

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

**EDUC 555**

**Development of Communication Skills for ESL Students**

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**TABLE OF CONTENTS**

|                     | <b>Page</b> |
|---------------------|-------------|
| Study Guide .....   | 4           |
| Workshop One .....  | 10          |
| Workshop Two .....  | 13          |
| Workshop Three..... | 16          |
| Workshop Four.....  | 18          |
| Workshop Five ..... | 21          |
| Appendix A.....     | 25          |
| Appendix B.....     | 26          |
| Appendix C.....     | 27          |
| Appendix D.....     | 28          |
| Appendix E.....     | 29          |
| Appendix F .....    | 30          |
| Appendix G .....    | 31          |
| Appendix H.....     | 33          |
| Appendix I.....     | 35          |
| Appendix J .....    | 36          |
| Appendix K.....     | 38          |
| Appendix L .....    | 39          |
| Appendix M .....    | 40          |
| Appendix N.....     | 41          |
| Appendix O .....    | 42          |
| Appendix P .....    | 43          |
| Appendix Q .....    | 44          |
| Appendix R.....     | 46          |
| Appendix S.....     | 47          |
| Appendix T .....    | 48          |
| Appendix U.....     | 50          |
| Appendix V .....    | 51          |

EDUC 555 Development of Communication Skills... 3

|                   |    |
|-------------------|----|
| Appendix W .....  | 52 |
| Appendix X .....  | 53 |
| Appendix Y .....  | 55 |
| Appendix Z .....  | 56 |
| Appendix AA ..... | 57 |

## **STUDY GUIDE**

**Course Title:** Development of Communication Skills for ESL Students

**Code:** EDUC 555

**Time Length:** Five Weeks as applicable

**Prerequisite:** None

**Description:**

The course is based on theoretical and practical aspects of developing communication skills for English Language Learners (ELLs) who have different cultural and linguistic needs. The course will focus on the identification of activities that promote second-language acquisition, emphasizing the active language skills of listening comprehension, speaking, reading and writing. The first part of the course will be dedicated to the discussion of the different acquisition models and their implications and applications in the classroom. The second part of the course will focus on the identification, selection and development of instructional materials and strategies for teaching academic skills. The role of the teacher and the social cultural aspects will also be addressed. Some of the areas to be studied will be aural discrimination, attention and recall; vocabulary development, oral production and pronunciation; the mechanics and process of writing.

**Evaluation:**

All workshops will be conducted in English (ESOL Course)

| Criteria  | Points     |
|---|------------|
| Participation and attendance<br>10 points for each area | 100        |
| Weekly Journal – 20 points                              | 100        |
| Portfolio (portions reviewed weekly)                    | 100        |
| Develop and present a lesson                            | 100        |
| Weekly list of ESL terms                                | 100        |
| Evaluation / tests                                      | 100        |
| <b>TOTAL</b>  | <b>600</b> |

Scale: 100-90 A, 89-80 B, 79-70 C, 69-60 D, 59-00 F

*Facilitator may modify points or % if assignments are changed on the syllables.*

*To be discussed during the first workshop. See Appendix F*

**Textbook:**

Gunderson, L. (2008). *ESL (ELL) Literacy Instruction: A Guidebook to Theory and Practice*. Routledge, Inc.

**Evaluation's Description:**

- Attendance and participation is mandatory for every workshop.

Students need to have knowledge and information for every class. They need to be prepared with assignments and independently read on all the topics. Students need to be prepared to participate orally and with written data during class activities. Students will receive a grade below their current grade for 2 or more absences. Facilitator will evaluate excused absences due to serious illnesses or hospitalization. See # 4- under

**Description of Course Policies.**

- Weekly Journal / Reflective Diary: Appendix D / Make 5 copies

A written critical reflection about the learning process from each workshop.

Student has to reflect on the preparation before and during class.

- Portfolio Binder: Appendix B / Make 5 copies

Recommend a weekly review of partial content with a partner or facilitator. Select a few items to review such as, copies/summaries of articles, lesson plans and teaching ideas, summaries or research found on the websites or books, new terms, etc. Students share what they learned about and provide a brief comment on the portion they discussed.

Facilitator keeps this form to facilitate grading at the end of the course (facilitator may scan briefly the portfolio to check that items have been updated weekly). See Appendix F for list of content options or add items to the list.

- Develop and present a lesson plan: Appendix C

*Review list, not all apply but helps to plan the ESL lesson.*

- Facilitator may develop a calendar for the 4 weeks for the presentations.

Students need to research strategies and approaches and materials to use in a lesson plan that's appropriate for teaching English Language Learners.

- List of ESL Terms (recommended 5 to 10 terms weekly)

Develop a list with terminology related to ELLs. This may be definitions, descriptions, pictorials, drawings, etc. Use your creativity as these are strategies for ESL.

- Test Evaluation: (see Workshop 3 & 4 under Assessment)  
Students should receive a study guide or information by e-mail or during class:  
Options: True or False, take-home test, project based on a selected topic,  
ESL vocabulary terms, multiple choice questions, etc.

**Description of Course Policies:**

1. This course follows the Sistema Universitario Ana G. Méndez Dual-Language Discipline-Based 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) **this applies to this course EDUC 555 (English).**
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](http://www.google.com)
- [www.altavista.com](http://www.altavista.com)
- [www.ask.com](http://www.ask.com)
- [www.excite.com](http://www.excite.com)
- [www.pregunta.com](http://www.pregunta.com)
- [www.findarticles.com](http://www.findarticles.com)
- [www.telemundo.yahoo.com](http://www.telemundo.yahoo.com)
- [www.bibliotecavirtualut.suagm.edu](http://www.bibliotecavirtualut.suagm.edu)
- [www.eric.ed.gov/](http://www.eric.ed.gov/)
- [www.flrlibrary.org/](http://www.flrlibrary.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 Objectives**

1. Identify the components of *communicative competence* in language.
2. Identify and discuss the stages of second acquisition.
3. Identify the theories of second language development BICS / CALPS.
4. Identify learning and teaching styles for the ESL classroom.
5. Understand the CALLA Approach for teaching language learners.

### **Language Objectives:**

1. Increase knowledge and understanding by reading and expressing ideas clearly orally and written.
2. Apply research skills in a written format using appropriate grammar, syntax and verb usage.
3. Express himself/herself orally and in written form using English as the means of communication.

### **Electronic Links (URLs)**

You may search other websites as applicable.

#### 1. Communicative Competence or Communicative Approach

<http://www.auburn.edu/~nunnath/engl6240/clt.html>

<http://www.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/GudInsFrALnggAndCltrLrnngPrgrm/LinguisticAspectsOfCommunicati.htm>

#### 2. Stages of Second Language Acquisition

[http://www.everythingesl.net/inservices/language\\_stages.php](http://www.everythingesl.net/inservices/language_stages.php)

[http://www.seattleschools.org/schools/JohnStanfordIntlSchool/Teaching/kand1/immersion\\_stages.htm](http://www.seattleschools.org/schools/JohnStanfordIntlSchool/Teaching/kand1/immersion_stages.htm)

<http://www.ascd.org/portal/site/ascd/template.chapter/menuitem.b71d101a2f7c208cdeb3ffdb62108a0c/?chapterMgmtId=5ac27c2a7689d010VgnVCM1000003d01a8c0RCRD>

<http://www.bnkst.edu/literacyguide/ellstages.html>

<http://fcit.usf.edu/esol/resources/stages.html> (USF Model – Florida)

#### 3. Theories of Second Language Acquisition – BICS & CALPS

<http://www.dmps.k12.ia.us/forms/secondlanguageacquisition.pdf> (Iceberg Theory)

4. CALLA

<http://www.gwu.edu/~calla/>

[http://www.neosho.k12.mo.us/teacher\\_pages/cgoucher/CALLA.html](http://www.neosho.k12.mo.us/teacher_pages/cgoucher/CALLA.html)

<http://calla.ws/> (click on PowerPoint Presentation)

5. Learning and teaching styles for ESL

<http://www.everythingesl.net/inservices/learningstyle.php>

<http://www.glc.k12.ga.us/pandp/esol/accomm.htm>

<http://www.sarasota.k12.fl.us/ESOLmigrant/modifications.htm>

**Assignments before Workshop One:**

1. Communicative Competence: Describe phonological, grammatical, lexical and discourse (textual) competences in your own words.
2. List the stages of language acquisition (may vary according to researcher).
3. L2 development: Bring an example of BICS and CALPS?
4. What is the CALLA Approach? Get information.
5. Bring in several written or creative ideas to teach an ESL student.
6. Make a list of terms related to topics – use description, pictures, etc.

**Activities:**

1. The facilitator and the students will introduced themselves. May use Ice Breaker - Appendix A (may vary activity as applicable).
2. Communicative Competence – see Appendix G for group discussion.
3. Stages of Second Language Acquisition: Appendix H or other research.  
In groups, discuss your research on the stages of 2<sup>nd</sup>. Language Acquisition and develop a skit or role play to demonstrate the stages.  
For example: Lesson on \_\_\_\_\_. How to target students at 2 or 3 stages.
4. How are the theories of BICS and CALPS important during L2 acquisition?
5. What is CALLA? Discuss your findings on this approach as a class or small group. Make up a graphic organizer summarizing CALLA.
  - May assign one or two groups to do # 6 or # 7 below as time permits.
6. \*Appendix I – *Teaching Approaches to Meet Student's Learning Styles*. Complete chart with different learning styles and instructional approaches.
7. \*Appendix J– *Teaching Comprehensible instruction* - Sarasota County.

Use the strategies, to develop a lesson, activity or pictorial to show how to use comprehensible instruction in a lesson.

8. Allow time for journal writing and review of portfolio using Appendix D.
9. Discuss assignments for next class. Decide when the lesson presentation will be done during the next four sessions.
10. Appendix B - Review partial items of portfolio with a classmate or facilitator. Use Weekly Review Form. Facilitator may vary how this will be conducted. May do at the end of class. Turn in form and journal.

### **Assessment**

- Appendix B: Portfolio Review - with student's reflections regarding comments.
- Appendix D: Journal\_with critical reaction about the concepts learned today. This will be returned to the student next week.

Week One: Write any changes to the module, reminders for next week, etc.

Write when you will be doing your lesson presentation.

## **Workshop Two**

### **Specific Objectives**

1. Discuss organizations working to improve communication through better understanding of language and culture.
2. Understand the Stages of Second Language Acquisition (SLA).
3. Describe Basic Interpersonal Communication Skills as it relates to the *early* Stages of Second Language Acquisition.
4. Describe the Cognitive Academic Language Proficiency as it relates to the *intermediate – advanced* Stages of Second Language Acquisition.
5. Understanding the model of the Natural Approach for teaching ELLs.

### **Language Objectives**

1. Utilize reading information and apply it to note taking, summarizing, outlining, and assignments.
2. Use the writing processes effectively so that it is focused, purposeful, and demonstrates ideas clearly and error-free.
3. Use effective oral communication skills for discussions, participation, active listening, and responding to impromptu situations.

### **Electronic Links (URLs)**

1. CAL: Center for Applied Linguistics  
<http://www.cal.org/research> or <http://www.cal.org/about/index.html>
2. NCELA: National Clearinghouse for English Language Acquisition...  
<http://www.ncela.gwu.edu/>
3. OBELMA, renamed OELA (Office of English Language Acquisition)  
<http://www.ed.gov/about/offices/list/oela/index.html>
4. NABE: National Association of Bilingual Education  
<http://www.nabe.org/>
5. Second Language Acquisition Theory - Bring Article to Class use Appendix K  
<http://www.dmps.k12.ia.us/forms/secondlanguageacquisition.pdf>
6. Natural Approach – Stages of Second Language Development  
<http://tapestry.usf.edu/Nutta/data/content/docs1/NaturalApproachNarrative.pdf>

<http://www.sil.org/lingualinks/LANGUAGELEARNING/WaysToApproachLanguageLearning/TheNaturalApproach.htm>

<http://naturalway.awardspace.com/>

<http://www.stanford.edu/~kenro/LAU/ICLangLit/NaturalApproach.htm>

[http://www.boiseschools.org/federal/inst\\_strat.pdf](http://www.boiseschools.org/federal/inst_strat.pdf)

7. Preparing Florida Teachers to Work with LEP Student - 25 ESOL Standards

[http://wwwfldoe.org/profdev/pdf/final\\_esol.pdf](http://wwwfldoe.org/profdev/pdf/final_esol.pdf) (Pg.33)

8. Second Language Acquisition Theory –Cumming's Iceberg Theory

<http://www.dmps.k12.ia.us/forms/secondlanguageacquisition.pdf>

9. Jim Cummins

<http://www.iteachilearn.com/cummins/>

10. Lesson Plan Ideas to meet the needs of a variety of learners & videos

<http://teachingtoday.glencoe.com/lessonplans>

<http://teachingtoday.glencoe.com/videos>

## **Assignments before Workshop Two**

1. Visit the websites: CAL (Center for Applied Linguistics) and the other organizations - overview the sites. What resources or research is available for ESL or ESOL instruction? Share others resources.
2. ESOL Standards with Indicators- Select a standard and discuss how you would activate language skills through listening and speaking.
3. Bring a copy of the article on SLA – Group Activity, Appendix K (Other articles on Second Language Acquisition may be used).  
<http://www.dmps.k12.ia.us/forms/secondlanguageacquisition.pdf>
4. Study Cummins's Iceberg Theory.
5. Learn about the Natural Approach
6. Overview lesson plan ideas to teach English Language Learners.
7. List of terms.

## **Activities**

1. Presentation of lesson plans.

2. Discuss the different organizations that support and maintain current research on the instruction of English Language Learners. What are some of the current views?
3. ESOL Standards- Describe an activity or demonstrate an ESOL Standard that develops listening and speaking skills.
4. Use Appendix K. Discuss SLA at the BCS and CALPS levels.
5. Discuss Cummins's Iceberg Theory
6. Discuss the Natural Language Approach - developed by Tracy Terrell and Stephen Krashen, 1977.
7. Demonstrate ways to teach the Natural Language Approach.
8. Select from the online videos (or any language instructional videos) and make a list of SLA strategies or recommendations to use with ELLs.  
Samples: <http://teachingtoday.glencoe.com/videos>
9. Journal writing. Discuss assignments for next week.
10. Review selective items from your portfolio with a partner or small group. You may discuss what you have learned as you have acquired more knowledge about ELLs and second language acquisition.
11. Complete the portfolio review form and turn it in, along with your weekly journal.

### **Assessment**

Turn in:

Appendix D - Weekly journal

Appendix B - Portfolio Review – with comments or reflections.

Submit lesson plan if you presented today.

**\*Weekly list of terms may stay in the binder – facilitator will check periodically and give you credit at the end of the course.**

### **Workshop Three**

#### **Specific Objectives**

1. Discuss how to use ESOL Standards to enhance learning.
2. Identify various strategies for teaching ELLs.
3. Identify instructional materials to teach ELLs.
4. Develop lessons to instruct ELLs.
5. Identify myths and misconceptions about second language learning.

#### **Language Objectives:**

1. Demonstrates knowledge of concepts read using higher order thinking.
2. Develops and writes ideas clearly and supports with research.
3. Demonstrates effective oral communication skills to express ideas.

#### **Electronic Links (URLs):**

1. Preparing Florida Teachers to Work with LEP Student - 25 ESOL Standards  
[http://www.fl DOE.org/profdev/pdf/final\\_esol.pdf](http://www.fl DOE.org/profdev/pdf/final_esol.pdf) (Pg.33)
2. Overview of Teaching Strategies for English Language Learners, pgs. 12-14.  
<http://www.thecenterlibrary.org/cwis/cwisdocs/intro-ells.pdf>
3. TPR - Dr. Asher  
<http://www.languageimpact.com/articles/other/ashertpr.htm>  
<http://www.tprsource.com/asher.htm>
4. Adapting the curriculum or instructional materials to teach ELLs.  
[http://www.doe.state.in.us/lmmp/pdf/mod\\_adapt\\_curriculum.pdf](http://www.doe.state.in.us/lmmp/pdf/mod_adapt_curriculum.pdf)  
[http://www.nclrc.org/teaching\\_materials/materials\\_by\\_language/universal.html](http://www.nclrc.org/teaching_materials/materials_by_language/universal.html)  
<http://www.lakeshorelearning.com/seo/f%7C/Assortments/Lakeshore/ShopByCategory/language/materialsforenglishlanguagelearners.jsp>  
<http://eleaston.com/vocabulary.html> (see labels for different areas)  
<http://evaeaston.com/pr/alphabet.html>  
<http://evaeaston.com/pr/home.html>
5. Myths and misconceptions about second language learning  
<http://lMRI.ucsB.edu/resources/nrcdsll/mclaughlin.htm#Myth5>  
[http://www.everythingesl.net/downloads/TESOL\\_2005.pdf](http://www.everythingesl.net/downloads/TESOL_2005.pdf)

#### **Assignments before Workshop Three:**

1. ESOL Standards with Indicators- Select a standard and discuss how to activate language skills through listening and speaking.
2. Describe some strategies to include in lessons for ELLs.
3. Research about myths and misconceptions about SLA.
4. Review materials or websites that enhance ESL instruction.
5. Make a list of terms.

### **Activities**

1. Presentation of lesson plans.
2. ESOL Standards- discuss how to activate language skills through listening and speaking.
3. Group Activity Appendix L: Overview of Teaching Strategies. Discuss several of the teaching strategies for ESL instruction.
4. Brainstorm all the possible ideas, materials...that you may use in the classroom for ESL instruction and list them as a group.
5. Discuss Appendix M (List of modifications and adaptations for ESL).
6. Group Activity: ESL Teacher's Role in Intercultural Communication.  
Break up into two groups and select one of the pages - Appendix N or O.  
Present through a skit, debate, TV news reporter, etc.
7. Discuss myths and misconceptions about second language learning.  
Suggested article: Myths and Misconceptions about 2<sup>nd</sup>. Language Learning: What Every Teacher Needs to Unlearn.  
<http://lmri.ucsb.edu/resources/nrcdsll/mclaughlin.htm#Myth5>
8. Do the “quiz” on Myths and Misconception - Appendix P and discuss.
9. Discuss assignments for next class.
10. Do Weekly Journal.
11. Prepare to discuss your samples from your portfolio.

### **Assessment:**

Submit: Lesson plan if you presented today.

Appendix D - Weekly Journal and Appendix B - Portfolio Review Form.

\*Evaluation for week five: Facilitator may e-mail or provide a study guide so that students may review and have a two week preparation for the test.

## Workshop Four

### Specific Objectives

1. ESOL Standards with Indicators- Select a standard and discuss how to activate language skills through listening, speaking, reading and writing.
2. Identify aural discrimination and attention and recall strategies.
3. Identify oral production and pronunciation strategies.
4. Identify ways to teach mechanics of the writing process.
5. Discuss the communicative language teaching approach (CLT).

### Language Objectives

1. Read and summarize ideas clearly as a means of communication.
2. Use correct grammar, syntax, and verb usage when writing.
3. Effectively express ideas orally.

### Electronic Links (URLs)

1. Preparing Florida Teachers to Work with LEP Student - 25 ESOL Standards (Pg.33)  
[http://www.fl DOE.org/profdev/pdf/final\\_esol.pdf](http://www.fl DOE.org/profdev/pdf/final_esol.pdf)
2. Communicative Language Teaching  
<http://www.monografias.com/trabajos18/the-communicative-approach/the-communicative-approach.shtml>  
<http://www.cal.org/resources/digest/gallow01.html>  
<http://www.cal.org/resources/digest/gallow01.html>
3. Aural discrimination  
[http://www.kodaly.org.au/index.php?option=com\\_docman&task=doc\\_view&qid=12&Itemid=65](http://www.kodaly.org.au/index.php?option=com_docman&task=doc_view&qid=12&Itemid=65)  
<http://www.proliteracy.org/external/rii/download/Pronunciation.pdf> - mini class
4. Attention and recall  
<http://www.crossroadsinstitute.org/kidatt.html>  
<http://www.crossroadsinstitute.org/kidmem.html>
5. Oral production and pronunciation --(video clips pronunciation)  
<http://www.englishlearning.com/index.php?affiliateid=1>  
[http://www.englishlearning.com/demos/flv\\_games450x368.html](http://www.englishlearning.com/demos/flv_games450x368.html)
6. Mechanics of the writing process  
<http://coe.sdsu.edu/people/jmora/L2WritingMMdl/sld001.htm>

[http://www.schoolwide.com/newsletter/Online\\_newsletter/janfeb/teachertoteacher/teacher.pdf](http://www.schoolwide.com/newsletter/Online_newsletter/janfeb/teachertoteacher/teacher.pdf) (copy this article)

### Assignments before Workshop Four

1. ESOL Standards with Indicators- Select a standard and discuss how you would activate language skills through listening and speaking, reading and writing.
2. Review websites on the objectives for this workshop.
3. Copy the writing article on the website (# 5 above [www.schoolwide.com...](http://www.schoolwide.com...)) to discuss in class.
4. Prepare list of terms.

### Activities

1. Presentation of Lesson plans.
2. Discuss Communicative Language Teaching approach.
3. Aural discrimination – explain or play some of the games listed: Appendix Q
4. Attention and recall- brainstorm and make a graphic organizer to show different strategies to help students improve attention and be able to recall information for daily use and develop tips for testing.
5. Oral production and pronunciation  
If possible show the clips from the website videos that demonstrate a variety of strategies and tips for teaching, practicing and improving oral communication.
6. Copy the article from the web: See # 5, URLs  
*Writing Workshop and English Language Learners.*  
Discuss the adaptations recommended on the chart on page 2-3.
7. Group activity: Role-play a technique or approach for teaching writing to ELLs.
8. Writing Journal.
9. Discuss items from the portfolio with a classmate or small group.  
Share concepts learned. Complete the Portfolio Review Form
10. Discuss assignments for the last class, remaining lesson presentations, type of assessment and what to review. Complete any assignments needed for your portfolio.

### Assessment:

1. Appendix D - Writing Journal

2. Appendix B - Portfolio Review Form
3. Lesson presentation if presented today.
4. Any item facilitator needs to check in order to complete grading your portfolio.  
Make sure your name is on all items you are turning in.
5. Students should have received a study guide or may write down notes of what the facilitator wants as an assessment for the last class.  
Options: True or False, take-home test, project based on a selected topic, terms that students can describe, multiple choice questions, etc.  
Review next week's assignments.

## **Workshop Five**

### **Specific Objectives**

1. Describe the benefits of content-based approach instruction in ESL classes.
2. Develop expectations for effective oral and visual communication skills.
3. Develop expectations for effective reading strategies and comprehension skills.
4. Develop writing strategies for communicating clearly for a variety of purposes.
5. Understand the social and cultural competencies for communicating in different situations.

### **Language Objectives**

1. Understand that reading promotes an extension of ideas and thoughts.
2. Recognize the power of writing as a formal media of expression.
3. Communicate using appropriate terminology and application.

### **Electronic Links (URLs):**

#### 1. Lesson plans

<http://nadabs.tripod.com/lessonplaneval.html>

[http://esl.about.com/od/englishlessonplans/English\\_Lesson\\_Plans\\_for\\_ESL\\_EFL\\_Class\\_es.htm](http://esl.about.com/od/englishlessonplans/English_Lesson_Plans_for_ESL_EFL_Class_es.htm)

<http://esl.adultinstruction.org/LessonPlanning.htm>

<http://www.monografias.com/trabajos18/the-communicative-approach/the-communicative-approach.shtml>

#### 2. Content-based Instruction

<http://www.cal.org/resources/digest/cranda01.html>

<http://iteslj.org/Articles/Davies-CBI.html>

<http://www-writing.berkeley.edu/TESL-EJ/ej16/r11.html>

#### 3. Test for ELLs - Grammar and Vocabulary Color coded test

<http://www.englishlearning.com/en/ppigv.html> -

<http://www.cal.org/twi/EvalToolkit/appendix/solom.pdf> (SOLOM)

<http://members.cavtel.net/tdurkin/SOLOM.htm> (adapted SOLOM)

<http://members.cavtel.net/tdurkin/AdaptedSOLOMTeacherObservation.pdf>

<http://www.english-test.net/>

#### 4. Expectations for ELLs

<http://nadabs.tripod.com/eslcurric.html>

[http://www.cal.org/caela/esl\\_resources/digests/cross\\_cultural.html](http://www.cal.org/caela/esl_resources/digests/cross_cultural.html)

<http://iteslj.org/Techniques/Yang-AdultLearners.html>

5. Social cultural competencies for communication

<http://www.ncela.gwu.edu/pubs/pigs/pig19.htm>

[http://tojde.anadolu.edu.tr/tojde23/pdf/article\\_12.pdf](http://tojde.anadolu.edu.tr/tojde23/pdf/article_12.pdf)

<http://www.midtesol.org/articles/peeediti.htm>

6. Dr. Mora's, Prof. at San Diego State Univ. online modules on L1 &L2 instruction.

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

### Assignments before Workshop Five

1. Mini-lesson plan ideas – select one of the lessons. Explain how you would use this lesson with your students or how you would change or adapt/extend it.  
<http://www.everythingesl.net/lessons/?s=t> or other ESL lesson resource.
2. Interviews: Speak to an ESL teacher or the language department at your school district. Develop some questions about ESL or ESOL instruction and share with this information in class.
3. Look up information about ESL tests: Names test used in the District, SOLOM, etc.  
*Summarize articles and other resources on the following topics (see objectives).*
4. *Content-based instruction* - How is it used in your district?
5. Effective strategies for *teaching oral and visual communication skills*.
6. Effective strategies for *teaching comprehension and writing skills*.
7. Make a list of terms

### Activities

1. Presentations of lesson plans
2. Content-Based Approach- Describe the benefits of integrating language and content instruction in the specific content areas  
Appendix R - summary about content-based approach.
3. Group Activity: Discuss the mini-lesson ideas with your group.
4. Interview: Discuss the findings regarding the interviews you had with teachers or ESL staff in your district regarding ESL instruction.
5. Testing ELLs: What tests are used in your district? Are test reliable tools

when Students' progress is measured by test that are language and culturally biased?

See information about the SOLOM & Appendix S – adapted SOLOM.

6. Complete: Writing Journal
7. Complete Portfolio Review Form
8. Students need to complete an evaluation for the course "bubble sheet."

### **Assessment**

1. Facilitator hands out test.
2. While students complete the test, the facilitator may finish reviewing key pieces from the portfolio for grading.
3. Turn in the journal and test and any other assignments requested.
4. Thank you for choosing to be an ESL educator!

## **Appendices**

**Appendix A - Workshop 1**

**Ice Breaker**

**(In Class Activity)**

**Name** \_\_\_\_\_

**Birth month** \_\_\_\_\_

**Favorite vacation spot:** \_\_\_\_\_

**Favorite food:** \_\_\_\_\_

**Favorite sport/hobby:** \_\_\_\_\_

**Favorite TV show/ movie** \_\_\_\_\_

**Your goals:** \_\_\_\_\_

**Select one of the items above or any other and draw it so that someone who is a non-English speaker may be able to understand your idea.**

**Variation: Students may exchange papers and come up with an oral description of the picture for their non-English speaking classmate.**

**Appendix B****Portfolio Review**

All Workshops (5 copies)

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Week # \_\_\_\_\_

**Select a few samples to include for your weekly portfolio review.**

Not all items have to be enclosed or reviewed weekly. Classmates or facilitator may check it weekly, but have different classmates give you feedback. Turn this form to facilitator for points.

| <b>Content in Portfolio</b><br><br><i>*If activity was done as a group, just add the name of activity you participated in (no item required, just title).</i>  | <b>Check or label content enclosed in your portfolio today.</b><br><br><i>Add activity you participated or presented (no item).</i> | <b>Commentator:</b><br>Review some of the pieces in the portfolio and make comments.<br><i>Ex. "Wonderful lesson ideas, your summary was well done."</i> | <b>What did you learned from sharing your portfolio? (reflection on comments made).</b> |
|--|---|--|---|
| 1. Summaries of articles or websites.  |   |  |   |
| 2. Sample of group or appendix activity  |   |  |   |
| 3. Word list or terms.   |   |  |   |
| 4. Weekly Journal<br><i>*Submit to professor weekly.</i>   |   |  |   |
| 5. Lesson Plans or weekly ideas samples.   |   |  |   |
| 6. Graphic Organizers  |   |  |   |
| 7. Assessment/ quiz/ test samples for ELLs.  |   |  |   |
| 8.   |   |  |   |
| 9.   |   |  |   |
| <b>Signature:</b>  |   | <b>Commentator</b>   | <b>Professor</b>  |
| <b>Turn in for Points: (20 pts.)</b><br>Student shows evidence of working on assignments before and during class.<br>Work is neat and organized.<br>Student shows knowledge gained through participation and preparation, etc. |   |  |   |

Notes: \_\_\_\_\_

**Appendix C****Resource for all workshops:****Lesson Plan Evaluation Checklist**

|                             |             |
|-----------------------------|-------------|
| <b>Name</b>                 | <b>Date</b> |
| <b>Title of Lesson (s):</b> |             |

|    |   | <b>Y/N</b> |
|----|---|------------|
| 1  | Are there specific Language Arts and subject area objectives?<br>Are these appropriate for your students?                           |            |
| 2  | Are there specific language objectives? Are these appropriate for your students?  |            |
| 3  | Do the subject matter, expected language gains, and cognitive demands fit into previous lessons and/or known abilities of students? |            |
| 4  | Is the cognitive demand on students too high or too low?  |            |
| 5  | Does the lesson/teacher use whatever previous knowledge and/or experience students might already possess about the subject?         |            |
| 6  | Have the input and materials been made comprehensible?  |            |
| 7  | Is there sufficient use of visuals (e.g., realia, graphic organizers, etc.)?  |            |
| 8  | Does the lesson take into account students' native languages and cultures?  |            |
| 9  | Have speaking, listening, reading, and writing been integrated into the lesson?   |            |
| 10 | Do materials and activities take into account the learning styles of students?  |            |
| 11 | Is there sufficient time for pre-activities (e.g., introduction of new ideas, concepts, and vocabulary)?                            |            |
| 12 | Is there enough time for students to ask questions and interact with material and other students?                                   |            |
| 13 | Is there built-in formal and informal assessment procedures?  |            |

Adapted from TEACH (1994)  
<http://nadabs.tripod.com/lessonplaneval.html>

**Appendix D – Five Workshops****Weekly Journal**

Name: \_\_\_\_\_ Workshop # \_\_\_\_\_ Date \_\_\_\_\_

Respond to all the items that apply or add your own on no. 11. Use Appendix E as a guide.

| 1. Key concepts or topics of the course.   | Reflection | Notes (optional) |
|--|------------|------------------|
| 2. Something new I learned today.  |            |                  |
| 3. Something I agree or disagree about the research, discussion, etc.                  |            |                  |
| 4. ELLs are best taught...   |            |                  |
| 5. ESL programs should...  |            |                  |
| 6. Teachers need...  |            |                  |
| 7. Parents...  |            |                  |
| 8. Students...   |            |                  |
| 9. New terms learned...  |            |                  |
| 10. I want to hear or learn more about....<br>(Facilitator may review this next week). |            |                  |
| 11. Facilitator/ student may add a question or comment.                                |            |                  |

Points \_\_\_\_\_ Facilitator \_\_\_\_\_

You may record/grade here and use Appendix E as reference.

**Appendix E - Use as a reference for completing the Weekly Journals**

Student's Name\_\_\_\_\_

**Weekly Journal**

Workshop Totals (20 pts.)

Student's initials

Facilitator's initials

- # 1 \_\_\_\_\_
- # 2 \_\_\_\_\_
- # 3 \_\_\_\_\_
- # 4 \_\_\_\_\_
- # 5 \_\_\_\_\_

| Criteria   | Workshop<br>1 | Workshop<br>2 | Workshop<br>3 | Workshop<br>4 | Workshop<br>5 |
|--|---------------|---------------|---------------|---------------|---------------|
| Submits weekly journal on time.  |               |               |               |               |               |
| Student provides thoughtful and relevant responses.                      |               |               |               |               |               |
| Student's reflection clearly shows an understanding of the lesson topic. |               |               |               |               |               |
| Student uses sentences and correct grammar and punctuation.              |               |               |               |               |               |
| Other  |               |               |               |               |               |
| Total 10 points  |               |               |               |               |               |

Comments:

---



---

Student's signature \_\_\_\_\_

Facilitator's signature \_\_\_\_\_

**Appendix F****Evaluation for Class Assignments**

Student's Name \_\_\_\_\_

| <i>Date of class</i> →→→<br><b>Criteria</b>   | Workshop<br>1 | Workshop<br>2 | Workshop<br>3 | Workshop<br>4 | Workshop<br>5 |
|---|---------------|---------------|---------------|---------------|---------------|
| <u>Attendance</u><br>Points deducted for tardiness.<br>(10 points per class)  |               |               |               |               |               |
| <u>Participation</u><br>Demonstrates knowledge of topic by participating in questions/comments.<br>(10 points)        |               |               |               |               |               |
| Weekly Journal (20 pts.)  |               |               |               |               |               |
| Portfolio Review<br>Assignments prepared for today's class and overall work and organization of portfolio. (100 pts.) |               |               |               |               |               |
| Lesson Plan Presentation (100 pts.)   |               |               |               |               |               |
| Assessment (100 pts.)   |               |               |               |               |               |
| Terminology (100)   |               |               |               |               |               |
| Other   |               |               |               |               |               |
| <b>Total points per workshop</b>  |               |               |               |               |               |

Scale: 100-90 A, 89-80 B, 79-70 C, 69-60 D, 59-00 F

Total Points \_\_\_\_\_ Percentage \_\_\_\_\_ Grade \_\_\_\_\_

**Appendix G - Workshop 1****Page 1/2**

Group Activity: In class discussion / presentation using this or any other research. Read about the topic before class in order to be prepared for discussion.

What is *communicative competence* and how does this concept relate to second language instruction?

**The Communicative Competence or Communicative Approach  
for Teaching English as a Second Language**

The communicative competence is a concept introduced by Dell Hymes. Hymes and others believed that speakers of a language have to know more than just grammatical competence in order to be able communicate effectively in a language. Speakers need to know how the language is used and how to use the language in a certain culture or community.

<http://www.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/GudInsFrALnggAndCltrLrnngPrgrm/LinguisticAspectsOfCommunication.htm>

| Grammatical Competence   | Sociolinguistic Competence   |  | Strategic Competence   |
|--|--|--|--|
| Communicative Competence<br>(Canale and Swain, 1980)   | Sociocultural Competence   | Discourse Competence                                 |  |
| Knowledge of lexical items and of rules of morphology, syntax, sentence- grammar semantics, and phonology. | Knowledge of the relation of language use to its non-linguistic context. | Knowledge of rules governing cohesion and coherence. | Verbal and non-verbal communication strategies that may be called into action to compensate for break-downs in communication due to performance variables or to insufficient competence. |

What is phonological competence (discourse)?

Phonological competence is the ability to recognize and produce the distinctive meaningful sounds of a language, including: consonants, vowels, tone patterns, intonation patterns, rhythm patterns, stress patterns, any other features that carry meaning. Related to phonological competence is orthographic competence, or the ability to decipher and write the writing system of a language.

What is grammatical competence?

Grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication. Grammatical competence as defined by Noam Chomsky would include phonological competence.

What is lexical competence?

Lexical competence is the ability to recognize and use words in a language in the way that speakers of the language use them. Lexical competence includes understanding the different relationships among families of words and the common collocations of words.

Students learning English need to be able to recognize the concept of *chair* and what makes it different from a *stool*, a *sofa*, or a *bench*. They also need to know that a *chair* is a piece of *furniture*, and that there are various kinds of *chairs*, including *easy chairs*, *deck chairs*, *office chairs*, *rocking chairs* and so on. They also need to understand how *chair* is now used in an extended sense for what used to be termed a *chairman*, especially when referring to a woman, as in *Julie Wright is the chair of the committee*.

What is discourse competence (textual)?

Discourse competence is used to refer to two related, but distinct abilities. Textual discourse competence refers to the ability to understand and construct monologues or written texts of different genres, such as narratives, procedural texts, expository texts, persuasive (hortatory) texts, descriptions and others. These discourse genres have different characteristics, but in each genre there are some elements that help make the text coherent, and other elements which are used to make important points distinctive or prominent.

Learning a language involves learning how to relate these different types of discourse in such a way that listeners or readers can understand what is going on and see what is important. Likewise it involves being able to relate information in a way that is coherent to the readers and listeners.

**Appendix H – Workshop One**

Page 1/2

**Stages of Second Language Acquisition**

[http://www.everythingesl.net/inservices/language\\_stages.php](http://www.everythingesl.net/inservices/language_stages.php)  
by Judie Haynes

All new learners of English go through the same stages to acquire language. However, the length of time each student spends at a particular stage may vary.

**Stage I: Pre-Production**

This is the silent period. English language learners may have up to 500 words in their receptive vocabulary but they are not yet speaking. Some students will, however, repeat every thing you say. They are not really producing language but are parroting.

These new learners of English will listen attentively and they may even be able to copy words from the board. They will be able to respond to pictures and other visuals. They can understand and duplicate gestures and movements to show comprehension. Total Physical Response methods will work well with them. Teachers should focus attention on listening comprehension activities and on building a receptive vocabulary.

English language learners at this stage will need much repetition of English. They will benefit from a “buddy” who speaks their language. Remember that the school day is exhausting for these newcomers as they are overwhelmed with listening to English language all day long.

**Stage II: Early Production**

This stage may last up to six months and students will develop a receptive and active vocabulary of about 1000 words. During this stage, students can usually speak in one- or two-word phrases. They can use short language chunks that have been memorized although these chunks may not always be used correctly.

Here are some suggestions for working with students in this stage of English language learning: Ask yes/no and either /or questions, accept one to two word responses, give students the opportunity to participate in some of the whole class activities, use pictures and realia to support questions, modify content to the student's competency level, build vocabulary using pictures, provide listening activities, simplify the content materials. Focus on key vocabulary and concepts, use simple books with predictable text, use graphic organizers, charts, and graphs. Foster writing through labeling, short phrases or sentences. Use frame to scaffold writing.

**Stage III: Speech Emergence**

Students have developed a vocabulary of about 3,000 words and can communicate with simple phrases and sentences. They will ask simple questions that may or may not be grammatically correct, such as “May I go to bathroom?” ELLs will also initiate short conversations with classmates. They will understand easy stories read in class with the support of pictures. They will also be able to do some content work with teacher support. Here are some simple tasks they can complete:

- Sound out stories phonetically.
- Read short, modified texts in content area subjects.
- Complete graphic organizers with word banks.

**Workshop One****Page 2/2**

- Understand and answer questions about charts and graphs.
- Match vocabulary words to definitions.
- Study flashcards with content area vocabulary.
- Participate in duet, pair and choral reading activities.
- Write and illustrate riddles.
- Understand teacher explanations and two-step directions.
- Compose brief stories based on personal experience.
- Write in dialogue journals.

Dialogue journals are a conversation between the teacher and the student. They are especially helpful with English language learners. Students can write about topics that interest them and proceed at their own level and pace. They have a place to express their thoughts and ideas.

**Stage IV: Intermediate Fluency**

English language learners at the intermediate fluency stage have a vocabulary of 6000 active words. They are beginning to use more complex sentences when speaking and writing and are willing to express opinions and share their thoughts. They will ask questions to clarify what they are learning in class. These English language learners will be able to work in grade level math and science classes with some teacher support. Comprehension of English literature and social studies content is increasing. At this stage, students will use strategies from their native language to learn content in English.

Student writing at this stage will have many errors as ELLs try to master the complexity of English grammar and sentence structure. Many students may be translating written assignments from native language. They should be expected to synthesize what they have learned and to make inferences from that learning. This is the time for teachers to focus on learning strategies. Students in this stage will also be able to understand more complex concepts.

**Stage V: Advanced Fluency**

It takes students from 4-10 years to achieve cognitive academic language proficiency in a second language. Student at this stage will be near-native in their ability to perform in content area learning. Most ELLs at this stage have been exited from ESL and other support programs. At the beginning of this stage, however, they will need continued support from classroom teachers especially in content areas such as history/social studies and in writing.

## Appendix I – Workshop 1

### Group Activity: Teaching Approaches to Meet Student's Learning Styles

Teach various learning styles (auditory learning is not appropriate for all students). Adapt style of presentation, use multiple styles with English language learners.

| Auditory learner   | Visual learner | Tactile learner | Kinesthetic learner | Global learner | Analytic learner |
|--------------------|----------------|-----------------|---------------------|----------------|------------------|
| <b>Description</b> | →→→            | →→→             | →→→                 | →→→            | →→→              |
| <b>Learn best</b>  | →→→            | →→→             | →→→                 | →→→            | →→→              |

**Appendix J – Workshop 1**

Page 1/2

**Comprehensible Instruction - Sarasota County Schools, Florida**

Approaches and strategies to improve the comprehensibility.  
<http://www.sarasota.k12.fl.us/ESOLmigrant/modifications.htm>

|  |   |
|--|---|
| <b>READING</b> <p>R1 – Analyze text in order to anticipate comprehension problems.</p> <p>R2 – Activate prior knowledge students have about a topic.</p> <p>R3 – Provide opportunities for pre-reading activities such as brainstorming and vocabulary preview activities.</p> <p>R4 – Identify and teach essential vocabulary. Teach vocabulary in semantic groupings and word families.</p> <p>R5 – Limit vocabulary and spelling lists to 12 words or less and build up.</p> <p>R6 – Use concrete referents, such as visuals, maps, pictures, props, demonstrations, manipulatives, and gestures to increase comprehension.</p> <p>R7 – Encourage the use of bilingual dictionaries and native language materials.</p> <p>R8 – Help students to guess word meanings for clarification by using context clues, cognates, and knowledge transferred from the home language.</p> <p>R9 – Model comprehensive strategies with students.</p> <p>R10 – Divide reading passages into chunks for questions, predictions, and summaries.</p> <p>R11 – Reduce required reading material. Eliminate non-essential text.</p> <p>R12 – Use Directed Reading, Thinking, and Listening Activity (<a href="#">DRTLA</a>).</p> | <b>WRITING</b> <p>W1 – Teacher-modeled writing and teacher-modeled responses.</p> <p>W2 – Give students opportunities to use diagrams, charts, and graphic organizers, such as: concept mapping, consequences diagrams, flow charts, I-charts, KWLH, language ladders, Venn diagrams, word webbing.</p> <p>W3 – Have students keep a personal vocabulary book or glossary that could also include home language translations or pictures.</p> <p>W4 – Incorporate the use of word walls.</p> <p>W5 – Ask students to retell or restate orally as well as in writing.</p> <p>W6 – Use variety: journals (dialogue, response, daily, anticipatory), outlining, process writing, guided writing, modeled, shared, poetry, narrative, expository, comic strips, language experience.</p> <p>W7 – Use computer-assisted instruction, such as grammar and spelling support in word processing.</p> <p>W8 – Encourage use of bilingual dictionaries.</p> |
| <b>ASSIGNMENTS &amp; ASSESSMENT</b> <p>A1 – Establish consistent classroom routines.</p> <p>A2 – List steps for completing assignments.</p> <p>A3 – Reduce choices on multiple choice exercises; provide choices for essay questions.</p> <p>A4 – Simplify test directions and provide examples and test items.</p> <p>A5 – Vary the form of questions asked to allow for different levels of comprehension and participation. Include both lower and higher cognitive demand, metacognition, comparing, elaborating, synthesizing, and evaluating.</p> <p>A6 – Minimize the use of negatives in questions and test items.</p> <p>A7 – Give open-note and open-book quizzes and tests.</p> <p>A8 – Provide word lists/banks for support; use images and clipart in activities, quizzes, and tests.</p> <p>Cont. <b>ASSIGNMENTS &amp; ASSESSMENT</b></p>  | <b>LISTENING &amp; SPEAKING</b> <p>LS1 – Speak at a slow pace.</p> <p>LS2 – Use repetition.</p> <p>LS3 – Clarify and rephrase instructions frequently.</p> <p>LS4 – Recap important ideas and highlight main points.</p> <p>LS5 – Ask students to summarize passages that have been read aloud.</p> <p>LS6 – Control and simplify the vocabulary you use.</p> <p>LS7 – Use simpler verb tenses such as present, simple past, or future.</p> <p>LS8 – Accept words and phrases initially and build towards the use of longer sentences.</p> <p>LS9 – Use variety of technology, media, books on tape or CD, video, DVDs with subtitles, drawings, photos, pictures, streamed audio, chants, and music to support spoken instruction.</p> <p>Cont. <b>LISTENING &amp; SPEAKING</b></p>  |

|   |   |
|---|---|
| <p>A9 – Give extra time for task completion.</p> <p>A10 – Provide alternate assessments for LEP students such as oral tests, rubrics, portfolios, interviews, individual/group projects.</p> <p>A11 – Maintain academic and intellectual challenge while simplifying language levels.</p> <p>A12 – Use Cognitive Academic Language Learning Approach (<a href="#">CALLA</a>): content-based language activities, emphasizing academic vocabulary, emphasizing study skills, note-taking skills, teaching learning strategies.</p> <p>A13 – Focus on content over form; allow developmental spelling and grammar.</p> <p>A14 – Modify traditional assessments by reducing linguistic demand, reducing number of items, simplifying</p> | <p>LS10 – Use cooperative groups and peer support, such as group projects, corners, centers, jigsaw, think-pair-share, numbered heads, peer tutoring, reciprocal teaching, field experiences.</p> <p>LS11 – Use creative drama and total physical response techniques, such as: finger plays, pantomime, puppetry, reader's theatre, role play, storytelling, dance and movement.</p> <p>LS12 – Encourage use of bilingual support from aides.</p>  |
|   | <p><b>CLASSROOM PRACTICES</b></p> <p>C1 – Plan cooperative activities to include students who can translate/interpret.</p> <p>C2 – Set clear expectations, procedures, and goals.</p> <p>C3 – Connect lessons with students' own culture or experiences.</p> <p>C4 – Check frequently for understanding.</p> <p>C5 – Avoid over-correction in errors of pronunciation, grammar, and vocabulary.</p> <p>C6 – Use preferential seating.</p> <p>C7 – Reinforce effort and provide recognition.</p> <p>C8 – Use cooperative learning strategies.</p> <p>C9 – Assign reasonable homework and practice. Student should be able to work independently with little or no family support according to English level.</p> |

## Appendix K - Workshop 2

*Bring article to class and work in groups:*  
<http://www.dmps.k12.ia.us/forms/secondlanguageacquisition.pdf>

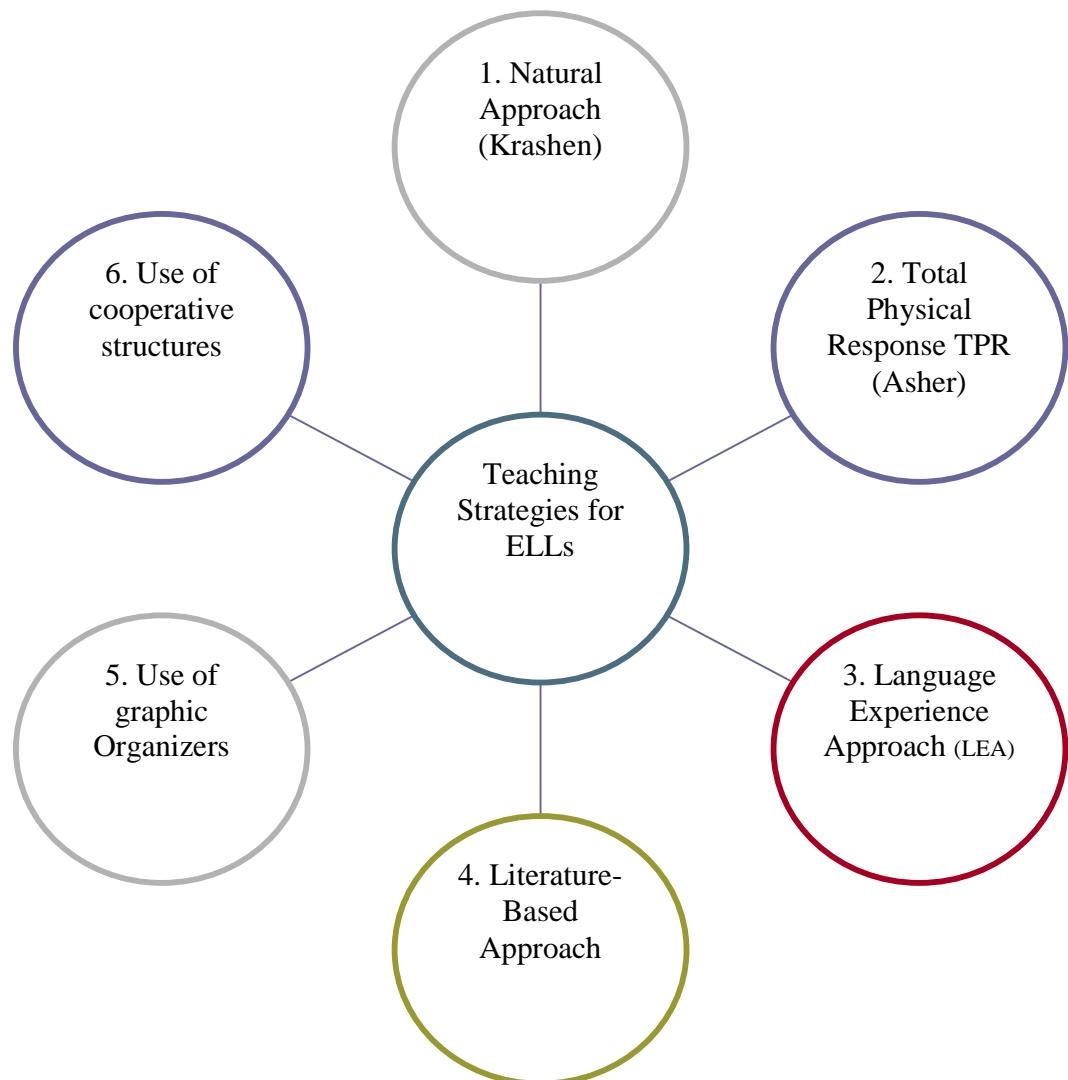
### The Stages of Second Language Acquisition at BICS and CALPS

| <i>Basic Interpersonal Communication Skills</i>             | Describe |
|---|----------|
| <b>Stage 1 Pre-production<br/>(Silent/ receptive stage)</b> |          |
| <b>Stage 2- Early Production</b>                            |          |
| <b>Stage 3- Speech Emergent</b>                             |          |
| <i>Cognitive Academic Language Proficiency Skills</i>       |          |
| <b>Stage 4- Intermediate Fluency</b>                        |          |
| <b>Stage 5- Advanced Fluency</b>                            |          |

## Appendix L - Workshop 3

**Overview of Teaching Strategies for English Language Learners** Pgs. 12-14

Article: <http://www.thecenterlibrary.org/cwis/cwisdocs/intro-ells.pdf>



## Appendix M - Workshop 3

Indiana Department of Education \* Language Minority and Migrant Programs \*  
[www.doe.state.in.us/lmmp](http://www.doe.state.in.us/lmmp)

### **Modifying and Adapting Curriculum for English Language Learners**

- Give vocabulary first
- Narrow instruction to ten key concepts
- Use manipulatives and visuals
- Make and use picture file
- Use low readability materials
- Give more time for assignments and reading
- Provide a context-rich environment
- Use learning centers and cooperative groups
- Use tape recordings
- Make chants, songs, raps of content
- *Teach in reverse:* do the activities and follow-up with discussion; then do the reading and writing.

## Appendix N - Workshop 3

Excerpts from: **ESL Teacher's Role in Intercultural Communication**  
By: Judie Haynes San Antonio, Texas, 2005  
[http://www.everythingesl.net/downloads/TESOL\\_2005.pdf](http://www.everythingesl.net/downloads/TESOL_2005.pdf) (3 pages)

### Objectives of Workshop

- Learn to identify the reasons for cultural misunderstandings in their schools.
- Identify strategies that will help classroom teachers understand culture.

### Reasons for Cross-cultural Misinterpretations

- Teachers or parents do not understand the theory of second language acquisition
- Teachers don't comprehend why students are unable to do content work
- Parents have unrealistic expectations for their children
- Lack of cultural knowledge on the part of staff or administrators causes misinterpretation of ELL student or parent behavior.
- Lack of understanding on part of parents about the "hidden curriculum"

### What Is the Hidden Curriculum?

- It involves "the transmission of norms and values as well as a body of socially-approved knowledge"
- It refers to the characteristics of schooling that are "taken for granted" or unquestioned by the mainstream.

It is not written down:

- Differs from school to school
- It teaches pupils "the way life is."
- It is not the academic curriculum such as social studies or science, but is comprised of the school's values and beliefs
- these values are "picked up" by our mainstream students but not by our ELLs or their parents
- Has to be specifically taught to both ELLs and their parents

## Appendix O - Workshop 3

### **ESL teachers need to be “Culture Brokers” for their students**

1. ESL and mainstream teachers can not help their ELLs as much as they should if they don't recognize or understand the hidden curriculum of their school.
2. In order to teach the hidden curriculum to ELLs and their parents, we must know what it is.
3. ESL teachers need to become “cultural brokers” in order to come between classroom teachers/ administrators and ELLs and their parents.
4. Helping immigrant families adapt to U.S. schools is a two pronged effort. Both the school staff and administrators, as well as the parents, should receive training.
5. Who are we asked to “broker” between?
  - Mainstream teacher - ESL student / parent
  - Administrator - ESL student / parent
  - Child Study Team member - ESL student / parent
  - School nurse - ESL student / parent
  - Special area teacher - ESL student / parent
  - Mainstream student - ESL student
  - School secretary - ESL student / parent

**Appendix P - Workshop 3**

**Name:** \_\_\_\_\_ **Myths of Second Language Acquisition**

Answer each of the following statements with true or false.  
Consult with classmates and facilitator to determine best answer.

**From: "ESL Teacher's Role in Intercultural Communication"**

[http://www.everythingesl.net/downloads/TESOL\\_2005.pdf](http://www.everythingesl.net/downloads/TESOL_2005.pdf)

|    |  |        |
|----|--|--------|
| 1. | Adults and teenagers learn second languages more quickly and easily than young children.   | T<br>F |
| 2. | According to research, students in ESL-only programs with no schooling in their native language, take 7-10 years to reach grade level norms.                         | T<br>F |
| 3. | A lot of immigrant children have learning disabilities, not language problems. They speak English just fine but they are still failing academically.                 | T<br>F |
| 4. | Older generations of immigrants learned without all the special language programs that immigrant children receive now. It was "sink or swim" and they did just fine! | T<br>F |
| 5. | Second language learners will acquire academic English faster if their parents speak English at home.  | T<br>F |
| 6. | The more time students spend soaking up English in the mainstream classroom, the more quickly they will learn the language.  | T<br>F |
| 7. | Once students can speak English, they are ready to undertake the academic tasks of the mainstream classroom.   | T<br>F |
| 8. | Cognitive and academic development in native language has an important and positive effect on second language acquisition.   | T<br>F |
| 9. | The culture of students doesn't affect how long it takes them to acquire English. All students learn language the same way.  | T<br>F |

**Reactions / Comments** \_\_\_\_\_

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## Appendix Q – Workshop 4 (Games)

Fun ideas for the Classroom

*By Darren Wicks*

*Kodály Music Education Institute of Australia © 2006 Darren Wicks*

[http://www.kodaly.org.au/index.php?option=com\\_docman&task=doc\\_view&qid=12&Itemid=65](http://www.kodaly.org.au/index.php?option=com_docman&task=doc_view&qid=12&Itemid=65)

- Magic Sound

Children sit in a circle. One holds a large ball or other object to pass (make it interesting to see and hold). The teacher improvises on recorder (or voice, or or her pitched instrument). When the "magic sound" is heard (so-mi-so-mi), the ball is passed to the next student.

If the children are not used to this aural discrimination, start vocally using solfège syllables.

Eventually transfer to neutral syllables (loo, la, etc.) and then to instruments. Start by playing the pattern in predictable spots, like the ends of phrases. Also, at first play only other pitches when the magic sound is not present. Gradually make the placement less predictable, and challenge the listeners to pass the ball only when they hear the complete pattern. Kids should eventually become leaders. This can be used for any pitch or rhythm patterns, and is great for aural discrimination and building listening skills. It provides a great opportunity for you to model improvisation, and to build understanding of phrase

- Home base

This is a variation on the old game of 'musical chairs'. You can use it to teach rhythm or pitch recognition, or to reinforce a variety of music theory concepts. You will need a number of A4 sheets (probably 4 or 5). On each sheet write down a rhythmic pattern (a 4-beat pattern for easy challenge or an 8-beat pattern for a harder challenge). Lay the sheets around the room. It works well with one sheet in each corner of the room and one in the middle. If classroom space is a restriction, consider playing this game outside.

Next, you will need something to provide music, such as a CD player, a percussion instrument or you can sing a well-known folk song. While music is being played, students walk around the room on the beat. When the music stops, students must run to the closest card and stand in that area. The teacher then performs one of the rhythm patterns from the card. Any students who are standing in the proximity of the card are eliminated and must sit down. Play continues until a winner is found.

There are so many possible variations on this game. To make it really challenging, simply make the rhythms very similar except for one or two beats. Instead of rhythm patterns you could use melodic fragments and write them on the cards using stick notation and solfa or write them in stave notation. Alternatively, you could use theoretical symbols—such as different types of notes (crotchet, quaver, minim). Another suggestion would be to use particular chord sequences/progressions or cadences. The point is that this simple game can be easily adapted to suit any age group and any ability. Another way to make this game interesting is to change the process of elimination. Instead of it being hit and miss, you could perform the musical pattern after the music stops and then students need to choose the right card and run to home base.

- Freeze

Before beginning this game the teacher must explain the signal to freeze. This signal may be any melodic pattern (such as so-la-so-mi) or any rhythmic pattern (such as ta ti-ti ti-ti ta) that the class may be working on at the time. It's often best to write the pattern on the board or you could introduce a challenge by making students memorize the pattern. Students walk freely around the room while teacher sings or improvises on the recorder. Teacher should disguise the signal to freeze within the performance. On hearing the signal, students stand completely still. Teacher continues to play/sing and students must remain "frozen" until they hear the signal again.

- Who has the Penny?

You will need a collection of inexpensive objects which are small enough to be hidden in the palm of the hand. Make a list of these and place the objects in a box. Pass the box around the room and the students are told to quickly choose one object from the box.

The teacher chooses objects randomly from the list and sings, "Who has the yellow marble?" improvising on *so mi-la so mi*. The student who has the object in possession replies by singing, "I have the yellow marble!" also improvising on the *so mi-la so mi* toniest. The student then places the object back into the box. The process is repeated until all objects are located.

- Forbidden Rhythm

This game requires little time for setting up and no props. It can be used to fill extra minutes at the end of the class period. This game is a spiced up version of the "echo clapping" activities that are common in the classroom. The teacher announces that there is to be a forbidden rhythm and claps a 4 beat (8 beat) rhythm pattern. To make it easy, the rhythm pattern could be written on the board. To make it more challenging, students could be asked to memorize the rhythm pattern.

The teacher now performs various rhythm patterns, which the class is asked to "echo" or clap back. If the teacher performs the 'forbidden pattern' students should stay still and not echo the pattern. Any student who claps the forbidden rhythm is eliminated. Keep a watch for those who are not clapping any of the rhythms.

- Steal the Bacon

To prepare for this game, you will need a set of flashcards. Each card should contain various 4-beat or 8-beat rhythmic or melodic patterns. The class is divided into two teams and each team stands in a single line down the back of the room. The flashcards are spread out on the floor or stuck to the board at the front of the room.

The teacher performs one of the rhythms. The first student in each line must race to the front of the room and be the first to grab the appropriate card. They then take the card to the teacher for verification. If correct that student scores one point for his/her team. Both students return to the end of the line and the next student in line plays for the team.

Another possibility is to draw a percussion instrument on each card or have the pictures drawn by the students. Have a percussion instrument played where it cannot be seen by the students. The first student to grab the appropriate card earns a point for the team.

- Rhythm Chart

For 5-7 year olds, make up a simple chart by creating a large grid that is 4 squares across and 4 down. The chart represents 4 rows of 4 beats. Onto this chart you can attach various pictures representing body percussion. For example if the children are to clap 4 beats and stamp 4 beats, there will be 4 pictures of hands on the first row and 4 of feet on the second row. Pictures can be attached using Velcro or Blue-Tac or some other means. They can be easily re-arranged by the teacher or the children to form a great variety of patterns. Since the activity involves reading from left to right and from top to bottom, there are benefits in terms of reading readiness. For a variation, you could use pictures of percussion instruments.

## Appendix R – Workshop 5

### **Content-based Approach**

<http://nadabs.tripod.com/eslcurric.html>

Students in ESL classes benefit from a content-based approach to lesson planning and delivery. Language and content instruction are integrated so that students develop academic knowledge and skills in specific content areas at the same time as they develop their language skills.

#### Curriculum Goal

The goal of the lesson is to provide knowledge and skills that the students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

#### Curriculum Expectations

The broad curriculum area is designed with overall expectations which are general knowledge and skills that students are expected to demonstrate in the course. The specific expectations address the knowledge and skills in greater detail. Basically, there are general goals and specific objectives in each lesson.

#### Strands

ESL courses in High School are organized into the following four strands:

*Oral and Visual Communication.* Expectations require students to understand, interpret, and use oral English, and related visual cues, in a variety of contexts and media.

*Reading.* Expectations require students to read a variety of informational and literary texts for different purposes, using a range of reading strategies effectively.

*Writing.* Expectations require students to communicate clearly in writing for a variety of purposes and audiences.

*Social and Cultural Competence.* Expectations require students to understand and value their own cultures, to appreciate the variety of languages and cultures, and to demonstrate social and cultural competence in a wide range of situations.

Most lessons will include all four strands in an integrated way. The weighing of the strands may differ from course to course.

## Appendix S – Workshop 5

### SOLOM Teacher Observation (adapted by Julie Vandermay from The Language Proficiency Handbook)

| Student Oral Language Observation Matrix Student _____ Date: _____ |   |  |  | Domain: <u>Social</u> <u>Academic</u>   |
|--|---|--|--|---|
| 1  | 2   | 3  | 4  |   |
| C<br>O<br>M<br>P<br>R<br>E<br>H<br>E<br>N<br>S<br>I<br>O<br>N      | Cannot understand even simple conversation  | Has great difficulty following what is said. Can comprehend only "social" conversation spoken slowly and with frequent repetitions | Understands most of what is said at slower-than-normal speed with repetitions  | Understands nearly everything at normal speed although occasional repetition may be necessary   |
| F<br>L<br>U<br>E<br>N<br>C<br>Y                                    | Unwilling to attempt speaking despite some basic ability                              | Speech is so halting and fragmentary as to make conversation virtually impossible  | Usually hesitant; often forced into silence by language limitations  | Speech in everyday conversation and classroom discussions frequently disrupted by the student's search for the correct manner of expression |
| V<br>O<br>C<br>A<br>B<br>U<br>L<br>A<br>R<br>Y                     | Vocabulary limitations so extreme as to make conversation virtually impossible        | Misuse of words and very limited vocabulary; comprehension quite difficult   | Student frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary                | Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies                                    |
| P<br>R<br>O<br>N<br>U<br>N<br>C<br>I<br>A<br>T<br>I<br>O<br>N      | Pronunciation problems so severe as to make speech virtually unintelligible           | Very hard to understand because of pronunciation problems. Must frequently repeat in order to make her/himself understood          | Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding | Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns                          |
| G<br>R<br>A<br>M<br>M<br>A<br>R                                    | Errors in grammar and word order so severe as to make speech virtually unintelligible | Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict her/himself to basic patterns      | Makes frequent errors of grammar and word-order which occasionally obscure meaning                                     | Occasionally makes grammatical and/or word-order errors which do not obscure meaning  |

Describe areas of strength and weaknesses. Develop a short –term goal to help the student to move to the next level.

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<http://members.cavtel.net/tdurkin/AdaptedSOLOMTeacherObservation.pdf>

**Appendix T****PORTFOLIO****Guidelines to prepare the portfolio****1. Determination of sources of content**

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.

**2. 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.

**3. 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 V**).
- 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 U**).

#### **4. 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 Y**). 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.

#### **5. 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 Z**).
- 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 AA**).

**Appendix U****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**

|                            |  |
|----------------------------|--|
| <b>Concentration</b>       |  |
| <b>Student's Name</b>      |  |
| <b>Facilitator's Name</b>  |  |
| <b>Course:</b>             |  |
| <b>Portfolio rated as</b>  |  |
| <b>Reason of this rate</b> |  |
|                            |  |
|                            |  |
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|                            |  |
|                            |  |
|                            |  |
|                            |  |

**Appendix V****Log of Entries**

| <b>Entry Description</b> | <b>Date of Entry</b> | <b>Date Submitted</b> | <b>Date Evaluated</b> | <b>Page #</b> |
|--------------------------|----------------------|-----------------------|-----------------------|---------------|
| 1                        |                      |                       |                       |               |
| 2                        |                      |                       |                       |               |
| 3                        |                      |                       |                       |               |
| 4                        |                      |                       |                       |               |
| 5                        |                      |                       |                       |               |
| 6                        |                      |                       |                       |               |
| 7                        |                      |                       |                       |               |
| 8                        |                      |                       |                       |               |
| 9                        |                      |                       |                       |               |
| 10                       |                      |                       |                       |               |

**Appendix W****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*. 7<sup>th</sup> ed. Boston: Pearson Education, Inc.

**Appendix X****Portfolio Rubric**

|  | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|--|----------|----------|----------|----------|
| <b>PORTRFOOLIO APPEARANCE</b>  |          |          |          |          |
| <ul style="list-style-type: none"> <li>▪ <b>Readable:</b> 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?</li> </ul>  |          |          |          |          |
| <ul style="list-style-type: none"> <li>▪ <b>Professionalism:</b> 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?</li> </ul>   |          |          |          |          |
| <ul style="list-style-type: none"> <li>▪ <b>Organization:</b> Is the portfolio organized in a manner that makes it easy to follow and easy to quickly locate information?</li> </ul>   |          |          |          |          |
| <b>PORTRFOOLIO CONTENT AND FUNCTION</b>  |          |          |          |          |
| <ul style="list-style-type: none"> <li>▪ <b>Content:</b> 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.</li> </ul> |          |          |          |          |
| <ul style="list-style-type: none"> <li>▪ <b>Authenticity:</b> Are the samples and illustrations a true reflection of the student's efforts and abilities?</li> </ul>   |          |          |          |          |
| <ul style="list-style-type: none"> <li>▪ <b>Growth/Development:</b> Do samples provide thorough understanding of growth and development related to their field of concentration? Do items show what the student has learned?</li> </ul>  |          |          |          |          |
| <ul style="list-style-type: none"> <li>▪ <b>Collaboration:</b> 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?</li> </ul>  |          |          |          |          |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
| <ul style="list-style-type: none"> <li>▪ <b>Reflection and Personal growth:</b> 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?</li> </ul> |  |  |  |
| <ul style="list-style-type: none"> <li>▪ <b>Professional Conduct:</b> Do items show clear understanding of ethical behavior and professional conduct? Do items display the pride the student has in his or her work?</li> </ul>  |  |  |  |
| <b>Overall Portfolio Impact</b>  |  |  |  |
| <ul style="list-style-type: none"> <li>▪ Is this portfolio an asset in demonstrating the student's value (skills, abilities, knowledge) to a potential employer or college representative?</li> </ul>  |  |  |  |

### Rating Scale

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

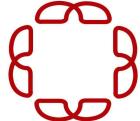
**Source:** Retrieved from [www.lcusd.net/lchs/portfolio/rubric.htm](http://www.lcusd.net/lchs/portfolio/rubric.htm) on February 10th, 2007. Adapted 02/10/2007 by Fidel R. Távara, M.Ed. Coordinator of Assessment and Placement – Metro Orlando Campus

**Appendix Y****Portfolio Assessment Feedback Template**

|  | <b>Strengths</b> | <b>Weaknesses</b> | <b>Improvement Ideas</b> |
|--|------------------|-------------------|--------------------------|
| <b>Facilitator's comments</b>          |                  |                   |                          |
| <b>Student's response and comments</b> |                  |                   |                          |

## Appendix Z

### 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

---

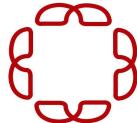
\_\_\_\_\_  
Student's Signature

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\_\_\_\_\_  
Date

## Appendix AA

### 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

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Date