

**Sistema Universitario Ana G. Méndez
School for Professional Studies
Florida Campuses
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

EDBE 526

Theoretical Foundations of Bilingual Education and ESL

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Syllabus

Course Title: Theoretical Foundations of Bilingual Education and ESL

Code: EDBE 526

Duration: Five Weeks

Pre-requisites: None

Description:

Present an introduction to the field of Bilingual Education as opposed to English as a second language, with attention to basic concepts of second language acquisition in various subject matter contexts. Discuss interdisciplinary perspectives of second language acquisition and their application to content area classroom practices. The different factors influencing the acquisition of English as a second language are examined as well as current research in applied linguistics and different approaches to language teaching. Students will be encouraged to promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods of collecting and analyzing information, reporting findings, elaborating conclusions and generalizations, making recommendations and proposing new topics for research.

General Objectives

At the end of the course the student will:

1. Examine and learn about the historical development in the field of Bilingual Education and ESL.
2. Gain a basic understanding to the essential theories, instructional practices, and concepts of English language teaching and learning as applied to content area courses.
3. Become familiar with various theories in first and second language acquisition, and develop an understanding of the importance of primary language instruction for second language learners.

4. Understand the process of acculturation, the linguistic variations that exist among ethnic groups and regions and how they relate to sociological characteristics (e.g. age, sex, educational level and social class).
5. Understand cultural and linguistic factors that influence motivation and engagement in the learning process to help students become self motivated.
6. Focus on the relationship between theory and practice showing how theoretical foundations in teaching ESL are relevant to the language classroom and how it is transferred into the content area classroom.
7. Develop the skills and techniques necessary for becoming effective bilingual teachers.
8. Develop a strong fund of knowledge to TESL theoretical principles and pedagogical concepts to the development of instructional curriculum, materials, and interactional practices which are appropriate for linguistically diverse learners and applicable to content area courses.

Textbook(s):

Baker, Colin. *Foundation of Bilingual Education and ESL*. 4th ed.

Nero, Shandel J. (2006). *Dialects, Englishes, Creoles, and Education: ESL and Applied Linguistics Professional*.

Evaluation:

Essay (30pts. Each)	10%
Oral Presentation (100 pts)	10%
Test (100 pts.)	20%
Assignments (20 pts. Each)	20%
Class participation and attendance	10 %
Journal	20%
Portfolio	10%
Total	100 %

Description of course policies

1. This course follows the Sistema Universitario Ana G. Méndez Discipline-Based Dual Language Immersion Model® designed to promote each student's development as a Dual Language Professional. Workshops will be facilitated in English and Spanish, strictly using the 50/50 model. This means that each workshop will be conducted entirely in the language specified. The language used in the workshops will alternate to insure that 50% of the course will be conducted in English and 50% in Spanish. To maintain this balance, the course module may specify that both languages will be used during the fifth workshop, dividing that workshop's time and activities between the two languages. If students have difficulty with asking a question in the target language in which the activity is being conducted, students may choose to use their preferred language for that particular question. However, the facilitator must answer in the language assigned for that particular day. This should only be an exception as it is important for students to use the assigned language. The 50/50 model does not apply to language courses where the delivery of instruction must be conducted in the language taught (Spanish or English only).
2. The course is conducted in an accelerated format and requires that students prepare in advance for each workshop according to the course module. Each workshop requires an average ten hours of preparation but could require more.
3. Attendance at all class sessions is mandatory. A student that is absent to a workshop must present the facilitator a reasonable excuse. The facilitator will evaluate if the absence is justified and decide how the student will make up the missing work, if applicable. The facilitator will decide on the following: allow the student to make up the work, or allow the student to make up the work and assign extra work to compensate for the missing class time.
Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and make-up work.
4. If a student is absent to more than one workshop the facilitator will have the following options:

- a. If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.
 - b. If the student misses three workshops, the facilitator may lower two grades based on the students existing grade.
5. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation activity if he/she understands that an equivalent activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.
6. In cooperative activities the group will be assessed for their final work. However, each member will have to collaborate to assure the success of the group and the assessment will be done collectively as well as individually.
7. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own (**see Academic Honesty Policy**).
8. If the Facilitator makes changes to the study guide, such changes should be discussed with and given to students in writing at the beginning of the first workshop.
9. The facilitator will establish a means of contacting students by providing an email address, phone number, hours to be contacted and days.
10. The use of cellular phones is prohibited during sessions; if there is a need to have one, it must be on vibrate or silent mode during class session.
11. Children or family members that are not registered in the course are not allowed to the classrooms.
12. All students are subject to the policies regarding behavior in the university community established by the institution and in this course.

Note: If for any reason you cannot access the URL's presented in the module, do not stop your investigation. There are many search engines and other links you can use to search for information. These are some examples:

- www.google.com
- www.altavista.com
- www.ask.com
- www.excite.com
- www.pregunta.com
- www.findarticles.com
- www.telemundo.yahoo.com
- www.bibliotecavirtualut.suaqm.edu
- www.eric.ed.gov/
- www.flelibrary.org/

The facilitator may make changes or add additional web resources if deemed necessary.

Teaching Philosophy and Methodology

This course is grounded in the learning theory of Constructivism. Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world in which we live.

Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. As teachers, our focus is on making connections between facts and fostering new understanding in students. We will also attempt to tailor our teaching strategies to student responses and encourage students to analyze, interpret and predict information.

There are several guiding principles of constructivism:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.

2. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.
5. Evaluation should serve as a self-analysis tool.
6. Provide tools and environments that help learners interpret the multiple perspectives of the world.
7. Learning should be internally controlled and mediated by the learner.

Workshop One

Specific Objective(s):

At the end of this workshop students will be able to:

1. Understand and differentiate the concepts of bilingual education and ESL.
2. Communicate effectively the importance of a bilingual education.
3. Explain ESL theories and enumerate the effectiveness of each of the theories in the classroom.

Language Objective(s):

At the end of this workshop, students will be able to:

1. Develop ideas in order to address problems in an effective way using correct grammar, pronunciation and syntax.
2. Write an essay proposing a solution using a variety of vocabulary, including technical jargon in an appropriate manner.
3. Present a persuasive argument to support (his/her) personal point of view regarding theories discussed in class.

URL addresses:

Bilingual Education

National Association for Bilingual Education

<http://www.nabe.org/>

Pros and Cons of Bilingual Education, University of Michigan

<http://sitemaker.umich.edu/370blinged/home>

Rethinking Schools Online – A Special Collection of articles related to Bilingual Education – February 2001

http://www.rethinkingschools.org/special_reports/bilingual/resources.shtml

Pedalino Porter, Rosalie (1998). Twisted Tongues: Failure of Bilingual Education. From

http://www.gwu.edu/~ccps/pop_billing.html

Why Bilingual Education? ERIC Digest.

<http://www.ericdigests.org/1997-3/bilingual.html>

New York City Board of Education Study Shows Bilingual Ed. Slows Academic Achievement

<http://www.proenglish.org/issues/education/nycboe.html>

ESL

TESOL – Teachers of English to Speakers of Other Languages, Inc.

http://www.tesol.org/s_tesol/index.asp

Teaching English Language Learners: What research says does and does not say

https://www.ocps.net/cs/multilingual/Documents/Homepage/goldenberg_optimized.pdf

Second language acquisition/learning

Second Language Acquisition and Second Language Learning Stephen D. Krashen

http://www.sdkrashen.com/SL_Acquisition_and_Learning/index.html

Krashen's Comprehension Hypothesis Model of L2 learning

<http://homepage.ntlworld.com/vivian.c/SLA/Krashen.htm>

A Summary of Stephen Krashen's "Principles and Practice in Second Language Acquisition"

<http://www.languageimpact.com/articles/rw/krashenbk.htm>

Assignments to be completed before Workshop One:

1. Develop a graphic organizer using your creativity in which you compare both ESL and Bilingual education, taking into consideration the main components and/elements of both programs. Your work will be presented in class. See Appendix D for oral presentation rubric.
2. Bring in an article that presents information about the importance of bilingual education in today's society. Summarize major aspects of the article, and include a session where you will present your reactions to the article and make sure to include the implications that the article read has on today's education. (See Appendix E for Written Reports Rubric).
3. Do a search on different ESL and Second Language Acquisition theories and come prepared to discuss them in class.

Activities:

1. Facilitator and students will carry out an ice breaking activity.
2. Students and the facilitator will establish the means of communication. A student representative will also be chosen by the facilitator after having explained what it involves, etc.

3. The facilitator will do a general presentation of the course and will discuss objectives and expectations. The facilitator will also explain and discuss the projects to be completed by the students and how these will be graded.
4. The facilitator will introduce the topics of the workshop and will divide students into small groups depending on the amount of students in class. Each group will discuss the graphic organizers brought to class as part of their assignments. Each group will decide on one graphic organizer and will present it to the rest of the class (Appendix D for Oral Presentation)
5. Once all students have presented their graphic organizer, the facilitator will lead a discussion and together will reach consensus on a definition of bilingual education and ESL using the information shared by each group of students.
6. After having finished the discussion, the students will complete a Venn diagram (Appendix B) with the information *they have learned throughout* the discussion.
7. The facilitator will then present discuss Stephen Krashen's *Second Language Acquisition Theory*. In addition, second language learning should also be tied to this topic.
8. Students will discuss other theories found and both the *facilitator as well as the students* will share their own experiences of acquiring/learning a new language, whether it is English or Spanish or another.
9. After the discussion has ended, students will be divided into small groups to discuss the articles they brought on the importance of bilingual education in today's society. Each group will then present the overall information found in their articles if time allows. The facilitator will collect the articles along with the paper students completed.
10. Learning Journal: What is the impact that bilingual education has had in today's global society? Appendix F

Assessment:

1. Presentation of graphic organizers (Appendix A)
2. Essay writing (Appendix C)
3. Learning Journal (Appendix F)
4. Class participation and attendance (Appendix G)

Workshop Two

Specific Objective(s):

At the end of the course the student will:

1. Distinguish and understand language variation and culture.
2. Define and explain the process of acculturation.
3. Identify strategies that teachers can use to solve presented problems.

Language Objective(s):

At the end of this workshop, students will be able to:

1. Summarize the main ideas using correct grammar and spelling in English
2. Develop ideas in order to address problems in an effective way demonstrating command of the language.
3. Explain in (his/her) own words the problem that is presented and how to resolve it using logical presentation of ideas, correct vocabulary and grammar.

URL addresses:

Hyslop, Nancy (2000). Hispanic Parental Involvement in Home Literacy.

<http://www.ericdigests.org/2001-3/hispanic.htm>

What is Sociolinguistics? Sociolinguistics Basics.

<http://www.pbs.org/speak/speech/sociolinguistics/>

Department of Language and Linguistic Science the University of York

<http://www.york.ac.uk/depts/lang/>

Cultural Diversity and Academic Achievement

<http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le0bow.htm>

Cultural Diversity and Early Education Report of a Workshop

http://www.nap.edu/openbook.php?record_id=9197

Addressing cultural diversity in the classroom

<http://www.helium.com/items/169369-addressing-cultural-diversity-in-the-classroom>

Building Creativity and Collaboration in Diverse Classrooms

http://www.diversityweb.org/diversity_innovations/faculty_staff_development/teaching_strategies_practices/building_creativity.cfm

Acculturation, Social Identity, and Social Cognition: A New Perspective

<http://www.stanford.edu/~apadilla/PadillaPerez03a.pdf>

Assignment to be completed before Workshop Two:

1. Search for and bring to class information (articles, websites or any other type of information source) pertaining to language variation and its relationship to culture.
2. Search for and bring to class a bank of activities that can be used in the classroom to deal with the issue of language variation (at least three activities). Make sure that you understand these activities well so that they can be shared.
3. Write a reflection paper on the issue of cultural diversity and place emphasis on solutions to help promote cultural diversity in the classroom and the larger school community. (Appendix B, Rubric for Essay writing)
4. Students will create a small quilt or a collage where cultural diversity is represented.
5. You should be working with your portfolio.

Activities:

1. The facilitator and students will define the term language variation and will discuss various cultural aspects that affect language.
2. After finishing the discussion, students will be divided into small groups where they will discuss the activities they brought to deal with the issue of language variation. They will choose one activity and will share it with the rest of the class.
3. Students will be divided into small groups to define the concept of cultural diversity using an easel pad paper. Each group will be assigned a different task to define the concept (e.g. one groups will draw a house, another one can draw a tree, another can do a graphic organizer of their choice, etc). After given enough time, each group will present their created graphic organizer or drawing, and will explain how does the organizer relate to the concept.. (Appendix A for presentation)
4. The facilitator will guide a discussion on situations students have faced regarding cultural diversity, either positive or negative. The purpose of this activity is to reflect on things that can be done differently to promote cultural diversity. Each group will discuss the situations that they have gone through and will propose a solution to make the situation better or to improve it.

5. Students will share the most important details written in their reflection papers. The facilitator will guide the discussion.
6. Students will share their collages or their quilts with their classmates.
7. The facilitator will guide a discussion on cultural diversity in order for students to have a clear definition on the concept.
8. Students will share different ideas that can help schools promote cultural diversity.
9. Learning Journal: What is the importance of promoting cultural diversity in schools and other areas of employment?

Assessment:

1. Presentation of graphic organizers (Appendix A)
2. Essay writing (Appendix C)
3. Learning Journal (Appendix F)
4. Class participation and attendance (Appendix G)

Workshop Three

Specific Objective(s):

At the end of the workshop the student will:

1. Compare and contrast teaching theory with classroom practice.
2. Identify and apply teaching theories that are suitable for the ESL learners in the classroom.
3. Apply teaching theories to classroom instruction

Language Objectives:

At the end of the workshop, students will be able to:

1. Summarize the main ideas found and presented in class using correct grammar and spelling in English
2. Propose innovative solutions through integration of new information with current knowledge in English presenting logical ideas, correct pronunciation, syntax and verb conjugation.
3. Develop ideas in order to address problems in an effective way using correct grammar and sentence structure.

Electronic Links:

Teaching Theories

http://www.innovativelearning.com/teaching/teaching_methods.html

<http://www.teach-nology.com/teachers/methods/>

<http://tip.psychology.org/>

<http://www.journeytoexcellence.org/practice/instruction/theories/>

Christison & Kennedy, Mary Ann & Deborah Multiple Intelligence: Theory and Practice in Adult ESL.

<http://www.ericdigests.org/2001-1/multiple.html>

ESL teaching: Ideas and Techniques

<http://www.eslflow.com/communicativelanguageteaching.html>

A Brief History of ESL Instruction: Theories, Methodologies, Upheavals

<http://papersbyjoantaber.blogspot.com/2006/05/brief-history-of-esl-instruction.html>

Social Identity and the Adult ESL Classroom

http://www.cal.org/caela/esl_resources/digests/socident.html

Second-Language Teaching Methods Principles & Procedures

<http://coe.sdsu.edu/people/jmora/ALMMethods.htm>

Assignment to be completed before workshop three:

1. Search for major teaching theories and classroom practices and write an essay in which you briefly explain them and make sure to include the implications that these theories have on bilingual education (Appendix B)
2. Search for ESL theories, write a summary of each one of them and come prepared to discuss them in class.
3. Choose one of the theories that called your attention the most, based on the theory, design a mini class of at least 15 minutes and come prepare to perform the mini class with your classmates (See appendix E for rubric) Make sure to turn in a lesson plan (See appendix E)

Activities:

1. The facilitator will review last week's material and will clarify any questions or doubts students may have.
2. The facilitator will present a PowerPoint with some major teaching theories and classroom practices. Students will contribute to the discussion based on the information they found on teaching theories and classroom practices. The facilitator will collect students' essays.
3. Students will be divided into small groups (depending on amount of students). Each group will be assigned an ESL theory and will construct a concept map (using creativity) in which each theory is represented.
4. After given enough time, students will present their concept maps, other groups will contribute to the discussion based on the information they found.
5. The facilitator will cover those ESOL theories that were not discussed and will clarify any doubts students may have regarding the theories presented.
6. Students will present their mini lessons; each will have 15 mins at the maximum to present their mini lessons (see Appendix E).
7. The facilitator and students will engage in a discussion to discuss the mini-lessons and discuss how ESL theories were applied to the mini-lessons given. Write an essay about ESL theories vs. practice in the classroom.

8. Students will complete learning journal answering the following question: What is one major implication that the ESL theories have on teachers?
9. The facilitator will discuss the assignments for the next workshop.

Assessment:

1. Essay writing (Appendix B)
2. Learning Journal (Appendix C)
3. Class participation and attendance (Appendix D)
4. Mini lesson rubric (Appendix E)

Workshop Four

Specific Objective(s):

At the end of the workshop students will be able to:

1. Evaluate and identify teaching skills that need to be improved.
2. Comprehend the importance of teaching improvement.
3. Identify methods to assess teaching practices

Language Objectives:

At the end of this workshop, students will be able to:

1. Identify the relevant needs to develop an action plan to address these needs effectively.
2. Compose an essay proposing a solution using a variety of vocabulary, including technical jargon in an appropriate manner.
3. Diagram the thought process used to solve the problem in an organized manner through the construction of a graphic organizer.

Electronic Links:

Olivier & Bowler, Carolyn & Rosemary (2002). Good Classroom Teaching for All Kinds of Learners.

http://www.hellofriend.org/teaching/good_classroom.html

Sasson, Dorit (2007). Classroom Management Training.

http://newteachersupport.suite101.com/article.cfm/classroom_management

Scheer, Scott (1999). Strategies for Teaching Youth Development in The Undergraduate Classroom.

http://findarticle.com/p/articles/mi_mOFCR/is_1_33/ai_62894070-31

Assignment to be completed before workshop four:

1. Select an article that deals with improving teaching skills and write an essay based on the content of the article, make sure to include the reference (see Appendix B)
2. Search for web sites that provide ESL materials for the teachers and parents. Come prepared to present them in class using a power point or directly from the internet site

3. Bring an activity that you use in the classroom that improves the weakest skills from your students. Come prepared to perform the activity in class. (Appendix A).
4. Continue working with your portfolio.

Activities:

1. The facilitator will review last week's material and will clarify any doubts or questions students may have.
2. The facilitator will divide class into small groups depending on the amount of students in class. The following situation will be posted for students to react: There was a school in the states that had a large population of Hispanics. The teacher was going to teach American history in the classroom. One particular student didn't want to be part of the class because it wasn't from his/her culture and didn't understand English, how will you engage them to participate and be part of the class? What strategies will you use to capture the students attention? After reading and analyzing the situation, students will provide with possible solutions and will share them with the rest of the class.
3. Students will be paired with another classmate. They will be given enough time to share and discuss the websites found. Each group will decide on one website to be presented to their classmates. Each group will explain why the websites are a useful tool for teachers.
4. Students will share the activities that were used in class to improve the weakest skills that students have in the classroom to the group.
5. Students will be divided into small groups of three or more, depending on the amount of students in class.
6. Using the action plan format found in Appendix F, students will do the following:
 - a. Identify or create a mock situation at a particular school regarding teaching practices.
 - b. Once areas have been identified, students will propose different ways to treat problem.
 - c. Provide with different solutions based on what was found and based on what has been learned throughout the course.

7. After given enough time, each group will present what they have worked on to the rest of the class, placing special attention to the proposed solutions and be able to explain the solutions suggested.
8. Learning Journal: What is the importance of assessing teaching methods and what are the implications that this practice has on teachers?

Assessment

1. Oral Presentation (Appendix A)
2. Essay writing (Appendix B)
3. Learning Journal (Appendix C)
4. Class participation and attendance (Appendix D)
5. Action Plan (Appendix F)

Workshop Five

Specific Objective(s):

At the end of this workshop, students will be able to:

1. Observe, analyze and evaluate how students from different cultures learn a second language.
2. Identify ways to address the issue of cultural differences in the classroom.
3. Define culture and describe ways to help the school community understand cultural diversity.

Language Objectives:

At the end of this workshop, students will be able to:

1. Develop ideas in order to address problems in an effective way using correct grammar, verb conjugation and syntax.
2. Present a persuasive argument to support one's (his/her) personal point of view demonstrating command of the language.
3. Summarize main ideas using correct grammar and spelling in English

Electronic Links:

Ruuskanen, Deborah D.K. Bilingual & Multilingual Children.

<http://www.linguistlist.org/ask-ling/bling.html>

Ayankoya, Betsy; Goode, Susan; Ringwalt, Sharon & Shaw, Evelyn. Early Identification of Culturally and Linguistically Diverse Children.

<http://www.nectac.org/~pdfs/pubs/earlyidmini.pdf>.

Connell, Peter. Discussion Forums for ESL Learning.

<http://www.iteslj.org/Techniques/Connell-Discussion.html>

Assignments to be completed before workshop five:

1. Search for and read information on how culture influences second language acquisition. Come prepared to contribute to class discussion.
2. Search in the internet for information about three different cultures. Choose the one that called your attention the most and come prepared to present it in class.
 - a. Style of living
 - b. Education
 - c. Parent involvement in school

- d. Teachers preparation in class and professionally
 - e. Others
3. Search for and find an article that deals with how to deal with cultural differences in the classroom. Write a two page essay and make sure you come prepared to discuss your articles with classmates.
 4. Prepare a collage that represents the definition of culture and come prepared to share with classmates.
 5. Search for and find information on how to promote cultural diversity in the school community. Based on the information found, develop an activity to be carried out at your school and come prepared to share the activity with your classmates.
 6. Finish your portfolio. Bring it to class.

Activities:

1. The facilitator will lead a discussion on how culture influences language acquisition. The discussion will include the different aspects of different cultures, placing major emphasis on education. Students will contribute to the discussion based on the information found on the different aspects of culture.
2. Students will present the country chosen through either a PowerPoint presentation or any other preferred means of presentation.
3. Students will share some of the major ideas found in the articles on how to deal with cultural differences in the classroom.
4. The facilitator will present some ideas based on his/her experience on how to deal with cultural differences in the classroom.
5. Students will present their collages to their classmates.
6. After finishing the presentations, students and the facilitator will engage in a discussion summarizing major points regarding what culture is.
7. Students will share the activity designed to promote cultural diversity in their school community.
8. Learning Journal: Since this is the last workshop, students will be given a piece of paper or an index card to answer the following question as an exit card: What will be one important aspect learned in this course that I will take with me and share with others as part of professional growth.

Assessment:

1. Oral Presentation (Appendix A)
2. Essay writing (Appendix B)
3. Learning Journal (Appendix C)
4. Class participation and attendance (Appendix D)

Appendixes

Appendix A**Oral Presentation Rubric**

Student Name: _____ Date: _____

Criteria	Value Points	Student Total Score
Content		
The speaker provides a variety of types of content appropriate for the task, such as generalizations, details, examples and various forms of evidence.	10	
The speaker takes into account the specific knowledge and experience of the listener	10	
The speaker uses arguments which are adapted to the values and motivations of the specific listener.	10	
The speaker uses delivery to emphasize and enhance the meaning of the message.	10	
The speaker delivers the message in a lively, enthusiastic fashion.	10	
The volume varies to add emphasis and interest.	10	
Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as "ahs," "uhms," or "you knows."	10	
Language		
Student pronounces words in a clear and correct manner so as to make language understood to others	10	
Correct use of grammar and verb conjugation	10	
Use of correct use of vocabulary words to express message	10	
Total Points	100 (70% of content and 30% of language)	Student's Total Score: _____

Student's signature: _____ Facilitator's Signature: _____

Appendix B**Essay Rubric**

Student Name: _____

Date: _____

Criteria	Value Points	Student Score
Content		
Introductory statement is clear and well stated	10	
Major or relevant details are exposed in essay	10	
Present a thesis, supporting it in a persuasive and sophisticated way, providing precise and relevant examples.	10	
Sentences are cohesive and ideas flow as the essay is read	10	
Establish a writer's relationship with the subject, providing a clear perspective on the subject matter and engaging the audience's attention.	10	
Draw conclusions that reflect the relationships or significant outcomes of the discussion.	10	
Demonstrate a comprehensive grasp of significant ideas, using them appropriately to reach a higher level of understanding in an organized manner.	10	
Language		
Demonstrate a command of standard English (vocabulary used, syntax and flow of ideas)	10	
Uses grammar appropriately and correctly	10	
Manages and uses verbs appropriately and correctly	10	
Total Points	100 (70% content and 30% language)	Student's total Score: _____

Student's Signature: _____

Facilitator's Signature: _____

Appendix C

Learning Journal

Student Name: _____ Journal #: _____ Date: _____

Criteria	Day One	Day Two	Day Three	Day Four	Day Five
Student turned in the journal on time assigned					
Student answers questions without deviating from the topic; ideas are well connected and follow a sequence					
Student uses critical thinking to express ideas and projects a deep understanding of the topic discussed in class					
Sentences are written using appropriate syntax, punctuation, verb usage, and grammar					
Total Points					

Student's Signature: _____

Facilitator's Signature: _____

Appendix D

Class Participation and Attendance Rubric

(Possible Points 20)

Student's Name: _____ Date: _____

Course Title: _____ Professor: _____

Class Participation	Excellent		Satisfactory		No Compliance	
Rating Scale	2		1		0	
Criteria	Workshop	Workshop	Workshop	Workshop	Workshop	Grand Total
	1	2	3	4	5	
*Attendance (20 points per class)						
Demonstrates mastery of topic by providing information and data valuable to the class discussions.(2 points)						
Demonstrates interest in the group discussions by listening and respecting other's opinion(2 points)						
Participates actively in the class discussions and contributes with ideas that are relevant to the topic (2 points)						
Uses adequate verbal communication skills (2 points)						
Demonstrates initiative and creativity in the class activities. (2 points)						
Total Points Obtained						
% Obtained						

Student's Signature _____ Date _____

Facilitator's Signature _____ Date _____

Appendix E

Mini-Lesson Rubric

Student Name: _____ Date: _____

Criteria	Value Points	Student Score
Content		
Objectives of lesson are clearly stated	10	
Steps are clear and understood	10	
Connection between lesson and skill to be taught are clearly stated	10	
Student used creativity in the creation of the lesson	10	
Language practice is present at all times throughout the lesson	10	
Lesson is presented in an organized cohesive way and it is easy to follow	10	
Materials needed for the lesson were brought	10	
Language		
Student uses language that is clear and understood	10	
Use of verbs are appropriate and correctly	10	
Syntax is appropriate and does not affect the meaning of sentences expressed	10	
Total Points	100 (70% of content and 30% of language)	Student's Total Score: _____

Student's signature: _____

Facilitator's Signature: _____

Appendix F

Action Plan Guidelines and Rubric

Identify or create a mock situation at a particular school regarding teaching practices. Once areas have been identified, students will propose different ways to treat problem. Provide with different solutions based on what was found and based on what has been learned throughout the course. Use the following chart as a guideline or sample to work your action plan:

Person Presenting: _____		Name of School: _____		
Program Attended: _____		Date: _____		
Action Plan				
Goal: To increase global understanding and knowledge, particularly of Spanish-speaking nations and populations, of students in ABC Middle School.				
Objectives:				
1. Train teachers and administrators to use global education approaches in the school and classroom.				
2. Promote student participation in culturally and ethnically diverse events and activities.				
3. Increase teaching and use of Spanish language across the curriculum and in the school.				
4. Use information technology resources and media to expand students' knowledge base.				
Implementation			Evaluation	
What needs to be done?	By whom and when?	What resources are needed?	What evidence indicates progress?	How and when will evidence be gathered?

Action Plan Rubric

Student Name: _____ Date: _____

Criteria	Value Points	Student Score
Content		
Action plan is properly identified	10	
Goal is clearly stated and it is understood	10	
Objectives are clearly stated and directly relate to goal	10	
Implementation components are clearly identified	10	
Evaluation components are clearly identified	10	
Steps are well organized and make sense	10	
Activities chosen are relevant to the goal and objectives	10	
Language		
Key concepts / vocabulary words are properly and correctly used	10	
Grammar, punctuation and syntax are correct	10	
Verb usage is correct and appropriate	10	
Total Points	100 (70% of content and 30% of language)	Student's Total Score: _____

Student's signature: _____

Facilitator's Signature: _____

Appendix G

RUBRIC TO EVALUATE CLASS PARTICIPATION

NAME: _____ FINAL GRADE _____

DATE: _____

Class Participation: _____ x 2 = _____ %

0-NOT OBSERVED 1-DEFICIENT 2-AVERAGE 3-GOOD 4-VERY GOOD 5-EXCELLENT N/A- NOT APPLY

CRITERIA	0	1	2	3	4	5	N/A
1. Active participation in class.							
2. Demonstrates initiative and creativity in class activities.							
3. Demonstrates interest in class discussion.							
4. Arrives prepared to class.							
5. Contributes to class with additional material and information.							
6. Demonstrates attention and opening towards arguments from classmates.							
7. Respects questions and expositions from classmates.							

LANGUAGE

8. Contributes frequently to class discussion in the workshop's language.							
9. Answers questions made by the facilitators and classmates in the workshop's language.							
10. Formulates questions pertinent to the class subject in the workshop's language.							

Comments:

Appendix H

PORTFOLIO

Guidelines to prepare the portfolio

1. Determination of sources of content
2. The following, but not limited to, documentation will be included:
 - a. Projects, surveys, and reports.
 - b. Oral presentations
 - c. Essays: dated writing samples to show progress
 - d. Research papers: dated unedited and edited first drafts to show progress
 - e. Written pieces that illustrate critical thinking about readings: response or reaction papers.
 - f. Class notes, interesting thoughts to remember, etc.
 - g. Learning journals, reflexive diaries.
 - h. Self assessments, peer assessments, facilitator assessments.
 - i. Notes from student-facilitator conferences.

3. Organization of documentation

Documentation will be organized by workshop, and by type of assignment within workshops. Workshops will be separated from one another using construction paper or paper of different colors, with tabs indicating the workshop number.

4. Presentation of the portfolio

- Documentation will be posted in a binder or in a digital version (e-portfolio).
- The cover page will follow exactly APA guidelines applied to a cover page of research papers submitted at Metro Orlando Campus. This cover page will be placed at the beginning of the portfolio.
- The entire portfolio will follow APA style: Courier or Times New Roman font, size 12, double space, and 1-inch margins. See a "Publication Manual of the APA, Fifth Edition"
- A log of entries that can be expanded with each new entry properly numbered. The table, which should be located at the beginning, should include a brief description, date produced, date submitted, and date evaluated (**Appendix J**).

- Introduction and conclusion of the income and outcome of the portfolio.
- A list of references and appendixes of all assignments included will be added to the end of the portfolio.
- The Portfolio Informational Sheet will be placed in the transparent front pocket of the binder for identification purposes (**Appendix I**).

5. **Student-Facilitator Feedback Template: Progression follow-up**

The final step in implementing portfolios, before returning them to the student or school life, is sharing feedback with each student to review the contents, student reflections, and your evaluations of individual items and all of the work together as related to learning targets (Banks, 2005).

Facilitators will e-mail a feedback template to all students. This template will contain information pertaining to weaknesses and strengths found in students' portfolios (**Appendix M**). Facilitators will focus their attention on showing students what is possible and their progress rather than what is wrong; however, this does not mean that facilitators will not cover weaknesses and areas for improvement during the conference. Facilitators will send this feedback template upon completion of workshop one.

Students will also have the opportunity to respond to the facilitator's feedback and write their own comments and/or ideas of how to improve the quality of their portfolios, and how to become better metacognitive learners on the feedback template. Students will e-mail the template with their comments back to the facilitator after every workshop.

6. **Portfolio storage:**

- Portfolio samples will be safely stored for a six-month term on campus.
- Students will sign an official document empowering Ana G. Mendez University System with rights to use their portfolios with educational or accreditation purposes during this term (**Appendix N**).
- After this term, and if their authors authorize Ana G. Mendez University System to discard their portfolios by signing an official document, portfolio samples will be destroyed; otherwise, they will be returned to their original authors (**Appendix O**).

Appendix I

PORTFOLIO INFORMATIONAL SHEET



**Sistema Universitario Ana G. Méndez
Metro Orlando Campus
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

Check one:

- Universidad del Este**
- Universidad Metropolitana**
- Universidad del Turabo**

Check one:

- Undergraduate**
- Graduate**

Concentration	
Student's Name	
Facilitator's Name	
Course:	
Portfolio rated as	
Reason of this rate	

Appendix J

Log of Entries

Entry Description	Date of Entry	Date Submitted	Date Evaluated	Page #
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Appendix K**Checklist for Portfolio Assessment**

	Has the student set academic goals?
	Does the portfolio include enough entries in each area to make valid judgments?
	Does the portfolio include evidence of complex learning in realistic setting?
	Does the portfolio provide evidence of various types of student learning?
	Does the portfolio include students' self-evaluations and reflections on what was learned?
	Does the portfolio enable one to determine learning progress and current level of learning?
	Does the portfolio provide clear evidence of learning to users of the portfolio?
	Does the portfolio provide for student participation and responsibility?
	Does the portfolio present entries in a well-organized and useful manner?
	Does the portfolio include assessments based on clearly stated criteria of successful performance?
	Does the portfolio provide for greater interaction between instruction and assessment?

Adapted from:

Gronlund, N. E. (2003). *Assessment of student achievement*. 7th ed. Boston: Pearson Education, Inc.

Appendix L

Portfolio Rubric

	4	3	2	1
PORTFOLIO APPEARANCE				
<ul style="list-style-type: none"> ▪ Readable: Are entries typed in an appropriate font and size? Are entries free of errors? Do ideas expressed in entries follow a logical sequence with appropriate transitions among paragraphs and topics? 				
<ul style="list-style-type: none"> ▪ Professionalism: Is the appearance of the portfolio professional? Are graphics, colors and portfolio language consistent with professional workplace expectations? Is the portfolio presented in a neat and orderly manner? 				
<ul style="list-style-type: none"> ▪ Organization: Is the portfolio organized in a manner that makes it easy to follow and easy to quickly locate information? 				
PORTFOLIO CONTENT AND FUNCTION				
<ul style="list-style-type: none"> ▪ Content: Are all required entries included in the portfolio? Are entries relevant to the content of the portfolio? Do all entries contain the student's reaction or reflection on the selected topics? Do entries provide thorough understanding of content? Resume, Activities List, Varied Samples of Written Work, Evidence of Problem Solving, and Evidence of Decision Making. 				
<ul style="list-style-type: none"> ▪ Authenticity: Are the samples and illustrations a true reflection of the student's efforts and abilities? 				
<ul style="list-style-type: none"> ▪ Growth/Development: Do samples provide thorough understanding of growth and development related to their field of concentration? Do items show what the student has learned? 				
<ul style="list-style-type: none"> ▪ Collaboration: Do items show examples of both individual and group work? Does the student provide clear understanding of collaboration, and use collaboration to support his/her learning? 				

<ul style="list-style-type: none"> ▪ Reflection and Personal growth: Do items show exceptional understanding of how to be a reflective thinker and how to seek opportunities for professional growth? Does the student include self-reflective comments? Does the student reflect enthusiasm for learning? 				
<ul style="list-style-type: none"> ▪ Professional Conduct: Do items show clear understanding of ethical behavior and professional conduct? Do items display the pride the student has in his or her work? 				
Overall Portfolio Impact				
<ul style="list-style-type: none"> ▪ Is this portfolio an asset in demonstrating the student's value (skills, abilities, knowledge) to a potential employer or college representative? 				

Rating Scale

4 = Outstanding 3 = Very good 2 = Good 1 = Needs improvement

Source: Retrieved from www.lcusd.net/lchs/portfolio/rubric.htm on February 10th, 2007. Adapted 02/10/2007 by Fidel R. Távora, M.Ed. Coordinator of Assessment and Placement – Metro Orlando Campus

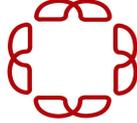
Appendix M

Portfolio Assessment Feedback Template

	Strengths	Weaknesses	Improvement Ideas
Facilitator's comments			
Student's response and comments			

Appendix N

Use and Return of Portfolio



Sistema Universitario Ana G. Méndez
Universidad del Este, Universidad Metropolitana, Universidad del Turabo

I, _____, grant permission to the office of Assessment and Placement of the Ana G. Méndez University System, to keep in their records a copy of my portfolio. I understand that the portfolio is going to be used for accreditation or educational purposes only, and that is not going to be disclosed without my consent.

By signing this document I authorize the office of Assessment and Placement to keep a copy of my portfolio for six months and return it to me at the end of this period of time.

Student's Name (print)

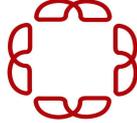
Date

Student's Signature

Date

Appendix O

Use and Discard of Portfolio



Sistema Universitario Ana G. Méndez
Universidad del Este, Universidad Metropolitana, Universidad del Turabo

I, _____, grant permission to the office of Assessment and Placement of the Ana G. Méndez University System to keep in their records a copy of my portfolio. I understand that the portfolio is going to be used for accreditation or educational purposes only, and that is not going to be disclosed without my consent.

By signing this document I authorize the Office of Placement and Assessment to keep a copy of my portfolio for six months and discard it at the end of this period of time.

Student's Name (print)

Date

Student's Signature

Date

References

- Gonzalez, Yawkey & Minaya-Rowe, Virginia, Thomas D. & Liliana. *English as a Second Language (ESL) Teaching and learning: Pre K-12 Classroom Applications for Students' Academic Achievement and Development.*
- Ovando, Carlos J. (2006). *Bilingual and ESL Classroom: Teaching in Multicultural Contexts.*
- Richard & Rodgers, Jack C. & Theodore S. (2001). *Approaches and Methods in Language Teaching.*
- Spolky, Bernard (1998). *Sociolinguistics: Oxford Introductions to Language Study.*
- Trudgill, Peter (2001). *Sociolinguistics: An Introduction to Language and Society* . 4th ed.
- Williams & Gaetano, Leslie R. & Yvonne Alerta: *A Multicultural, Bilingual Approach to Teaching Young Children.*