



# MASSACHUSETTS 150 HOUR ESL INTERNSHIP: --- GUIDELINES AND ADVICE

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# TESEL

## Transforming Education and Schools for English Learners

# TESEL Grant

Federally funded, U.S. Department of Education  
Office of English Language Acquisition, National  
Professional Development Program

## Goal:

- Improve instruction for students with limited English proficiency
- Upgrade the qualifications of educational personnel working with English learners

# TESEL Grant

## Partners:

- Fitchburg State University
- The Collaborative for Educational Services (CES)
- Fitchburg Public Schools
- Leominster Public Schools
- Lowell Public Schools

## When:

- Available 2012 – 2017

# TESEL Program

## Objectives:

1. Increase number of ESL licensed teachers.
2. Provide ESL professional development to STEM teachers.
3. Provide ESL professional development to school leaders and administrators.
4. Improve teacher education at Fitchburg State University.

# TESEL Program

Increase number of ESL licensed teachers

How:

Provide ESL courses and program leading to licensure.

- ✓ Hybrid online courses taught by CES
- ✓ MTEL prep classes if needed
- ✓ Practicum

# Initial ESL License

You do not hold an educator license (None or Preliminary) in any field.

**Initial  
License in  
ESL**

## Requirements:

- Graduate coursework
- ESL MTEL
- 300 hour practicum

# Additional ESL License

You already hold an educator license (Initial or Professional) in another field.

**Additional  
License in  
ESL**

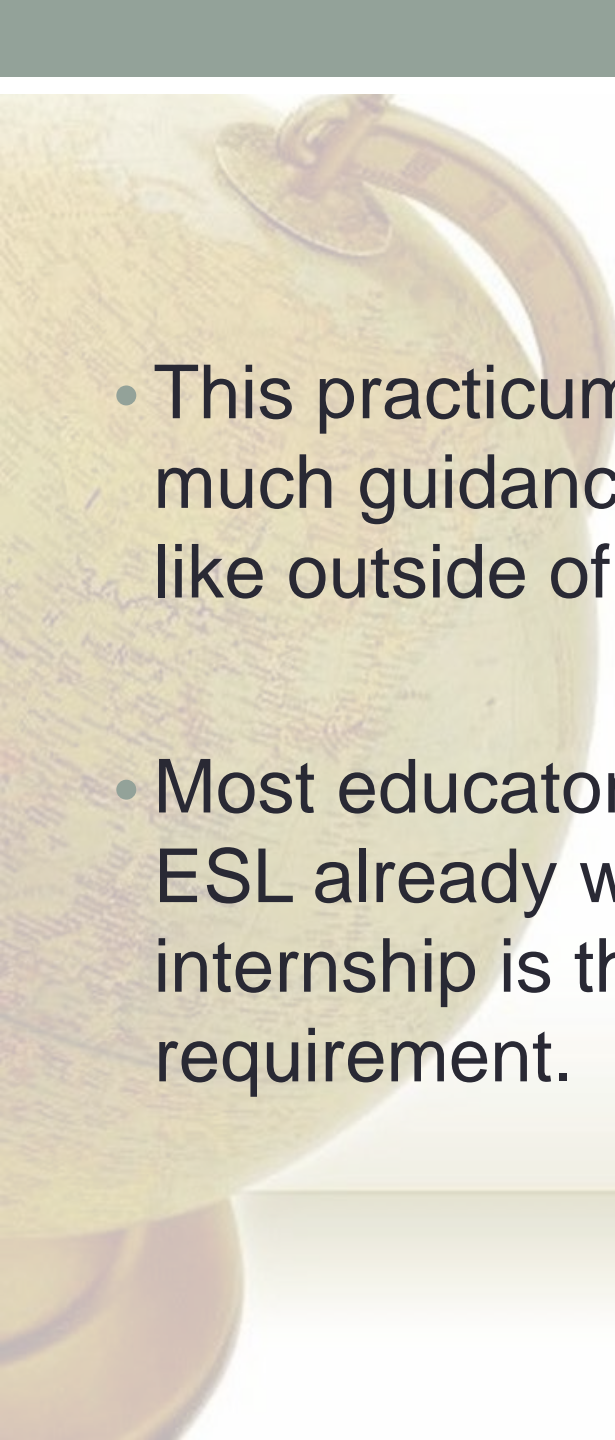
## Requirements:

- Graduate coursework (optional)
- ESL MTEL
- 150 hour practicum or Internship (new)



# In 2012 the requirements changed for earning an ESL license as an additional Massachusetts license in a new field

- a passing score on the English as a Second Language subject matter test (MTEL)
- New: a practicum or internship of 150 hours in the role of an ESL teacher

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- This practicum or internship was added without much guidance to support what this would look like outside of an approved program.
  - Most educators getting an additional license in ESL already work in a classroom, therefore the internship is their preferred way of completing the requirement.

# TESEL 150 hour Internship

Based off of what our partner districts were already doing, we created some requirements.

- Log of hours/activities
- Observe a licensed ESL teacher 3 times
- Design and implement 4 lessons
- Work with students at various stages of the language acquisition process
- Reflective Journal
- Case study of one ELL
- 3 observations by Program Supervisor

# Log of hours/activities





# Observe a licensed ESL teacher

- 3 times
- take notes
- implement an idea-log (process and outcome: what did you do, did it work?)
- This teacher is the mentor. Must have at least 3 years experience working under an initial license.

# Design and implement 4 lessons

Based on data analysis and the make-up of your class, design and implement 4 lessons, with the following guidelines (dependent on teaching situation):

- at least 1 sheltered content lesson, at least 1 English language development lesson
- 1 whole group with ELLs, 1 small group of ELLs, 1 writing (and 1 more, your choice)
- use TESEL/SEI Lesson plan

# Design and implement 4 lessons

Lesson plans should include:

- Standards and Objectives (common core state standards, language objectives, essential question, criteria for reaching standard)
- Assessment (summative, formative)
- Lesson Opening (focus/motivator, background knowledge, engage students)
- Modeling & Input (comprehensible input, supports, visuals, learning styles, positive affective filter, sheltering content)
- Practice (scaffolding, additional modeling, groupings, ongoing monitoring)
- Apply, Extend, Assess (independent work, review key points, share student work, evaluation)

# Design and implement 4 lessons

Also taking into account:

- WIDA tools (CAN DO descriptors, ELD standards, Language proficiency levels, Model Performance Indicators)
- All four language domains: reading/writing/listening/speaking
- Academic language
- Use of technology
- Bloom's taxonomy
- Targeted tiered vocabulary



Work with students at various stages of the language acquisition process



# Reflective Journal

- School/Home **communication with ELL Parents** and Guardians (Summary of interactions)
- **Data Analysis** on ELs in class, using school and state data (How do you use data? Include language backgrounds and ACCESS scores, among other school wide data.)
- Notes during **ESL Observations** (Idea-Log with dates of observations)
- **Reflections** on lesson plans and implementation (Snapshot/summary of each week)
- Use of **Research based practices** (What do you do/use and why?)
- Final Reflection on meeting the needs of the ELLs in your classroom

# Case study of one ELL

- describe background, first language/culture, past schooling, family, language level, accommodations needed, supports needed, formal assessment data (MEPA, ACCESS, MCAS), informal assessments (pre/post), interventions, log progress of student, summary of results/student progress.

## 3 observations by Program Supervisor

- in 3 separate settings:
  - one-on-one
  - small group
  - whole group
- with follow-up conferencing
- Initially used Fitchburg State observation rubric, moved towards using Six Standards rubric.

# Subject Matter Questions (from PPA)

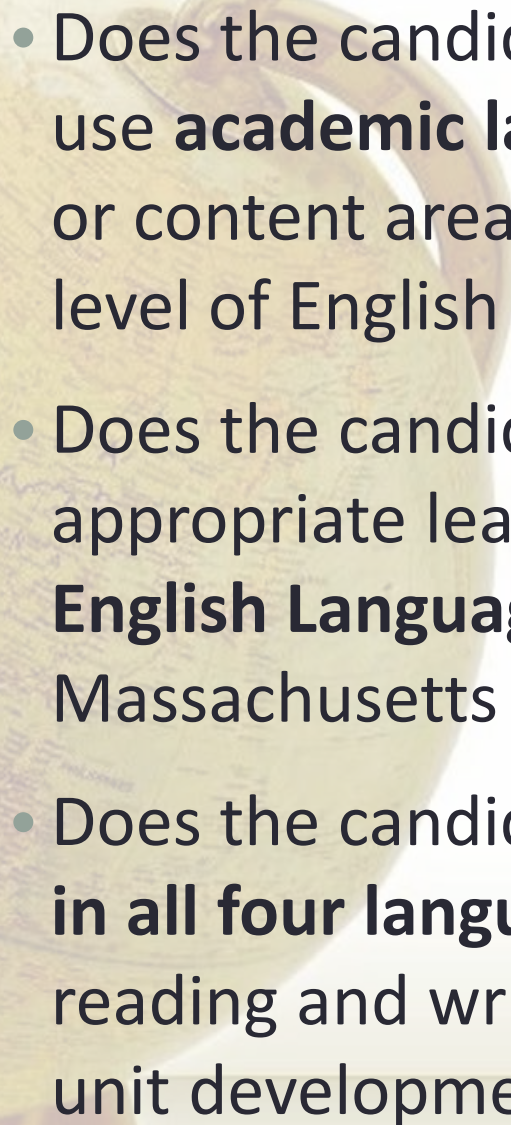
- If a teacher has had trouble meeting all requirements based on their teaching situation, we ask them to answer the subject matter questions.

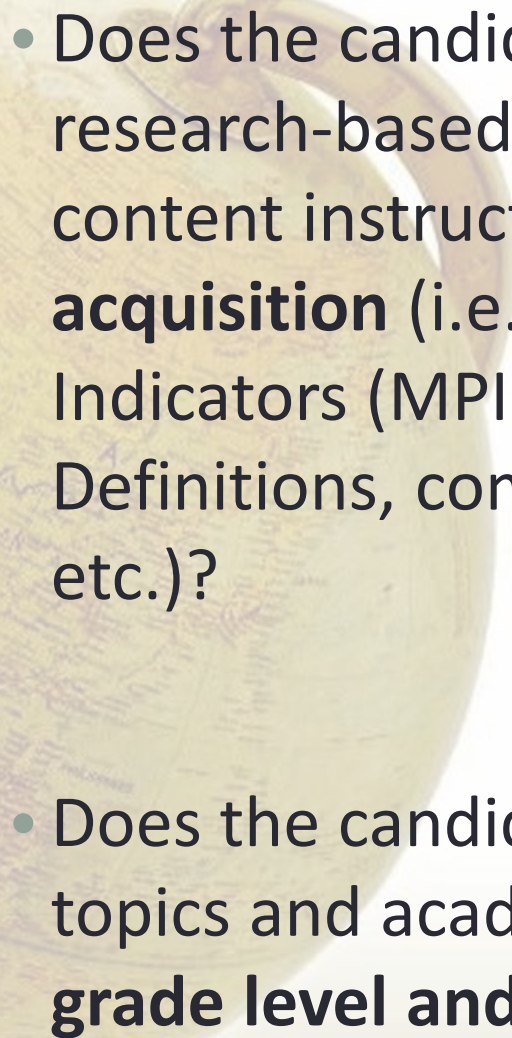
“Please describe how you meet the following requirements in your current teaching situation. Use evidence from your teaching to support your answers. Answer each question separately.”

Next year – all will do this in final reflection.

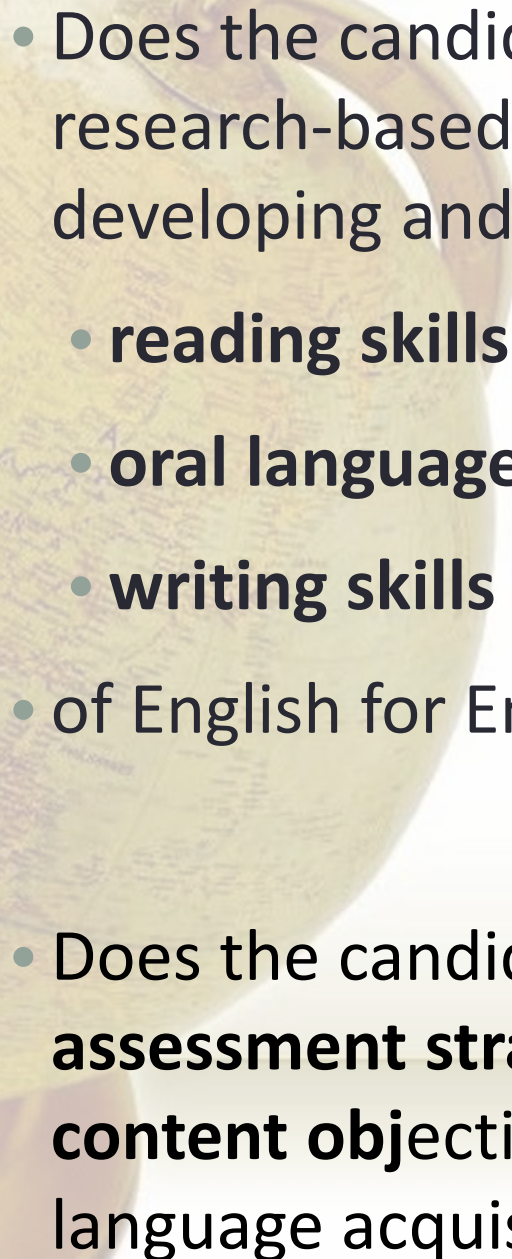
# Subject Matter Questions (from PPA)

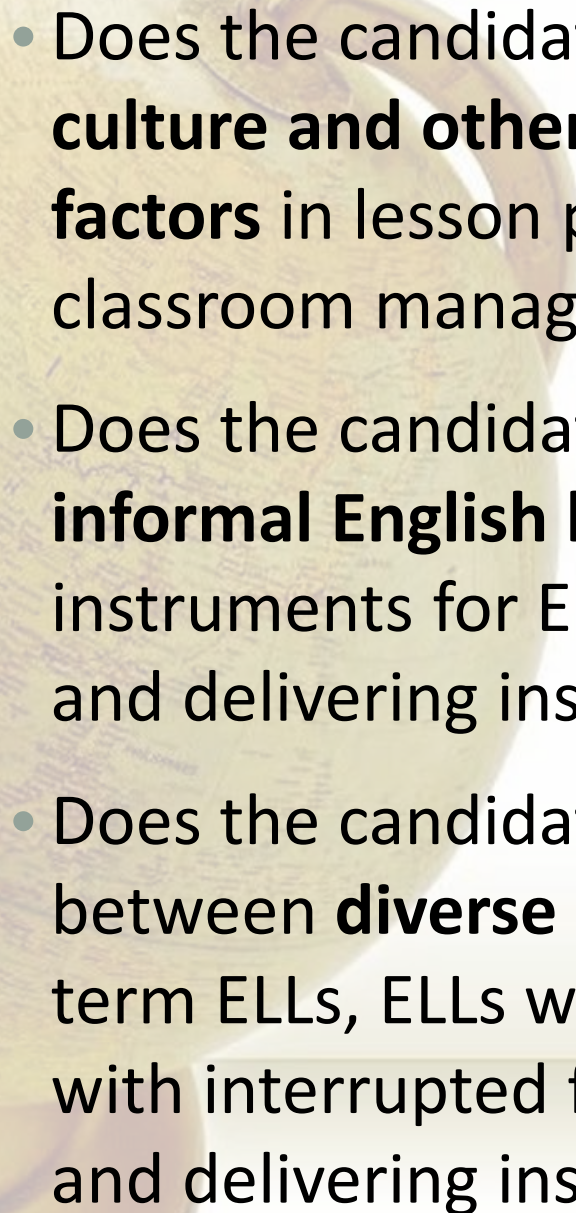
- Does the candidate demonstrate knowledge of the **structure, components, and nature of the English language system**?
- Does the candidate demonstrate knowledge of the **factors affecting second language acquisition**, especially the role of **first language literacy** and other critical factors, when organizing and managing instruction?

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- Does the candidate create opportunities for ELLs to use **academic language** associated with each subject or content area in ways that **are appropriate** for their level of English language proficiency?
  - Does the candidate plan instruction based on appropriate learning standards and skills in the **WIDA English Language Development Standards** and the Massachusetts Curriculum Frameworks?
  - Does the candidate promote **language development in all four language domains** (listening, speaking, reading and writing) as evidenced in lesson plan and unit development?

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- Does the candidate demonstrate knowledge of research-based strategies and tools for sheltering content instruction to **maximize English language acquisition** (i.e., WIDA's Strand of Model Performance Indicators (MPI), CAN DO Descriptors, Performance Definitions, comprehensible input, flexible grouping, etc.)?
  - Does the candidate plan and implement lessons on topics and academic language **appropriate for the grade level and proficiency level** of the students?



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- Does the candidate demonstrate knowledge of research-based practices and instructional tools for developing and assessing
    - **reading skills and reading comprehension**
    - **oral language and listening skills**
    - **writing skills**
  - of English for English language learners?
  - Does the candidate plan and use a variety of **assessment strategies** aligned with **language and content objectives** to regularly assess English language acquisition and comprehension?

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- Does the candidate apply understanding of the **role of culture and other socio-economic, socio-emotional factors** in lesson planning, instructional delivery, and classroom management?
  - Does the candidate apply understanding of **formal and informal English language assessment** procedures and instruments for English language learners when planning and delivering instruction?
  - Does the candidate apply understanding of the differences between **diverse English language learner groups** (long term ELLs, ELLs with disabilities, newcomer ELLs, students with interrupted formal education, etc.) when planning and delivering instruction?

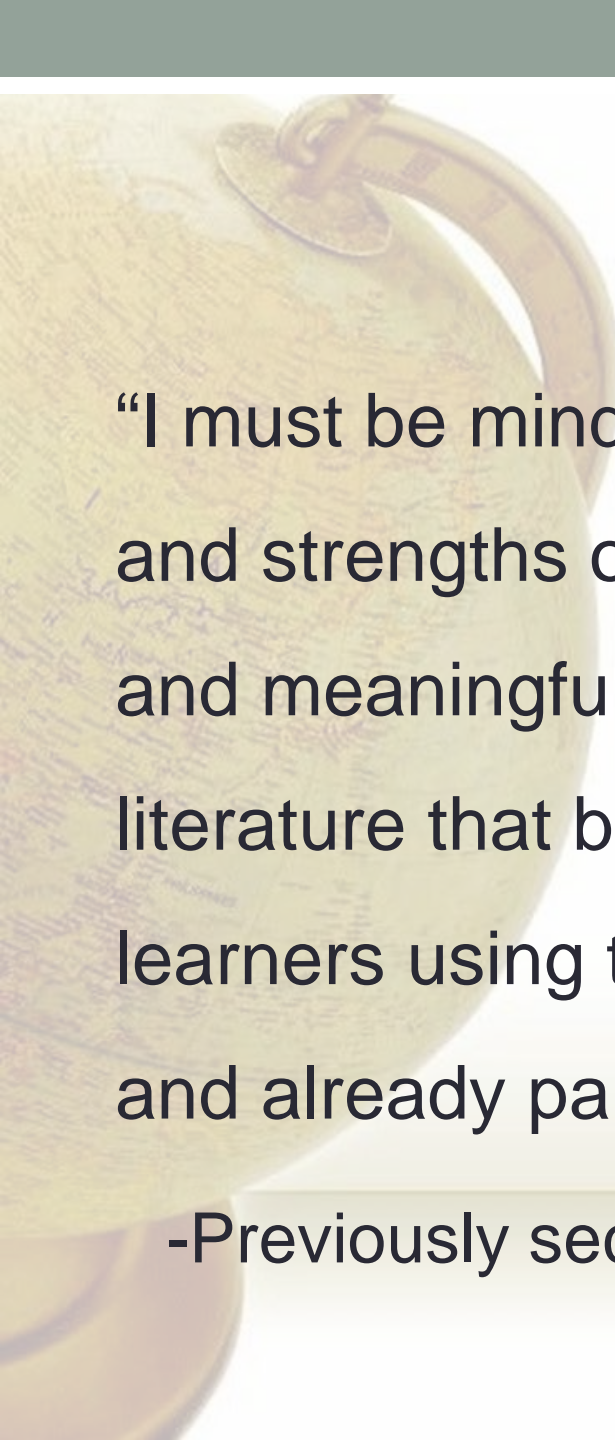
A large, semi-transparent globe is positioned on the left side of the slide, showing continents and oceans. The globe is slightly out of focus, serving as a background element for the text.

## Letter to DESE

- In the end, the teacher sends a letter signed by the principal that he/she has completed a 150 hour internship in the role of an ESL teacher.

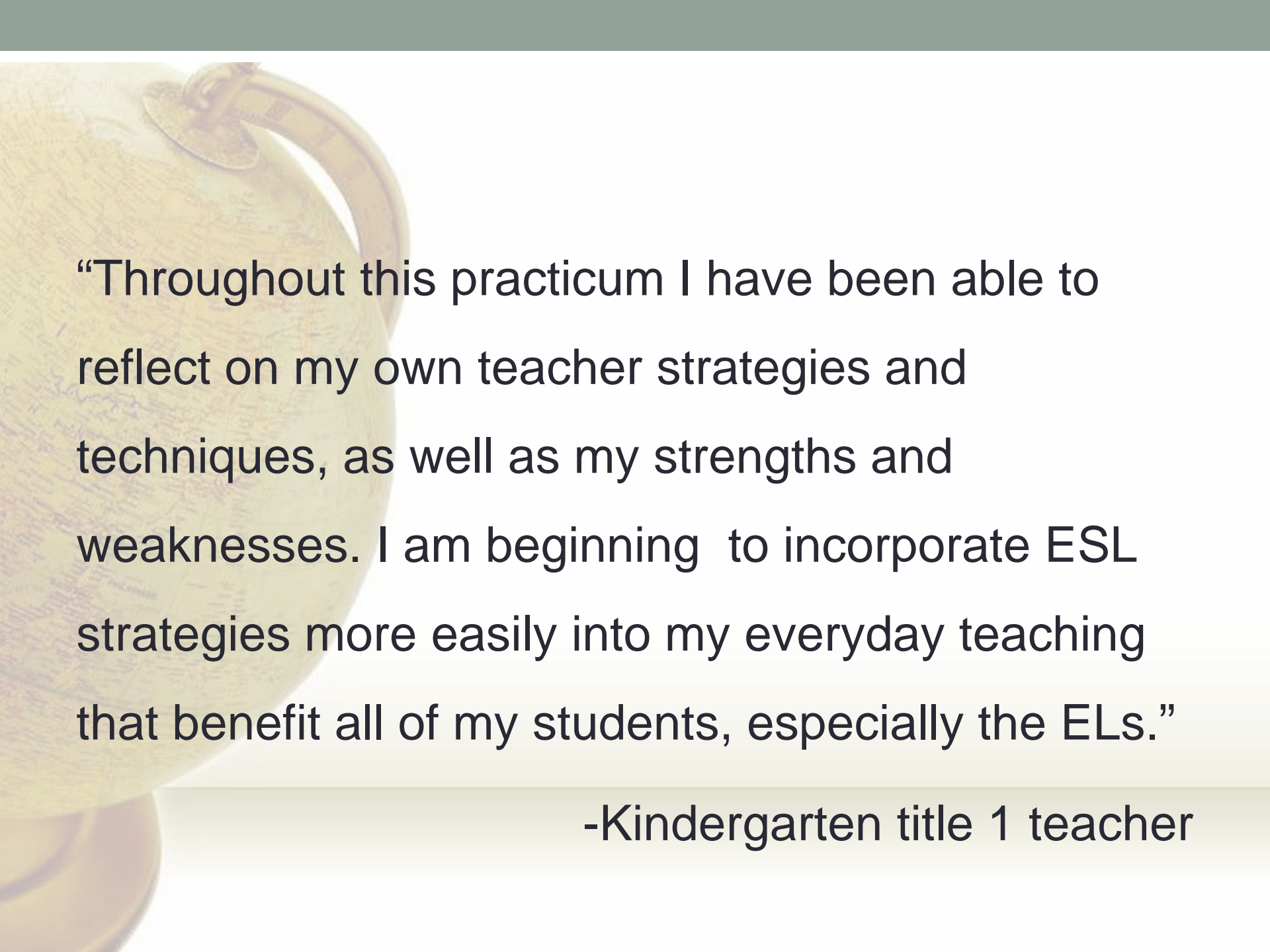
# Reflections from teachers





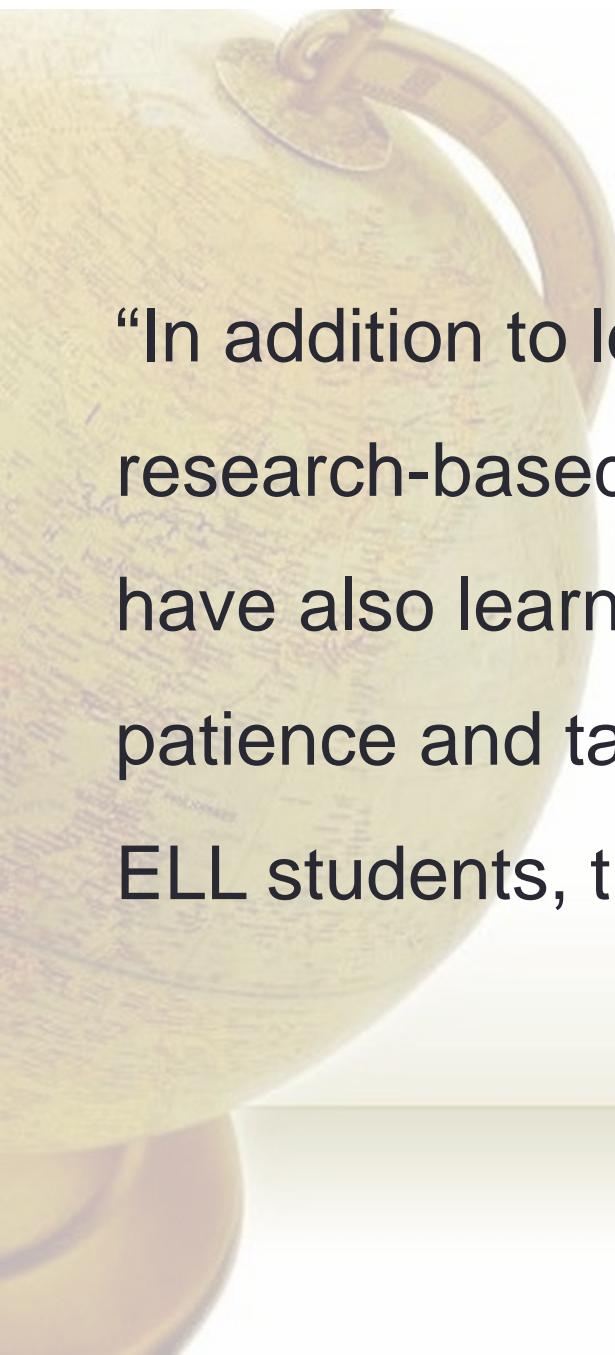
“I must be mindful and thoughtful of the struggles and strengths of my ELL students and teach rich and meaningful vocabulary through high interest literature that bridges individual experiences of the learners using the existing world that are familiar and already part of students’ schema.”

-Previously second grade teacher – now ESL teacher



“Throughout this practicum I have been able to reflect on my own teacher strategies and techniques, as well as my strengths and weaknesses. I am beginning to incorporate ESL strategies more easily into my everyday teaching that benefit all of my students, especially the ELs.”

-Kindergarten title 1 teacher



“In addition to learning about and implementing research-based strategies and instructional tools, I have also learned about the importance of patience and taking the time to get to know my ELL students, their families, and their culture.”

-grade 2 teacher



# Discussion

- What do you do in your district/school?
- What changes might you suggest?
- How can we ensure teachers are really qualified to teach ESL?





Thank you for attending.

Please email me with any questions.

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Refer to the TESEL website for more information and specific documents.

[www.fitchburgstate.edu/tesel](http://www.fitchburgstate.edu/tesel)