

## **Important Internship Placement Info for ELL Dual-Endorsing Students Who Are District Employees**

If you are a paraeducator, be sure that the building administration and mentor(s) are supportive of the increased responsibility you will need to assume during internship. Mentors will stay actively engaged with our co-teaching model; however, it is sometimes difficult for candidates to be seen as a *teacher* when the norm has been a paraeducator role. An open discussion about this before any final arrangements are made is highly encouraged. Additionally, you must inquire about district policy—some districts require a short leave during independent student teaching.

When dual endorsing, many candidates and mentor teachers have questions about how much time should be spent in each setting, as well as distinctive features between the two. Here are some key points to consider when working out a schedule:

- The most important thing is that each student teaching experience provides an authentic and well-supported learning opportunity for the candidate. We offer guidelines that are flexible so that you can design the best schedule for you and your mentor within the parameters of state and program internship requirements.
- You should consider your general education endorsement your “primary” endorsement area. You will most likely complete most of your internship hours in a general education context.
- Because ELL has a wide range of delivery models, the way this internship is organized is entirely dependent on how your school offers ELL services to students. You may have a pull-out program you work with or you might have a push-in program that is integrated into the classroom. If this is the case, you will have two mentors working with you. However, you might have a general education teacher who also has an ELL endorsement who could serve as your mentor.
- You should view your ELL student teaching internship as a “mini-internship” that follows the gradual release of responsibility concept and the co-teaching model. You will have the opportunity to observe, work with small groups, and scale up to taking the lead in whole-class planning, instruction, and assessment.
- In your ELL placement, you should plan to teach at least one “unit of study,” which means that you will plan, instruct and assess in a sequenced learning segment of 5-10+ lessons.
- You should be observed at least once in your ELL placement, and your supervisor will collect evidence to add to the IPC and disposition assessments done at the mid and end-points of internship.
- While we discourage the practice of counting the hours of student teaching

simply to meet a minimum requirement, we understand that general guidelines are helpful. *These hours can be spread throughout the internship or condensed into a certain number of weeks at the beginning, middle, or end of internship—whichever is the best fit.*

- **AMAT** candidates need to have a minimum of 90 hours of student teaching experience in their ELL classroom.
- **MAT** and **UG** candidates must have a minimum of 60 hours of student teaching experience in their ELL classroom.
- Regardless of actual time spent, The Professional Educators Standards Board allows for only 7.5 hours per day (the teacher's contracted day) to count toward supervised student teaching experience.
- Independent student teaching can be defined as the period of time where the candidate takes the lead in terms of planning, instruction and assessment, though the mentor is still actively engaged. It can be flexible based on the needs of the students, calendar and curricular considerations. **AMAT** candidates typically teach 10-12+ weeks, and **MAT** students teach 4-6+ weeks. Though it is encouraged, these weeks do not need to be consecutive.

When you have determined the best schedule for your dual endorsements, please provide all information about the time you will spend in each subject area to SPU's Placement Coordinator by email.

Whatever your assignment may be as a paraeducator, it will be important from Day One to begin thinking more broadly outside of that role, and to confer with your mentor about how to observe and practice more whole-group tasks of a teacher.

The co-teaching model will be a great resource for you. We will provide you with tools and strategies for how you can work together to meet the needs of your students, your job, and your internship requirements.