lesson?
• What are a logical sequence of activities in the lesson?
• Will this lesson require stations to be set up?

During Phase II, the intern should be provided with the experience of teaching a unit or significant portion of a unit from start to finish. This should be at least a two-to-three week sequence of lessons and assessments. The mentor and intern will need to decide in advance which unit the intern will be responsible to teach. It is then the intern’s responsibility, with the support and guidance of the mentor, to gather, review, design, implement and analyze the instructional unit. The mentor’s role in this effort should be supportive, providing direction to whatever extent it is
needed, but allowing the intern room for her/his creativity and expertise to whatever extent possible. The supervisor may ensure that the mentor is aware of this requirement, and offer advice on how it might be realized in the mentor's class if necessary.

D. Observing
Observing is the means for collecting data to provide objective, specific feedback to the intern. There are several methods of observation within the informal and formal categories. Observation techniques must be matched to the specific purpose of the observation. The two general types of observation techniques are quantitative and qualitative.

Quantitative observation techniques result in data that can be reduced to numbers. Some examples of quantitative observation techniques are: categorical frequency counts, verbal interaction tallies, classroom movement tracking and the performance indicator instrument (CPPA) developed by UMBC Department of Education.

Qualitative observation techniques are used when the observer records the data in the form of the words or visuals that are not reduced to numbers. Some examples of qualitative observation techniques are: verbatim recording (also called script-taping and selective-verbatim recording), open narrative, focused open-ended observation, and video taping.

The intern's school may have an observation style and form already in place. UMBC will expect you to use the CPPA for the formal observations which you, the mentors and the interns will submit for the intern.

The purpose of observations, both formal and informal, is to witness the growth of an intern through his/her internship experience. During observations, you may want to look for evidence of specific teaching competencies and principles of teaching that the intern exhibits throughout the internship.

E. Giving Feedback and Conferencing
1. Finding Time
As a supervisor, you will be coming to the intern's schools to make your observations and for other reasons should they arise. It is important to plan for these visits in advance to ensure that you can accommodate your own schedule and the schedule of the interns, the mentors and the school itself. Since you will not be visiting the school frequently, it is important that each of your visits is productive and memorable. Plan to spend time not only observing your intern, but also meeting with him/her. It is often preferable to meet one-on-one with the intern and also together with the mentor. Strive to find a time that is convenient for everyone, and try to make your meetings productive and fruitful. It is advisable to remind the mentor and intern before you visit the school if the appointment was made much in advance. It is a good practice to summarize what was discussed at the end of each meeting and list any plans that were made for future meetings.

2. Conferencing
Observation data should become the focus for quality conferencing between the supervisor and the intern. Joint interpretation, reflection and analysis of the data are consistent with the intent to enhance the intern's professional development. Follow up conferencing should focus on these data. Consequently, take good notes during observations; refer to specific data in your notes;
retain your notes and summaries from your conferences; build on the points made in previous observations in follow up visits.

Perhaps a good way to start off conferences with your intern is to ask him or her what went well with the lesson, and what things does she/he needs to work on. More often than not, the candidate's impressions and yours will be similar. This will help you to have a more productive and effective conference.
V. ASSESSING TEACHING AND LEARNING

Three instruments are used by the Education Department to assess the internship experience

1. The Clinical Practice Performance Assessment Instrument or CPPA is used to assess the intern's teaching. It is used by the supervisor, mentor and intern.
2. A Narrative Statement on the intern's teaching prowess is written by the supervisor and the mentor.
3. The mentor teachers are asked to evaluate UMBC's internship process.

1. Clinical Practice Performance Assessment (CPPA)
The CPPA should be submitted to the Education Department through the computer program known as Tk20. Departmental MA students purchase their Tk20 accounts when they enter their programs. Tk20 accounts are created without charge for supervisors and mentors when they are contracted to work for the department. Paper versions of CPPAs are available, but submission through Tk20 is preferred.

The process for a typical observation and evaluation follows these steps:

- The supervisor and/or mentor share their understanding of the competencies listed in the CPPA with the intern and establish the time for the lesson that will be evaluated.
- During Phase I, the supervisor is the only member of the team who will evaluate the intern's teaching. During Phase II, when the supervisor, mentor and intern all evaluate the intern's teaching, it is advisable that all evaluate the same lesson, each using the same criteria outlined in the CPPA.
- In a follow-up conference, the supervisor, mentor and intern compare their ratings and discuss the intern's areas of strength and areas that need further work. When the supervisor and the mentor are not able to evaluate the same lesson, evaluations can be made of different lessons, but the supervisor needs to insure that the observations are made in a timely manner.
- After the supervisor has made the 6th and final formal evaluation he/she completes a summative evaluation using the same CPPA form. This evaluation is not based on a specific observation, but reflects the supervisor's overall assessment of the intern's teaching abilities. The Mentor of Rotation I in Phase II does 2 formative evaluations; the mentor of rotation II in Phase II does two evaluations, the first one being a formative evaluation and the second being a summative evaluation. The intern does two evaluations during each rotation. the last one being a summative evaluation.

2. Narrative Statement
The narrative statements from the supervisor and mentors are often sought by intern's prospective employers. Therefore, it is important that they are accurate, and truly reflect the intern's teaching prowess. It is recommended that major topics included on the CPPA are addressed in the narrative. Supervisor's narratives should be written on UMBC letterhead. Mentor's narratives should be put on school or system letterhead. The narratives should be aligned with and expand on the competencies listed in the CPPA. They should cite any dispositions or qualities of the intern that are not covered by the CPPA. They should mention any special activities or projects in which the intern engaged that might be of interest to a potential employer.
The following format should be followed in preparing the narratives:

- Intern’s Name
- Supervisor’s Name or Mentor’s Name
- UMBC or the School Name and School System
- Subject Area, and Grade, and English proficiency level
- Placement Beginning and Ending Dates

It is advisable to share the narrative content with the intern.

The narrative can be submitted through TK20, collected by the supervisor, or given to the intern in a sealed envelope to be submitted to the Phase II Seminar instructor.

3. Mentor Teacher Evaluation of UMBC Internship Program
Mentor teachers provide valuable feedback for program improvement. Forms for mentor evaluation of the internship process are provided by the Education Department and are available through Tk20. Supervisors can remind mentors to fill out these forms at the end of their term with the intern.
VI. INTERNSHIP PROCEDURES, LEGALITIES & ETHICAL ISSUES

Approval of Written Communications: Interns are expected to proofread and have approval from their mentor teacher and/or principal for all communications, including email, created to be distributed to students, parents or the community.

Attendance, Punctuality, Absences: Interns are expected to follow the schedules of teachers in the school. They are required to have minimum of 100 days in their internship placement schools. Attendance and punctuality are mandatory for all daily school activities including on-campus events, intern orientation and seminar meetings. Interns must maintain an attendance record, reviewed and approved by the mentor teacher. Interns are responsible for maintaining their attendance sheets and submitting them to the program upon completion of their internship experience. A school day is a full school day determined by the hours that regular teachers are required to be on site. Up to three unplanned school closing days, for example weather related school closings, may apply toward the 100 day minimum. Supervisors should ensure that these records are accurately kept and submitted in a timely fashion.

Professional Behavior and Attire: Interns are expected to act in a professional capacity in all clinical and field experiences. Regulations governing regular teachers in the school district where the intern is assigned apply to the intern during his/her assignment. Interns are expected to dress professionally during the internship experience. Any situations in which regulations are being violated can and should be addressed by the mentor teacher. The supervisor can play a supportive role in this regard.

School System Policies and Expectations: Interns must comply with the policies and procedures and expectations for teachers of the school system to which they are assigned, including attendance, work hours, dress and personal conduct. Interns follow the holiday calendar, and in most cases, the academic calendar of the school system, rather than that of UMBC. In addition, interns should adhere to school policies regarding communications with parents and the community. Interns will need to be informed of and comply with policies involving data collection, recording of student information and the taking of photographs or videos in schools. These issues should be carefully scrutinized by the mentor teacher. One significant policy specifically for supervisors is that most schools require identification of all school visitors. It is a good idea to get UMBC identification which will introduce you to the school as someone representing UMBC.
Appendix A

SUPERVISOR’S CHECKLIST AND TIMELINE

Introduction - Teacher Orientation Meeting
Interns meet with their Seminar Instructors before they begin each phase of their internships. These meetings take place the third Monday of August and the first Wednesday of December. During these classes, the supervisors are introduced to their interns and given information about the mentors who will be working with their interns. During this session supervisors can explain their role in the process, provide dates for meeting with their interns during the coming semester and provide ideas and inspiration to the interns as they embark on their internships.

Phase I
During Phase I most interns will spend 10 complete instructional days at both an elementary school and a secondary school. This may be done in either order. The first half of the term or Rotation 1 runs from August to October or January to March. The second half of the term or Rotation 2 runs from October to December or March to May. The primary intern functions during Phase I are observations, data collection, and initial teaching experiences.

For Phase I, Supervisors should make efforts to ensure that the intern is well received at each of the internship schools. She should make sure that the mentor teachers have received the necessary internship materials including the Mentor's Guidebook and a contract from UMBC. She should be available to answer questions that the mentor and/or the intern might have about the process. She should attempt to ascertain if the internship is going smoothly and if the host school is appropriate for the internship site. (For a more complete list of things that should take place in the host schools during Phase I, the supervisor is referred to the Mentor's Guidebook, Appendix A, "Mentor Checklist and Timeline", and the Internship Guidebook, Appendix F, "Intern Checklist".)

The supervisor is required to observe the intern teach a lesson at each school toward the end of each rotation during Phase I. (See Appendix B for a complete list of Observations and other require tasks) Since the intern's role is largely to observe during Phase I, he/she may not have much opportunity to actually do much teaching. For this reason the Supervisor should try to work out with the intern and the mentor a teaching task that is reasonable for the intern to do. At a minimum, the lesson should be 30 minutes in length and have an accompanying written lesson plan. The supervisor will evaluate the intern's teaching using the Department's CPPA form (See Appendix C) and conference with the intern regarding his/her teaching. It is advised to involve the mentor in the conference if possible. Evaluation reporting should be done through Tk20.
Phase II

In Phase II the intern will spend 40 complete instructional days at each of the same schools that he/she attended during Phase I. The first 40 day period or Rotation I will run from August to October or January to March, and the second 40 day period of Rotation II will run from October to December or March to May. He/she will work with the same mentors at these schools.

During Phase II the intern will co-teach the mentors' classes taking over more and more of the teaching responsibilities as the weeks transpire. Toward the end of the 8 weeks, the intern should have 2-3 weeks when she/he is responsible for the bulk of the instruction. During the last week at each school, the intern and mentor should work out a schedule to allow the mentor to resume the teaching duties of the classes as the intern prepares to leave the school. During his/her term at each school, the intern is expected to attend all school functions required of any teacher. The supervisor can insure that the necessary processes are being followed as the time transpires at each school site. (For a more complete list of things that should take place in the host schools during Phase II, the supervisor is referred to the Mentor's Guidebook, Appendix A, "Mentor Checklist and Timeline", and the Internship Guidebook, Appendix F, "Intern Checklist".)

The supervisor is required to observe her intern teach 2 lessons at each school during each rotation of Phase II. These should be sometime during the middle of the intern's stay at the school and toward the end of the intern's stay at the school. At these observation times, the interns and the mentors are also required to complete evaluations of the interns teaching. It is beneficial if these observations can be coordinated so that the supervisor, mentor and intern all evaluate the same lessons and all participate in common follow up conferencing. (See Appendix B for a complete list of Observations and other required tasks, and Appendix C for the CPPA Form.) Since the intern is actively involved in teaching the students in his/her mentor/s classes during Phase II, these observations should reflect much more competent and involved teaching on the intern's part.

The two observations of Phase I and the 4 observations of Phase II constitute the 6 formative observations done by the supervisor for each intern. When these have been submitted, the supervisor does a final, summative evaluation of the intern's teaching ability. This is also done on the CPPA form and submitted through Tk20. The summative evaluation is not necessarily based on any one observation of the intern's teaching, but instead is a overall assessment of the intern's teaching prowess at the end of his/her internship.

Follow up Activities

The supervisor is responsible for ensuring that all required observation reports and other task materials are submitted in a timely fashion. Each semester a deadline is established for these submissions and the supervisor should make sure that not only her own submissions are made, but also those of the intern and the intern's mentors. The supervisor can also enhance the reputation and working relations that UMBC tries to maintain with host schools by thanking the mentors and school officials involved with their interns throughout the process.
Appendix B:

**SCHEDULE FOR ESOL OBSERVATIONS & OTHER TASKS**

**TEACHER CANDIDATE/Intern**

**Phase I** - No CPPA (no evaluation of Teacher Candidate) required
- Begin development of TeachingFolio

**Phase II**
- **Rotation 1:** Formative CPPA 1 & 2*
- **Rotation 2:**
  - Formative CPPA 3
  - Summative CPPA*
  - Evaluation of UMBC Teacher Education Program
  - Completion of TeachingFolio
  - Pass Praxis II

**MENTOR TEACHER/CLINICAL INSTRUCTOR**

**Phase I** - No CPPA (no evaluation of Teacher Candidate) required

**Phase II**
- **Rotation 1:** Formative CPPA 1 & 2*
- **Rotation 2:**
  - Formative CPPA 3
  - Summative CPPA*
  - Narrative on Candidate on school letterhead
  - Evaluation of UMBC Program

**UNIVERSITY SUPERVISOR**

**Phase I**
- **Rotation 1:** Formative CPPA 1
- **Rotation 2:** Formative CPPA 2*

**Phase II**
- **Rotation 1:** Formative CPPA 3 & 4
- **Rotation 2:**
  - Formative CPPA 5 & 6
  - Summative Assessment*
  - Narrative on Candidate on UMBC letterhead
  - TeachingFolio Review

* On these CPPAs, Professional TESOL Standard evaluations must be included. They are not required on the other CPPA reports.
Appendix C

The following links will enable you to view the Clinical Practice Performance Assessment or CPPA and supporting documents. The access these forms, be aware that they are case sensitive.

This is the TESOL CPPA instrument. It includes all of the necessary sections for a summative evaluation although some of the sections are not required for formative evaluations.

http://www.umbc.edu/education/IASs/forms/TESOL_Sum_CPPA.pdf

This is a guide to help interns access the CPPA forms for their use:

http://www.umbc.edu/education/IASs/forms/AessesmentHelp_TeacherCandidates.pdf

This is a guide to help supervisors and mentors access the CPPA forms for their use:

http://www.umbc.edu/education/IASs/forms/AessesmentHelp_Mentor&Sup.pdf
Appendix D

ESOL TeachingFolio Rubric and Scoring Sheet
(Sample)

Candidate Name
Program

☐ ESOL/Bilingual Education

Committee Member 1 ____________________________   Committee Member 2 ___________________________
Lead Reviewer _____________________________________  Date of Evaluation (MM/DD/YY) _______________

RUBRIC: Rate the following aspects of the portfolio and presentation using the following scale:
1= Teacher candidate applies limited knowledge, skills and dispositions in this area inconsistently.
2= Teacher candidate applies knowledge, skills and dispositions in this area inconsistently.
3= Teacher candidate applies knowledge, skills and dispositions in this area in a consistent and effective manner.
4= Teacher candidate applies knowledge, skills and dispositions in this area in a highly consistent and effective manner.

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<th>WEIGHTED PERCENTAGE</th>
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## II. STANDARDS: DETAILED SCORING
(TESOL/NCATE STANDARDS)

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