

TRANSDISCIPLINARY EDUCATION FOR ACHIEVEMENT IN MULTILINGUAL SCHOOLS

APPLICATION FOR A PROJECT TEAMS TRAINEESHIP

Name _____
Address _____
Phone(s) _____
E-mail _____
Red ID# _____

Program Information (check all that apply)

- Speech-Language Pathology: M.A. degree and California Credential in Clinical-Rehabilitative Services
 Incoming Student Without Background (WOB)
 Incoming 1st Year Graduate Student
 2nd Year Graduate Student
- School Psychology: Ed.S. degree and California Credential in School Psychology
 Incoming 1st Year Graduate Student
 2nd Year Graduate Student
 3rd Year Graduate Student

ORGANIZE YOUR APPLICATION IN A FILE FOLDER (labeled with TEAMS & *your name*) And include the following items.

- This form *including* your Language Learning Profile (on the next page).
 A copy of your **current transcript**. If you are new to SDSU, please submit a copy of your transcript from the university that awarded your bachelor's degree (unofficial copy is fine) – **highlight** courses particularly relevant to TEAMS.
 Your **vita** (or résumé) – **highlight** experiences particularly relevant to TEAMS
 Signed **TEAMS Project Trainee Affidavit**
 Signed **TEAMS Project Service Obligation Acknowledgement** form.

Complete all of the following essays. Each essay should be typed, double-spaced, and 1-2 pages in length.

ESSAY #1: Knowledge & Experience with Other Languages or Culture(s). Describe the depth and breadth of your knowledge base in and experiences with languages (plural) and cultures (plural) *beyond* English and "Mainstream"-American; include experiences with English-learners.

ESSAY #2: Multilingual Challenges in the Schools. Describe the three greatest challenges that school personnel encounter in multilingual schools. Use your knowledge base and/or experiences to suggest ways to meet those challenges.

ESSAY #3: Collaboration & TEAMwork. What are the top six characteristics that a trainee and future school professional should bring to the experience of collaborating on behalf of English-learners in the schools? Why are these important? Provide an honest evaluation of yourself (strengths & weaknesses) on those six characteristics.

ESSAY #4: TEAMS Responsibilities. If selected as a Project TEAMS trainee, you will be responsible for your own learning and for the learning of your TEAMmates. What does that mean to you? What would you expect from your TEAMmates? How would you ensure that you are attaining necessary learning outcomes?

Important: Make a copy of this application for your own files/portfolio.

Your Language Learning Profile

Please conduct a self-assessment of your proficiencies in a language other than English; then describe how you learned this language. If you have proficiency in more than one language other than English, please copy and repeat.

Language (specify) _____

TYPE OF PROFICIENCY	NONE, OR TOO LIMITED TO MENTION	LIMITED-1	LIMITED-2	FLUENT-1	FLUENT-2	PRO-1	PRO-2
LISTENING COMP.	<input type="checkbox"/>	<input type="checkbox"/> basic - of children's communication	<input type="checkbox"/> basic - when adults speak slowly	<input type="checkbox"/> understand adults talking at normal rate	<input type="checkbox"/> understand parents when talking about school or children	<input type="checkbox"/> understand professional speech of others (e.g., IEP)	<input type="checkbox"/> understand technical & professional presentations
SPEAKING	<input type="checkbox"/>	<input type="checkbox"/> basic conversation with children	<input type="checkbox"/> basic conversation with adults, fluent with children	<input type="checkbox"/> fluent conversation with adults	<input type="checkbox"/> parent interview, IEP participation and translating	<input type="checkbox"/> professional exchanges and technical conversation	<input type="checkbox"/> presentations before professional audiences
WRITING	<input type="checkbox"/>	<input type="checkbox"/> basic brief notes & messages	<input type="checkbox"/> personal letters	<input type="checkbox"/> official letters to parents	<input type="checkbox"/> professional letters and inquiries of colleagues	<input type="checkbox"/> psychological reports, IEP goals	<input type="checkbox"/> professional papers and journal articles
READING	<input type="checkbox"/>	<input type="checkbox"/> basic brief notes & messages	<input type="checkbox"/> personal letters, magazines	<input type="checkbox"/> formal letters, magazines	<input type="checkbox"/> novels professional solicitations	<input type="checkbox"/> college level texts in psychology or education	<input type="checkbox"/> professional journals, technical graduate/professional texts

What percent of your time do you use this language: at home _____% in the community _____%

List and briefly describe all of the ways by which you learned this language (e.g., first language; courses in high school &/or college; formal immersion programs).