


# MIDDLE TENNESSEE



## STATE UNIVERSITY

SPSE 6712

### FIELDWORK AND PROFESSIONAL COLLABORATION IN THE ESL CLASSROOM

#### MENTORING A GRADUATE STUDENT SEEKING THE ADD-ON ENDORSEMENT IN ESL OR INITIAL LICENSE IN ESL

As partial requirement for licensure as well as the M.Ed. / Curriculum & Instruction with Concentration in English as a Second Language and M.Ed. / Curriculum & Instruction with Initial License in ESL, students are required to complete fieldwork in a selected learning environment where second language learners are present. Students are also required to secure an ESL professional (Examples: practicing, licensed ESL teacher, ESL Coordinator, ESL Supervisor, or Central Office ESL Coordinator) in order to engage in professional dialog regarding second language learners.

Mentor Responsibilities include:

- Discussing second language learners within specific school systems and specific schools.
- Discussing the needs of second language learners.
- Offering advice, guidance, and suggestions as needed.
- Completing the Mentor Evaluation of Student Form and the Mentor Evaluation and Feedback on the Fieldwork Experience Form.

Unfortunately, Middle Tennessee State University does not provide compensation for mentors.

If you agree to serve as a mentor, please complete and sign the following form. Your mentee will submit the form to the instructor as part of course, program, and licensure requirements.

**NOTE: The student will share the Fieldwork Handbook with you and will discuss related tasks so that you may plan collaboratively for the fieldwork.**

Department of Educational Leadership

**MIDDLE TENNESSEE STATE UNIVERSITY**

**MENTOR AGREEMENT FORM**

**SPSE 6712 / Fieldwork and Applied Research in ESL Learning Environments**

Name of MTSU Graduate Student	
Semester	
Name of Mentor	
Current Professional Position	
School System (or school if applicable)	
Phone	
Email	
Date	Student shared Fieldwork Handbook and discussed tasks.

I agree to serve as a mentor and understand the responsibilities involved.

Signature:

Date:

If you have any questions, please feel free to contact:

Dr. Dorothy Valcarcel Craig  
 Professor of Education  
 Program Coordinator: M.Ed. / C&I / ESL and Add-On Endorsement in ESL  
 Department of Educational Leadership  
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Department of Educational Leadership

MIDDLE TENNESSEE STATE UNIVERSITY

MENTOR EVALUATION OF CANDIDATE – SPSE 6712

Mentee’s Name				
Mentor’s Name				
School / System				
<p>To the Mentor Teacher: Middle Tennessee State University and the College of Education would appreciate your assistance with the assessment of our candidate’s performance and/or dispositions in the field. Please complete this form and email back to <a href="mailto:Dorothy.Craig@mtsu.edu">Dorothy.Craig@mtsu.edu</a> at the end of the semester. Evaluation Instrument is based on the following normed and tested sources:</p> <p>Billing, B.M. (2012). Mentor evaluation for cooperating teachers. In B.M. Billing, <i>Handbook for Fieldwork</i> (p. 13). New York, NY: School of Education City College of New York.</p> <p>Mentor evaluation. (n.d.) In <i>Student fieldwork handbook</i> (p. 10). New York, NY: Hunter College School of Education.</p>				
Evaluation Item Criteria	Exceeds 4	Meets Expectations 3	Emerging 2	Unacceptable 1
The candidate shared the Fieldwork Handbook and discussed all tasks effectively.				
The candidate was respectful and fair to students, staff, and colleagues in the regular education and ESL classroom.				
The candidate showed a high degree of respect, compassion, and empathy for cultural and linguistic differences.				
The candidate fully engaged with ELs in the classroom and effectively prepared meaningful interactions, lessons, tasks, and related discourse to encourage language learning.				
The candidate reflected a high level of knowledge regarding language acquisition, content, and language learning.				
The candidate effectively identified a relevant problem and prepared a viable action plan to improve practice.				
The candidate fully engaged in effective ethnographic tasks that involved ELs.				
The candidate behaved in a professional manner and reflected advocacy for ELs.				

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MENTOR EVALUATION OF FIELDWORK EXPERIENCE – SPSE 6712

Mentee’s Name				
Mentor’s Name				
School / System				
<p>To the Mentor Teacher: Middle Tennessee State University and the College of Education would appreciate your assistance with feedback and evaluation of the overall fieldwork experience. Please complete this form and email back to <a href="mailto:Dorothy.Craig@mtsu.edu">Dorothy.Craig@mtsu.edu</a> at the end of the semester. Evaluation Instrument is based on the following normed and tested sources:</p> <p>Billing, B.M. (2012). Mentor evaluation for cooperating teachers. In B.M. Billing, <i>Handbook for Fieldwork</i> (p. 13). New York, NY: School of Education City College of New York.</p> <p>Mentor evaluation. (n.d.) In <i>Student fieldwork handbook</i> (p. 10). New York, NY: Hunter College School of Education.</p>				
Evaluation Item Criteria	Exceeds 4	Meets Expectations 3	Emerging 2	Unacceptable 1
The Handbook is informative and provided guidelines for both mentor and mentee.				
The related fieldwork tasks are relevant to the EL classroom.				
The fieldwork tasks offered opportunities for the candidate to engage and interact with ELs in the classroom.				
The Focused Observations provided opportunities to reflect and consider learner differences.				
Ethnographic tasks enabled the candidate to further engage and to gather information to assist in making instructional decisions as well as build background knowledge regarding ELs.				
The Action Research Plan and project offered an opportunity for the candidate to identify a relevant problem, collect data, and draw conclusions.				
The Action Research Plan and project enabled the candidate to reflect and act on improving practice.				
Please offer your feedback on how to improve the overall fieldwork experience.				

