



ESOL P-12 Certification Internship Fall 2021-Spring 2022

This is a supplement to the Education Department's [FA21 Common Handbook](#).

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Introduction to the ESOL P-12 Certification Internship

In a standard TESOL internship (**Split Rotation**), interns will be assigned to an elementary school and a secondary school. Occasionally, TESOL certification interns might be assigned to a P-8 school and do their entire internship in the one school (**Single Rotation**). This can happen if the school has TESOL students at both the elementary and middle school grade levels. On occasion, interns are hired conditionally as a teacher (**On-the-Job “OTJ”**). They may use their teaching positions to satisfy their internship requirements if this is approved by the accommodating school district.

Phase 1: During the first semester, interns will visit their schools one or two days per week. Interns in a **split rotation** will attend at least 12-13 days in each rotation. Interns in a **single rotation** will spend a minimum of 25 days of Phase 1 in the one school. Rotation dates are defined by the Academic Calendar (Appendix A). The Phase 1 experience is linked to a seminar course, EDUC 791S, which will meet one evening per week.

Phase 2: Interns in a split rotation will again have 2 rotations working with each of their mentors approximately half their time at each school. Interns working in one school will spend a minimum of 75 days at that school. Rotation dates are defined by the Academic Calendar (Appendix A). The Phase 2 experience is also linked to a seminar course, EDUC 792L, which will meet one evening per week.

TESOL interns attend two seminars in conjunction with their internship. Through the seminars, teacher candidates are supported in internship-related topics such as lesson planning, teaching strategies, classroom management, and assessment.

- Phase 1 – EDUC 791S – Practicum in Education, TESOL P-12, **3** credits
- Phase 2 – EDUC 792L – Internship in Education, TESOL P-12, **6** credits

Internship Overview

Please note these are general guidelines and minimum standards. Some interns will begin teaching more quickly than others.

	Phase 1			Phase 1 Exit Survey: To rate the intern and their level of readiness for Phase 2.
	Aug/Sept	Oct/Nov	by December 15	
General Guidelines	-Discuss expectations and best methods of communication -Introduce intern to rules, expectations, and norms for the classroom and school -Introduce intern to support personnel and curricular resources -Introduce intern to students, making IEPs and WIDA scores available -Intern should work 1-on-1 with students and to lead bits of the lesson	-Intern should teach parts of the lesson or mirror lessons taught earlier in the day -Mentor and intern co-plan and co-teach -Intern should assist with grading and other routines -Verbal and written feedback. -Specifically discuss strengths and areas for growth related to classroom management, student learning, and differentiation	-Interns plan and teach own lessons building toward two-day lesson -Verbal and written feedback. - Specifically discuss strengths and areas for growth -Begin discussing plan for Phase 2— timing of gradual release, what intern will teach, and expectations for winter break	
Collaboration and Assessment	-Intern and mentor meet supervisor during baseline visit, discuss timeline, exchange best ways to communicate -Reach out to supervisor and site liaisons with successes, questions, and when help is needed -Visit 1.1	-Keep in touch with supervisor -Share feedback with supervisor and liaison -Ensure that mentor and supervisor provide a consistent message to the intern -Work with the supervisor to be sure the timeline is accurate; adjust if needed -Visit 1.2--Observation	-Visit 1.3--Observation -Supervisor and Mentor: -STAR 1.3 -Phase I Exit Survey -Intern: Self-Assessment STAR 1.3	
Minimum Expectation: <i>Alert program director if intern is not meeting minimal expectations at any one point.</i>	-Intern should be “Developing” on STAR -Interns are learning curriculum, students, and school standards -Interns are getting comfortable in front of the class and familiar with students, schedule and content	-Intern should be “Developing” on STAR and making progress -Interns may need some co-teaching support when teaching the whole group. -Co-planning is expected as interns develop strategies for planning -Beginning to plan own activities and lessons with assistance	-Intern should be “Developing” and moving toward “Target Level” -Intern should be able to plan and teach a lesson with some guidance but not one-on-one support. -Intern should be able to teach whole group back-to-back lessons for one class -Action Plan or Provisional Agreement needed for novice areas on STAR 1.3 if continuing to Phase 2	
Performance level (gradual induction)	bit-----initial-----sustained teaching (intern should be ready for sustained by end)			

	Phase 2				Final Responsibilities
	January	February	March	April	May Summative
General Guidelines	-Decide how to gradually transition classes, perhaps starting with routines and/or co-teaching -Intern and mentor work together on long-term planning -Verbal and written feedback -Specifically discuss strengths and areas for growth	-Continue to provide feedback and adjust timeline if necessary -Each intern is different and some may be ready for full teaching responsibilities before others -Provide feedback on lesson plans as well as implementation -Be honest with each other about concerns	-Review Phase 2 timeline -Provide continued feedback -For Action Plan, determine if intern is meeting goals and next steps	-Provide continued feedback to help intern hone their skills -Focus on developing professional identity and understanding of "what makes a great teacher" -Make a plan for transitioning classes back to mentor	-Transition classes back to mentor -Intern finishes grading and assignments -Collaboratively review year for overall growth and discuss areas for future professional growth and development
Collaboration and Assessment	-Share timeline with supervisor. -Make a plan for initial observations -Observation 2.1 -Disposition Surveys- discuss with intern as well as liaison or supervisor	-Review timeline and adjust if necessary. -Mentor should alert site liaison and supervisor if intern seems unable to make appropriate progress. -By the end of this month, it is the time to consider an Action Plan if intern is not able to teach with little assistance at a sustained level	-Observation 2.2 -Supervisor and Mentor STAR 2.2 -Intern Self-Assessment STAR 2.2 Joint meeting, if needed, for interns on Action Plan in danger of not being successful program completers. (Supervisor, mentor, program director, OFECP)	-Review timeline -Be honest -An intern should transition off of Action Plan if ready -Program Director, Supervisor, OFECP will intervene if intern is not successful	-Observation 2.3 -STAR 2.3 -Survey on TK20 for intern, mentor and supervisor -Mentor and Supervisor come to consensus on level of performance (minimum is Target Level on STAR), agree on grade -Complete letter of recommendation
Minimum Expectation: <i>Alert program director if intern is not meeting minimal expectations at any point.</i>	-Interns should be "Developing" to "Target Level" -Intern should be at the sustained teaching level for at least 1 class by Week 3 -Action Plan (if required) focused on and reviewed with intern and supervisor during every visit -Communicate with school-based site liaison and IHE liaison with progress	-Intern should be mostly "Target Level" -Intern should be at the sustained teaching level, teaching and planning independently for about 40%-50% of the day.	-"Target level" across the board. -Areas for continued growth are apparent but the intern is taking over full teaching responsibilities by March at the latest	-All "Target Level" in full time teaching	-STAR "Target Level" or above. -TK20 surveys completed
Performance level (gradual induction)	Sustained Full Teaching Level----- (intern will not be in full teaching the entire time.) At least 1 class should be taught for 12-14 weeks. Most classes should be taught for 10-12 weeks. Full teaching responsibilities should be sustained for 6-8 weeks.				

Internship Activities

The following guidelines are suggestions of what interns should be working on with their mentors each month. As with all learning experiences, it should be adapted to your situation from week to week and situations concerning your teaching situation. Take time early in the internship experience to have a series of conversations with your mentor regarding goals for the classroom and the internship. Discuss daily, weekly, and long-term objectives, instructional goals, classroom management, parent involvement and student evaluation. These conversations should help to map out the progression of your responsibilities over the internship and to schedule meetings, observations, and reviews of your work.

Phase 1 Activities

The Phase 1 component of the internship occurs over an entire semester and should begin prior to the start of UMBC's school term (see Academic Calendar Appendix A). You may fulfill specific course-based requirements as well as assignments related to classrooms, students, school, and community outlined below. You may be in one school the first half of the term (August to October) and a second school for the second half of the term (October to December).

Week 1: Orientation

- Discuss expectations for intern related to cell phone use and dress code.
- Outline daily routines and disciplinary policies and procedures
- Decide on best avenues for communication and collaboration between intern and mentor in case of unexpected absences
- Discuss intern course schedule and dates for any open houses and back to school night so the intern can meet parents
- Choose a schedule for the intern during the fall. Pick days and times that are consistent, include some mutual planning time, and allow interns to get to know students and a wide array of instruction.
- Examine district curriculum, assessment, learning management system, and scope and sequence.

Activities for interns:

- Obtain copies of books as soon as possible; make sure you have all available curriculum guides and other relevant materials.
- Set up a physical or virtual lesson plan book.
- Introduce yourself to other faculty members and staff.
- Learn about staff meeting procedures and expectations for interns (e.g., When are meetings? Who's in charge? What's expected?).
- Learn the nuts and bolts of the school's policies and procedures.
- Learn about supplies and equipment – their availability and how to get them.
- Learn the platforms used for instruction and student and parent communication.

- Learn about school/district technology and wrap-around services (e.g., food distribution, device distribution, wifi hotspots).
- Learn about legal matters associated with teaching, including confidentiality, child abuse reporting, I.E.P., etc.
- Construct a letter to the students' parents describing your role in the class.
- Get a year's calendar of activities (e.g., holidays, standardized test dates, etc.).
- Review important school issues and "unwritten" policies. Learn about the school improvement plan and school philosophy.
- Learn the "must follow" rules (professionalism) of the school (e.g., arrival time on workdays, dress codes, parent contacts, etc.).
- Learn the importance of performance outcomes and Maryland's tests (PARCC, MSA and HSA) to their day-to-day teaching activities.
- Learn about the lesson plan for the first week.
- Discuss classroom environment, procedures, and goals in the room.
- Learn your mentor's "effective" class rules.
- Review administrative tasks.
- Discuss student attendance procedures and the importance of student attendance.
- Learn about any "systems" that work (e.g., organizing grade book, keeping track of homework, orchestrating first day/week, working through administrative procedures, etc.).
- Always make an effort to reflect and ask questions.

September

- The intern should get involved--they need to know students' names, help with daily housekeeping like attendance and catching up students who are absent, and working with students in small groups as needed.
- Interns should observe and assist with scheduling and paperwork (e.g., home language surveys, EL Accommodation Plans)
- As soon as possible, find opportunities for co-planning to help the intern develop a process for effective lesson planning.
- Begin co-teaching to ensure intern is in front of students early and often.
- Interns should familiarize themselves with student IEPs, 504s, and WIDA scores. They can also meet with special educators and ESOL teachers to get tips on how to meet the specific needs of their students.
- Interns should observe other teachers in the department and in other disciplines throughout Phase 1.
- The intern, the mentor, and the UMBC supervisor meet to review expectations and assessments throughout the internship (Visit 1.1).

Activities for interns:

- Set internship goals with your mentor
- Observe your mentor's lessons as much as possible.
- Try to schedule observations of other teachers.
- Prepare your assignments related to the observations.
- Discuss pre-assessments, post-assessment and evaluation of assessments with your mentor.
- Help your mentor plan a classroom activity which you will co-teach.
- Help your mentor plan a classroom activity which you will then lead.
- Discuss the class with your mentor as often as possible.
- Discuss ways to communicate with parents.
- Establish a communication log with your mentor and try to have weekly input.
- Establish your *Intern Notebook*.

October

- Intern and mentor should be co-teaching almost all of the time that the intern is there.
- The mentor and UMBC supervisor observe the intern teaching a lesson and meet afterward for reflection and feedback (Visit 1.2). **In a split rotation, the intern will meet with the supervisor and both mentors.**

Activities for interns:

- Learn how to set up students' work files.
- Learn how to use the school's computerized grading system.
- Develop a lesson to give when being observed by your supervisor towards the end of the rotation period.
- Plan for and teach the lesson.
- Attend pre and post observation meetings with your mentor.
- Get feedback, verbal and written, about the lesson considering classroom management, lesson effectiveness, what went well, suggestions for improvement.
- Discuss policies and procedures of student makeup work, grading rationale and policies for your school, "unwritten" or written school system policies, religious holidays, delayed opening and snow day policies, referral process for special education, procedures for field trips.

November-December

Single rotation:

- Intern continues co-teaching extensively.
- Intern should have the opportunity to design and implement their own lesson plan.

- The mentor and UMBC supervisor observe the intern teaching a lesson and meet afterward for reflection and feedback (Visit 1.3).
- The intern and mentor should determine a plan for mentor to gradually release classes to interns in January. This process will look different for each intern based on their readiness and based on what makes sense for the mentor's schedule and students.

Split rotation:

- Intern repeats the suggested activities from September and October in the new rotation.
- Intern should have the opportunity to design and implement their own lesson plan.
- The mentor and UMBC supervisor observe the intern teaching a lesson and meet afterward for reflection and feedback (Visit 1.3).

Phase 2 Activities

If you are interning at 2 schools, you will spend about two months working with your mentor at each school. Through your 8-week rotation at each school, you will co-teach classes taking over more and more of the teaching responsibilities as the weeks transpire. Toward the end of the 8 weeks, you should have 2-3 weeks when you are responsible for the bulk of the instruction. If you are interning at one school, you should attend that school for a minimum of 80 days. In all situations, during Phase 2, you are expected to attend all school functions required of any teacher.

January

- The intern should be co-planning and co-teaching all classes from day 1.
- The intern can also continue observing other teachers for class periods in which they have not begun lead teaching.
- Continued co-teaching is still encouraged when best for ESOL students throughout Phase 2.
- The intern and mentor should be discussing long-term plans and daily lesson plans as well as conferencing daily about how implementation is going.

Single rotation:

- The intern should begin planning, prepping, and teaching at least one class/prep independently by the end of the month with mentor support as needed.

Split rotation:

- Intern should take on the planning and teaching of Rotation 1 classes one at a time as ready with a goal of teaching the full course load during the month of February.

Activities for interns:

- Learn about formal and informal observation procedures.
- Identify and/or develop an instructional unit with pre- and post-assessments for the unit.
- Share record-keeping and filing strategies with your mentor.

- Share plan books and other related scheduled activities.
- Co-plan lesson plans.
- Try to get meetings/interaction times with your mentor.
- Establish or review a substitute folder with the mentor.
- Discuss the importance of documenting each student's work.
- Learn that confidentiality exists between mentor and intern.
- Learn about procedures for conferencing with administrators.
- Learn how to prioritize your workload.
- Discuss how to work successfully with parents.
- Learn how to keep and review an accurate log of interactions with parents.
- Learn how to carry out positive parent contacts
- Learn about policies and procedures for grading, make up work, etc.
- Ask how you will be utilized during WIDA testing (e.g., proctoring, teaching while mentor is proctoring)

February

- The intern should add more classes and preps as ready. Interns in a split rotation should aim to teach the entire course load for 3-4 weeks.
- The mentor will give verbal and written feedback and support on lesson plans and implementation as needed.
- The intern should be part of the school community, participating in professional development and other school events happening at the school.
- The mentor and UMBC supervisor observe the intern teaching a lesson and meet afterward for reflection and feedback (Visit 2.1).

Activities for interns:

- Work out a plan to take over the instruction of all classes.
- Review the following topics: classroom management and discipline, grading, evaluating students, organizational and record-keeping, and the status of class objectives and goals.
- Discuss the communication log, unit plan progress, notebook, and observation.
- Share report card preparations with your mentor if possible
- Discuss sensitive issues in education (e.g., family life curriculum, custody battles, etc.).
- Finalize plans for the unit plan and pre- and post-assessments which you will be teaching with your mentor

March

Single rotation:

- Intern should take over full teaching responsibilities toward the middle of March.
- The mentor should gradually reduce the feedback and support on long-term and daily planning while continuing to support reflection on implementation.
- The mentor and UMBC supervisor observe the intern teaching a lesson and meet afterward for reflection and feedback (Visit 2.2).

Split rotation:

- Intern should take on the planning and teaching of Rotation 2 classes one at a time as ready with a goal of teaching the full course load during the month of April.
- The mentor and UMBC supervisor observe the intern teaching a lesson. (Visit 2.2). The intern will meet with UMBC supervisor and both school-based mentors after Observation 2.2.

Activities for interns:

- Conduct your own informal assessment of the unit of instruction.
- Discuss exam policies and learn about sample tests. Write an exam, if possible.
- Get as much feedback as you can from your mentor about your teaching
- Work out a plan for returning all classes to the mentor teacher
- Conduct regular reflections and ask questions about what you are experiencing and learning.
- Apply for teaching positions and prepare for interviews.

April/May

- The intern should be moving toward complete independence in lesson planning, prep, implementation, and assessment.
- The mentor and UMBC supervisor observe the intern teaching a lesson and meet afterward for reflection and feedback (Visit 2.3).
- If the intern is ready, the mentor can invite an administrator or district personnel to observe the intern and provide additional feedback. This can also be helpful in the intern finding a job in the district. (optional)
- Ongoing collaboration should focus on polishing lessons and implementation as well as designing and experimenting with innovative projects and activities.
- The intern and mentor will develop a plan for gradual release back to the mentor.
- The intern can use any extra time to observe other teachers and finish grading/recordkeeping.
- The supervisor and mentor should write a letter of recommendation for the intern if not already complete.

Activities for interns:

- Review plans for end of school or semester activities if possible
- Review policies and issues that relate to retention and failure of students.
- Finalize discussions of various topics of significance held through the rotation.

Internship Key Assessment Checklist

Assignment	Description	Course	Approximate Due Date	Check if complete
Visit 1.1	Supervisor goes over assessments and expectations with the intern and mentor.	Phase 1 Internship	September	
School and Student Profile I	Compose a descriptive analysis of the school and the students in each of your (mentor's) classes.	Phase 1 Seminar	mid September	
Visit 1.2-- Observation	Supervisor and mentor observe intern teaching or co-teaching a lesson. After post-observation conference, supervisor uploads feedback to Tk20.	Phase 1 Internship	mid to late October	
ESOL Teaching Philosophy	Compose a 300- to 500-word teaching philosophy that captures your current approach to teaching ESOL.	Phase 1 Seminar	late October	
School and Student Profile II	If in a split rotation, compose a descriptive analysis of the 2nd school and the students in each of your mentor's classes.	Phase 1 Seminar	mid November	
ESOL Unit Plan Assignment	Develop a unit plan to teach in your internship placement.	Phase 1 Seminar	mid to late November	
Visit 1.3-- Observation	Supervisor and mentor observe intern teaching or co-teaching a lesson. Supervisor uploads observation feedback to Tk20. Intern, mentor, and supervisor complete STAR 1.3 in Tk20.	Phase 1 Internship	late November to early December	
Visit 2.1-- Observation	Supervisor and mentor observe intern teaching or co-teaching a lesson. Supervisor uploads observation feedback to Tk20. Intern, mentor, and supervisor complete Disposition Survey in Tk20.	Phase 2 Internship	Jan/Feb	
edTPA	Get parent permission for video recording if possible.	Phase 2 Seminar	January	
TESOL Content Portfolio , Artifacts 1 & 2	Select an artifact from your coursework and internship and explain how it demonstrates mastery of one TESOL standard. (x2)	Phase 2 Seminar	February	
edTPA	Do Task 1--lesson plan and commentary	Phase 2 Seminar	early February	
Visit 2.2-- Observation	Supervisor and mentor observe intern teaching or co-teaching a lesson. Supervisor uploads observation feedback to Tk20.	Phase 2 Internship	Feb/March	

	Intern, mentor, and supervisor complete STAR 2.2 in Tk20.			
edTPA	Do Task 2 and 3--enact and record lesson sequence and collect assessment samples; write commentary now while fresh!	Phase 2 Seminar	late February-early March	
edTPA	Complete and submit	Phase 2 Seminar	late March	
TESOL Content Portfolio , Artifacts 3 & 4	Select an artifact from your coursework and internship and explain how it demonstrates mastery of one TESOL standard. (x2)	Phase 2 Seminar	March	
SLO Project	Collect baseline data and determine SLO. Implement interventions and collect data	Phase 2 Seminar	April	
TESOL Content Portfolio , Artifacts 5 & 6 and Capstone Reflection	Select an artifact from your coursework and internship and explain how it demonstrates mastery of one TESOL standard. (x2) Incorporate all six artifacts and explanations into a capstone reflection paper.	Phase 2 Seminar	April	
Visit 2.3-- Observation	Supervisor and mentor observe intern teaching or co-teaching a lesson. Supervisor uploads observation feedback to Tk20. Intern, mentor, and supervisor complete STAR 2.3 in Tk20.	Phase 2 Internship	April	
SLO Project	Analyze data and prepare presentation	Phase 2 Seminar	early May	
Attendance Tracking Sheet	Upload with STAR 2.3 Self-Assessment	Phase 2 Internship	May	
All assignments due on Tk20		Phase 2 Seminar	May 19	

Obtaining a Maryland Teaching Certificate

Teaching certificates are issued through the Maryland State Department of Education (MSDE), not UMBC.

1. If you have met all program completion requirements by the end of your Phase 2 semester, the UMBC Education Department will submit your name along with the names of other certification-eligible fall graduates to the UMBC Registrar's Office. If you complete requirements after the semester has ended, please inform Marta Seres at seres@umbc.edu at that time.
2. The Registrar's Office will then affix an official stamp on the transcript stating, "This student has completed a Maryland Approved Certification Program in P-12 ESOL." This is the MAP stamp. Fall graduates should see the stamp at the end of January or beginning of February. Spring graduates should see the stamp at the end of June or beginning of July. Check your unofficial transcript before paying for an official one.
3. Once you see the stamp on your transcript, you may begin the process of applying for the actual teaching certificate.
 - a. If you are employed by a local school system or accredited private school, you are eligible for a Standard Professional Certificate I (SPC 1). The HR office within your district will assist you or apply for you, provided that you supply the relevant paperwork, including the official transcript.

The SPC 1 is valid for 5 years issued to an applicant who meets all certification requirements and is employed by a Maryland local school system or an accredited nonpublic school.
 - b. If you have not yet been hired, you should apply for a Professional Eligibility Certificate (PEC). Please see the section "MSDE Teacher Certification Process" for further instructions.

The PEC is valid for 5 years issued to an applicant who meets all certification requirements and is not currently employed in a MD local school system.

UMBC Certification Contact

Marta Seres, Certification Officer
seres@umbc.edu
410.455.3487

MSDE Teacher Certification Process

Follow these steps if you are not employed by a Maryland public school system or accredited private school.

Certificates are issued with either a January or July date. Maryland does not issue a permanent certificate. The information below is taken from

<http://www.marylandpublicschools.org/about/Pages/DEE/Certification/apply/Apply-MAP.aspx>.

Maryland Approved Program (MAP) graduates must submit the following:

- An official transcript, which must show the degree, date of conferral, and the Maryland Approved Program statement of completion. Student copies in an unopened mailer are acceptable.
- [Basic Skills](#) tests scores or a minimum overall GPA of 3.0 on the most recently earned degree (teacher applicants only) You will use your GPA.
- [Content and Pedagogy](#) test scores (if applicable) ESOL Praxis and TRE Praxis
- An [initial application](#) for certification
- A cover letter with your name, mailing address, last 4 digits of your social security number, date of birth, personal email address, and the area of certification you are seeking.

After creating a [portal account](#), mail your complete packet to the following address:

Maryland State Department of Education
Certification Branch
200 W. Baltimore Street
Baltimore, MD 21201

OR send documents electronically to certdocuments.msde@maryland.gov. Transcripts must come to this address directly from the Institute of Higher Education or an e-transcript service. Unofficial transcripts will not be accepted.

The Certification Branch will determine your eligibility and notify you via email. Please do not submit a payment with your application packet.

TESOL Lesson Plan Template

The following is a sample lesson plan template. Your school district may have a specific template that teachers use. If this is the case, make sure you follow the school template for all lessons observed. Make sure to communicate this information to both your supervisor and seminar instructor.

- **Lesson title and date**
- **Class description:** name of course, type of course (i.e., pull-out, push-in, co-taught, sheltered content, etc.), course goals, length of course, frequency of lessons, length of lessons, other information as needed
- **Learner profile**
 - *Demographic data:* number of students, age/grade, native/home/additional languages
 - *Academic characteristics:* educational history, WIDA proficiency levels, academic performance data, IEP and 504 accommodations, SLIFE
 - *Background knowledge relevant to unit:* prior units of instruction,
- **Standards addressed:** WIDA standards, Common Core standards
- **Unit objective(s):** Follow the format used in your district. Be sure to include a language focus.
- **Lesson objective(s):** Follow the format used in your district. Be sure to include a language and content focus.
- **Target content:** List language items, language functions, and other content as needed, e.g., strategies, skills, academic content, cultural content.
- **Materials:** List all required materials for the lesson. Include texts, worksheets as appendices. For audio-visual materials, include links. For realia, include a simple description.
- **Procedures:** Give detailed, step-by-step instructions. Be sure to describe what the teacher and the students are doing at each step of the lesson. You will also need to include the time allotted for each step.
 - Warm-up
 - Presentation
 - Guided Practice
 - Independent Practice
 - Evaluation
 - Closure

Useful Links

Internship Documents

[UMBC Internship Handbook](#)

[UMBC Internship Academic Calendar](#)

[Internship Attendance Tracking Sheet](#)

[Self-Assessment Instructions](#)

Standards and Rubrics for Interns

[Dispositions Survey](#)

[TESOL/CAEP Standards for P-12 Teacher Certification](#)

[edTPA Handbook](#)

[STAR Handbook](#)

Standards for ESOL Students

[WIDA ELD Standards Framework](#)

[Maryland College and Career-Ready Standards](#)

PD Resources

[Supplementary Professional Development](#)

[Digital Teaching Resources](#)