

**Sistema Universitario Ana G. Méndez
School for Professional Studies
Dallas Area Campus
Universidad del Turabo**

EDUC 566

METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE

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STUDY GUIDE

Course Title: Methods of Teaching English as a Second Language

Code: EDUC 566

Time Length: Five weeks or as applicable

Prerequisite: None

Description:

This course examines the various methods for teaching a second language, as well as its principles and foundations for teaching a second language. It reviews the evaluation, design and adaptation of materials for teaching English as a second language.

Fundamental to this course is the critical analysis of current research on methods for teaching a second language.

General Content Objectives:

1. Identify and analyze the methods that have been used and are being used in the teaching of English as a second language.
2. Make presentations illustrating an E.S.O.L. method and relate them to the underlying principles and specific techniques.
3. Analyze and observe an E.S.O.L. class in terms of selected criteria such as, teacher goals and roles, student roles, nature of interactions, handling of error and evaluation.
4. Develop classroom activities using a technique of one of the methods used in class.
5. Examine the beliefs about teaching and learning in E.S.O.L.

General Language Objectives:

1. Analyze information on methods of teaching a second language by means of academic lectures, oral presentations, and debates.
2. Debate varied methods of teaching a second language through cooperative group activities.
3. Review research-based literature on methods of teaching a second language.
4. Elaborate academic documents related to the field of teaching a second language using proper grammar, spelling, and style.

English Language Proficiency Standards

<http://tinyurl.com/33lc4a3>

TExES Pedagogy & Professional Responsibilities (PPR)

<http://tinyurl.com/gt9k8af>

Texas Essential Knowledge and Skills for English Language Arts and Reading

<http://tinyurl.com/jjxmgo7>

Recommended Texts and Resources

Colombo, M. (2015). *Teaching English Language Learners: 43 Strategies for Successful*

K-8 Classrooms. USA: Sage Publications, Inc. ISBN-10: 1412980291

Díaz-Rico, L., & Weed, K. (2013). *The crosscultural, language, and academic*

development handbook: A complete k-12 reference guide (5th ed.). Boston, MA:

Pearson.

Ovando, C., & Combs, M. (2012). *Bilingual and ESL classrooms: Teaching in*

multicultural contexts. (5th ed.). New York, NY: McGraw-Hill. ISBN: 978-0-07-

337838-1

Peregoy, S., & Boyle, O. (2016). *Reading, writing, and learning in ESL: A resource book*

for teaching K-12 English learners. (7th ed.). Boston, MA: Pearson. ISBN: 978-0-

205-59324-8.

Reiss, J. (2012). *120 content strategies for English Language Learners: Teaching for*

academic success in secondary school. (2nd ed.). Boston, MA: Pearson. ISBN:

978-0-13-247975-2

Electronic book

Haynes, J., & Zacarian, D. (2010). *Teaching English Language Learners across the*

content areas. USA: ASCD. E-book ISBN: 9781416610434

Evaluation:

Criteria	Percentage
Attendance and participation	5%
E-lab	5%
Thematic unit development log	5%
Digital performance portfolio assessment	10%
Group discussions	20%
Written assignments	20%
Demonstrations	15%
Clinical school experience: oral report	5%
Clinical school experience: written report	15%
TOTAL	100%

Description of Evaluation Process**1. Attendance and class participation**

- a) Attendance to every workshop is mandatory to pass the class. Absences will affect the final grade. The following criteria will also be evaluated:
- a. Mastery of the material discussed in class.
 - b. Completion of assigned work.
 - c. Turn in work on time.

2. **E-Lab (Language Lab) Requirements (Tell Me More, Net Tutor, Virtual Library)**

Language Lab Minimum Requirement: Students must demonstrate that they have complied with the hours of language lab usage in English in this course as required by the facilitator. The facilitator may require a higher number of hours for language lab practice based on the language needs for listening, speaking, reading, and writing skills in English.

3. **Thematic Unit Development Log – Appendix C**

- a) The purpose of this log is to follow-up and to give students feedback during the process of elaboration of the thematic unit.
- b) It is a form of communication between the student and the facilitator to identify difficulties and document accomplishments.

4. **Portfolio:** Each student must prepare a digital portfolio. Prior to the first workshop, the facilitator must place the official *Digital Performance Portfolio Assessment Manual* on Blackboard. During Workshop One, the facilitator must discuss in detail the process and expectations of the use of the digital portfolio to demonstrate linguistic and academic progress to achieve the goal of becoming a dual language professional. The digital portfolio must be submitted to the facilitator in Workshops Three and Five for evaluation.

5. Group Discussions – Appendix A

- a) Workshop One:
 - i. Cooperative group activity: Evaluation of the impact of Title VII of the Elementary and Secondary Education Act of 1968 on linguistic minorities and bilingual special education students.
 - ii. PowerPoint presentation: Demographic trends of the ELLs in the USA.
- b) Workshop Two:
 - i. Six-column chart: Analysis of terms related to language teaching.
 - ii. Whole-group discussion: The importance of planning thematic units to teach ELLs.
- c) Workshop Three:
 - i. Small groups: Complex skills and strategies in speaking.
- d) Workshop Four:
 - i. Stations: Feedback on how to adapt or modify the activities from the state adopted textbooks.
- e) Workshop Five:
 - i. Small groups: Debate on the advantages and disadvantages of the standardized testing and performance assessment in meeting the needs of ELLs.

6. Written assignments – Appendix B and E-thematic unit only

- a) Workshop One: Narrative writing based on the outline about the psychological and sociocultural factors that influence instruction of the ELLs.

- b) Workshop Two: Expository essay on the current theories of language development.
 - c) Workshop Three: Report on the integration of language modes.
 - d) Workshop Four: Expository essay on challenges faced in adapting or modifying state adopted textbooks for ELLs.
 - e) Workshop Five: Report of the thematic unit (Appendixes B and E).
- 7. Demonstrations – Appendix D and E-thematic unit only**
- a) Workshop Three: Two activities used to teaching listening, speaking, reading, or writing.
 - b) Workshop Four: An instructional strategy applied to one of the content areas.
 - c) Workshop Five: One of the lessons included in the thematic unit (Appendixes D and E).
- 8. Clinical school experience report – Appendixes A, B, F, G, and Appendix section of the Education Internship Handbook**
- Each student must complete eight (8) hours of clinical experience in the classroom, which must be strictly related to teaching English to English Language Learners.
- a. The report must include the following:
 - i. Cover page
 - ii. Introduction: Name and location of the school
 - iii. Grade(s) visited during the eight hours of clinical experience
 - iv. Description of the student population of the visited classrooms
 - v. Description and analysis of the observed ESOL teaching strategies

- vi. Anecdotal of the adaptations/accommodations for English Language Learners (ELL's) in the classroom
 - vii. Conclusions
 - viii. Recommendations
 - ix. Log of attendance to the clinical experience session(s), which must be signed by the visited classroom teachers.
- b. Each student must complete the forms placed in Appendixes F and G. In Workshop Four, students will perform a brief oral presentation of their experiences in the project. Refer to appendix A for the rubric of the written report and appendix B for the rubric of the oral presentation.

Scale

A= 100 – 90%

B= 89 – 80%

C= 79 – 70%

D= 69 – 60%

F= 59% or below

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 or TESOL 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. 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.
5. In cooperative learning 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.
6. 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. SafeAssign™, a Blackboard plagiarism deterrent service, will be used by the facilitators to verify students' ownership of written assignments. It is the student's responsibility to read the university's plagiarism policy. If you are a UT student, read

Section 11.1 of the Student Manual, and if you belong to UMET or UNE, refer to Chapter 13, Sections 36 and 36.1 of the respective manuals.

Ethical behavior is expected from the students in all course related activities. This means that ALL papers submitted by the student must be original work and that all references used will be properly cited or mentioned in the bibliography. Plagiarism will not be tolerated and, in case of detecting an incidence, the student will obtain a zero in the assignment or activity and could be referred to the Discipline Committee.

7. 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.
8. The facilitator will establish a means of contacting students by providing an email address, phone number, hours to be contacted and days.
9. 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.
10. Children or family members that are not registered in the course are not allowed to the classrooms.
11. 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.ask.com
- www.pregunta.com
- www.findarticles.com
- www.bibliotecavirtualut.suagm.edu
- www.eric.ed.gov/
- www.flelibrary.org/

To buy or rent new or used textbooks or references you can visit:

- <http://www.chegg.com/> (rent)
- <http://www.allbookstores.com/> (buy)

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

Note: If the facilitator or the student is required or wants to perform a research or needs to administer a questionnaire or an interview, he/she must comply with the norms and procedures of the **Institutional Review Board Office (IRB)** and ask for authorization. To access the forms from the IRB Office or for additional information, visit the following link: http://www.suagm.edu/ac_aa_re_ofi_comites_irbINST.asp and select the forms needed.

Furthermore, in this website the student/facilitator will find instructions for several online certifications related to IRB processes. These certifications include: IRB Institutional Review Board, Health Information Portability Accounting Act (HIPAA), y Responsibility Conduct for Research Act (RCR).

If you have any question, please contact the following Institutional Coordinators:

Ramón L. Nieves, Compliance Coordinator– SUAGM - EE. UU.

Tel. (407) 207-3363 Ext. 1889

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 Content Objectives

At the end of Workshop One, students will be able to

1. Explore the historical overview of US schooling in languages other than English in the past.
2. Assess the impact that Title VII of the Elementary and Secondary Education Act of 1968 had on linguistic minorities and bilingual special education students.
3. Analyze how the No Child Left Behind Act and the Every Student Succeeds Act (ESSA) help the English Language Learner.
4. Identify the demographic trends and the psychological and sociocultural factors that influence instruction of the English Language Learner.

Specific Language Objectives

At the end of Workshop One, students will be able to

1. Recognize how the No Child Left Behind Act and the Every Student Succeeds Act (ESSA) help the English Language Learner.
2. Discuss the laws passed by the Congress to protect the English Language Learners' rights.
3. Summarize the history of US schooling in languages other than English.
4. Compose an expository paper on the demographic trends and the psychological and psychosocial factors that influence instruction of the English Language Learner.

Electronic Links (URLs):

APA format

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

<http://owl.english.purdue.edu/owl/resource/560/01/>

No Child Left Behind Act

<http://www2.ed.gov/nclb/landing.jhtml>

Every Student Succeeds Act (ESSA)

<http://www.ed.gov/essa?src=rn>

The demographic trends, the psychological and sociocultural factors that influence instruction of the English language learner

<http://www.centerforpubliceducation.org/You-May-Also-Be-Interested-In-landing-page-level/Organizing-a-School-YMABI/The-United-States-of-education-The-changing-demographics-of-the-United-States-and-their-schools.html>

http://www.literature.freeservers.com/image_polat/lat.html

Assignments before the Workshop:

1. Students will read about the demographic trends and the psychological and sociocultural factors that influence instruction of the English Language Learners using the virtual library, peer-reviewed journals, the Internet, and other electronic resources. They will elaborate a three-column chart with the summarized information and bring it to class for discussion. (E-lab).
2. Students will prepare a timeline on US schooling in languages other than English beginning in 1800's to the present.

3. Students will take notes of their evaluation of the impact that Title VII of the Elementary and Secondary Education Act of 1968 had on linguistic minorities and bilingual special education students.
4. Students will prepare a PowerPoint presentation (no more than 10 slides) on the demographic trends of the English Language Learner in the US.
5. Students will elaborate an outline on the psychological and sociocultural factors that influence instruction of the English Language Learner and bring it to class for discussion.

Key Vocabulary:

1. English Language Learners
2. Limited English Proficient students
3. English as a Second Language students
4. First language acquisition
5. Linguistics
6. Psychological
7. Second language acquisition
8. Sociocultural

List of Supplementary Materials for the Workshop:

1. E-lab
2. Post-it notes
3. Information cards
4. Three-column chart

SIOP Components - Place a checkmark on the (___) for ALL strategies that will be used in the workshop.

<p>A. Lesson Preparation</p> <p><input checked="" type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Links to Background Knowledge</p> <p><input checked="" type="checkbox"/> Links to Past Learning</p> <p><input checked="" type="checkbox"/> Strategies Incorporated</p>	<p>B. Scaffolding</p> <p><input checked="" type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Comprehensible Input</p>									
<p>CALLA Strategies (<i>Cognitive Academic Language Learning Approach</i>)</p> <p>The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"><input checked="" type="checkbox"/> Cognitive</td> <td style="width: 30%;">1) _____</td> <td style="width: 30%;">2) _____</td> </tr> <tr> <td><input checked="" type="checkbox"/> Metacognitive</td> <td>1) _____</td> <td>2) _____</td> </tr> <tr> <td><input checked="" type="checkbox"/> Social/Affective</td> <td>1) _____</td> <td>2) _____</td> </tr> </table>		<input checked="" type="checkbox"/> Cognitive	1) _____	2) _____	<input checked="" type="checkbox"/> Metacognitive	1) _____	2) _____	<input checked="" type="checkbox"/> Social/Affective	1) _____	2) _____
<input checked="" type="checkbox"/> Cognitive	1) _____	2) _____								
<input checked="" type="checkbox"/> Metacognitive	1) _____	2) _____								
<input checked="" type="checkbox"/> Social/Affective	1) _____	2) _____								
<p>C. Grouping Options</p> <p><input checked="" type="checkbox"/> Whole Group</p> <p><input checked="" type="checkbox"/> Small Group</p> <p><input checked="" type="checkbox"/> Partners</p> <p><input checked="" type="checkbox"/> Independent Work</p>	<p>D. Integration of Processes</p> <p><input checked="" type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input checked="" type="checkbox"/> Writing</p>									
<p>E. Application (Activities)</p> <p><input checked="" type="checkbox"/> Dynamic</p> <p><input checked="" type="checkbox"/> Meaningful/Relevant</p> <p><input checked="" type="checkbox"/> Rigorous</p> <p><input checked="" type="checkbox"/> Linked to Objectives</p> <p><input checked="" type="checkbox"/> Promote Engagement</p>										

Activities:

1. Facilitator and students will carry out an icebreaking activity. The facilitator will have various post-it notes face down on a table. Each note will have the name of a different language. Students will take a post-it note, and place it on their shirt without looking at it. They will then mingle in a circle in the middle of the room. They cannot tell another student what language they have posted on their note. They can attempt to talk or communicate with that student either using gestures or the language stated in the note. The intended outcome will be to make students aware of how an ESOL student may feel when in a classroom of English speaking students.
2. After giving students enough time, the facilitator will bring the groups back together and discuss the feelings they experienced while trying to communicate.
3. Students will write a short essay of their experience during ice breaking activity, the awareness that came from it, and the implications of the activity in regards to teachers and other school personnel.
4. Students will fill out information cards. The facilitator will give students the contact information needed for them to contact him/her.
5. The facilitator will then choose a student representative.
6. The group will discuss the course objectives, assessments, policies, and expectations of the course.
7. Students will create with the help of the facilitator a group three-column chart with the information on the demographic trends and the psychological and sociocultural factors that influence instruction of the ELLs.

8. Students will be divided into three groups: the demographic trends, the psychological and sociocultural factors that influence instruction of the ELLs. Each group will become an expert on their topic and prepare a PowerPoint to present it in class. A question and answer session will follow.
9. The facilitator will have students count off to five. Each group will have a section of the timeline on the historical overview of US schooling in languages other than English in the past. They will be responsible to explain the assigned period of time and how it impacted ELLs.
10. Students will be divided into two groups. Using their notes taken on the assignments before the workshop item 3, students will use their notes of their evaluation of the impact that Title VII of the Elementary and Secondary Education Act of 1968 had on linguistic minorities and bilingual special education students to prepare for an activity called the *Six Thinking Hats*. In this activity, one group will be the white hat. They will focus on information already available. The second group, the black hat, students will examine the problems or difficulties associated with the topic. The third group, the yellow hat, students will center on the benefits and values presented on the topic. Group four, the red hat, students will study the emotions or feelings generated by this topic. Group five, the green hat, students will require their use of creative thinking for the topic assigned. Finally, group six, the blue hat, students will focus on reflective thinking about the topic. This activity will be first carried out on the impact that Title VII of the Elementary and Secondary Education Act of 1968 had on linguistic minorities. The activity will be repeated on the impact that Title VII of

- the Elementary and Secondary Education Act of 1968 had on bilingual special education students. Students will use a graphic organizer to record their responses to each of the prompts in the different hats. When students have completed generating responses for each thinking hat, they will prepare an oral presentation for their peers on their findings. Group members will report on their thinking hat and provide their peers with the rationale for their responses. At the closure of this activity, the facilitator will revisit the chart for each of the six thinking hats and the facilitator will then lead a discussion.
11. The facilitator will choose at random one of the students to show their PowerPoint presentation on the demographic trends of the ELLs in the USA. The rest of the students will take notes to either agree or disagree on the information presented in the PowerPoint. The student first elected as the volunteer for the PowerPoint presentation will select five students to be on his/her team to rebuttal any argument against his/her presentation. A group discussion will follow.
 12. The facilitator will choose a volunteer to start the shared pen: collaborative writing activity. Students will take turns sharing the pen to complete a narrative writing based on the outline about the psychological and sociocultural factors that influence instruction of the English Language Learner.
 13. The facilitator will explain the *Digital Performance Portfolio Assessment Manual*. Students will start working on their portfolios.
 14. Students will open a TELL ME MORE account with the Learning Resource Specialist of the campus and start working on their English language skills as determined by the facilitator. It will be part of the final grade.

Assessment:

1. Individual: Students will complete an insightful self-reflection process on the historical overview of US schooling in languages other than English in the past. They are going to upload it to Blackboard.
2. Group: Students will evaluate the impact that Title VII of the Elementary and Secondary Education Act of 1968 had on linguistic minorities and bilingual special education students by means of a cooperative group activity.
3. Written: Students will complete a narrative writing based on the outline about the psychological and sociocultural factors that influence instruction of the ELLs.
4. Oral: Students will participate in a PowerPoint presentation on the demographic trends of the ELLs in the USA.

Lesson Wrap-Up:

1. Students will turn to the person sitting next to them and share one of the most important topics of the lesson.
2. In small groups, students will prepare a news report to inform the audience about the content of the workshop.

WORKSHOP TWO

Specific Content Objectives

At the end of Workshop Two, students will

1. Differentiate between a theory, approach, method, technique, strategy, and activity.
2. Identify the historical theories of language teaching and learning (e.g., Grammar-Translation Methodology, Structural Linguistics, Behaviorism, etc.).
3. Point out the tenets of the current theories of language development in teaching ESL (e.g., Transformational Grammar, Krashen's Monitor Model, Cummins' Theories of Bilingualism and Cognition, Communicative Competence, The Social Context for Language Learning, Discourse Theory, Meaning-Centered v. "Bottom-Up" Approaches to Language Acquisition, and Semiotics).
4. Categorize the methods and their components for ESL instruction.
5. Plan a comprehensive thematic unit considering the language needs of English Language Learners.

Specific Language Objectives:

At the end of Workshop Two, students will:

1. Be attentive to the differences between a theory, approach, method, technique, strategy, and activity.
2. Discuss the advantages and disadvantages of the current theories of language development in teaching ESL.
3. Summarize research-based information on the methods and their components for ESL instruction.

4. Draw the mapping of a comprehensive semantic unit considering the language needs of English Language Learners.

Electronic Links (URLs):

APA format

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

<http://owl.english.purdue.edu/owl/resource/560/01/>

Historical theories of language teaching and learning

http://www.crie.org.nz/research-papers/c_griffiths_op1.pdf

Current theories of language development

http://www.sagepub.com/upm-data/36720_Levine_final_PDF_09.pdf

<http://languagedevelopment.tripod.com/id15.html>

<http://www.sk.com.br/sk-krash.html>

Thematic unit planning

<http://www.techtrekers.com/Thematic.htm>

<http://www.cait.org/ciaesc/training/ged2002/prep/themat.html>

<http://www.classroomtoolkit.com/thematic-units.html>

Assignments before the Workshop:

1. Students will search information on the following terms: theory, approach, method, technique, strategy, and activity related to language teaching using the recommended textbooks, the Internet, peer-reviewed journals, and other resources. They will then complete a graphic organizer with their findings to be shared in class. (E-lab).
2. Students will take notes on index cards on the historical theories of language teaching and learning (e.g., Grammar-Translation Methodology, Structural Linguistics, Behaviorism, etc.).
3. Students will complete a graphic organizer on the tenets of the current theories of language development in teaching ESL (e.g., Transformational Grammar, Krashen's Monitor Model, Cummins' Theories of Bilingualism and Cognition, Communicative Competence, The Social Context for Language Learning, Discourse Theory, Meaning-Centered v. "Bottom-Up" Approaches to Language Acquisition, and Semiotics).
4. Students will prepare flip cards as follows: On one side they will write the name of the ESL teaching method and on the opposite side they will write the components of each method for ESL instruction.
5. Students will watch a the video entitled *World Language Assessment/Assessment for Learning* posted at: <http://www.youtube.com/watch?v=AVuGHbupW7E> and complete the following activities:
 - a. Prepare a flowchart on the process of developing a thematic unit.
 - b. Take notes on the thematic unit development and bring them to class.

Key Vocabulary:

1. Behaviorism
2. Bottom-Up Approach
3. CALLA Approach
4. Communicative Competence
5. Cummins' Theory of Bilingualism and Cognition
6. Discourse Theory
7. Grammar-Translation Methodology
8. Krashen's Monitor Model
9. Meaning-Centered Approach
10. Semiotics
11. SIOP Model
12. Structural Linguistics
13. The Social Context for Language Learning
14. Transformational Grammar

List of Supplementary Materials for the Workshop:

1. Concept map
2. Poster
3. E-lab
4. YouTube video

SIOP Components - Place a checkmark on the (___) for ALL strategies that will be used in the workshop.

A. Lesson Preparation		B. Scaffolding	
<input checked="" type="checkbox"/> Adaptation of Content		<input checked="" type="checkbox"/> Modeling	
<input checked="" type="checkbox"/> Links to Background Knowledge		<input checked="" type="checkbox"/> Guided Practice	
<input checked="" type="checkbox"/> Links to Past Learning		<input checked="" type="checkbox"/> Independent Practice	
<input checked="" type="checkbox"/> Strategies Incorporated		<input checked="" type="checkbox"/> Comprehensible Input	
CALLA Strategies (<i>Cognitive Academic Language Learning Approach</i>)			
The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.			
<input checked="" type="checkbox"/> Cognitive	1) _____	<input checked="" type="checkbox"/>	2) _____
<input checked="" type="checkbox"/> Metacognitive	1) _____	<input checked="" type="checkbox"/>	2) _____
<input checked="" type="checkbox"/> Social/Affective	1) _____	<input checked="" type="checkbox"/>	2) _____
C. Grouping Options		D. Integration of Processes	
<input checked="" type="checkbox"/> Whole Group		<input checked="" type="checkbox"/> Listening	
<input checked="" type="checkbox"/> Small Group		<input checked="" type="checkbox"/> Speaking	
<input checked="" type="checkbox"/> Partners		<input checked="" type="checkbox"/> Reading	
<input checked="" type="checkbox"/> Independent Work		<input checked="" type="checkbox"/> Writing	
E. Application (Activities)			
	<input checked="" type="checkbox"/> Dynamic		
	<input checked="" type="checkbox"/> Meaningful/Relevant		
	<input checked="" type="checkbox"/> Rigorous		
	<input checked="" type="checkbox"/> Linked to Objectives		
	<input checked="" type="checkbox"/> Promote Engagement		

Activities:

1. Facilitator will ask students to recall the most important points discussed during the last workshop.
2. Students will complete a group six-column chart with the following terms: theory, approach, method, technique, strategy, and activity related to language teaching. The class will be divided into each of the six groups. Each group will become an expert on their topic and participate in a round-table discussion.
3. Students will use their notes on index cards on the historical theories of language teaching and learning (e.g., Grammar-Translation Methodology, Structural Linguistics, Behaviorism, etc.) to carry out a Walk-About activity. The class will be divided into different groups to explain the topics assigned.
4. The facilitator will outline the current theories of language development in teaching ESL by means of a PowerPoint presentation.
5. Students will participate in a conference to discuss the current theories of language development while the facilitator will record it. Then, students will watch the conference and have the opportunity to provide positive feedback on their performance in the conference. A class discussion will follow.
6. Divided in pairs, students will write an expository essay on the current theories of language development discussed in class. Students must submit this essay to the facilitator via Blackboard.
7. The facilitator will select students to show and explain their flip cards prepared in item 4 of assignments before. The rest of the class will be able to challenge the presenter on any of the ideas for each method presented.

8. The facilitator will start a group discussion on the video entitled *World Language Assessment/Assessment for Learning*. Students will share their flowcharts on how to develop a thematic unit.
9. Facilitator and students will discuss the importance of planning thematic units to teach ELL students. Using a sample of a thematic unit plan and the criteria of the scoring rubric (appendix E), students will develop a thematic unit plan following the information obtained on learning language through content and thematic planning. The thematic unit to be planned should be for a week of lessons and must follow the steps of both CALLA and SIOP.
10. Students will be divided into small groups or individually as appropriate, and will plan a thematic unit on one specific topic to be used across language arts, mathematics, science, social studies, and fine arts.
11. Students will meet for the rest of the time left for this workshop to plan their thematic unit and the facilitator will provide guidance as needed.
12. Students will inform the facilitator of their progress on the development of their thematic units for feedback and guidance.
13. Students will continue working on their digital portfolios. See the *Digital Performance Portfolio Assessment Handbook*.
14. Students will continue working on their English language skills using the e-lab tools. It will be part of the final grade.

Assessment:

1. Individual: Students will complete the self-reflection process on the content of the workshop (See self-reflection section on the *Digital Performance Portfolio Assessment Manual*) and the thematic unit development log and upload them to Blackboard.
2. Group: Students will complete a group six-column chart on terms related to language teaching (see item #2 in Integrated Activities).
3. Written: Paired students will turn in an expository essay on the current theories of language development.
4. Oral: Students will discuss the importance of planning thematic units to teach English Language Learners.

Lesson Wrap-Up:

1. Students will write about what they learned in this workshop for one minute and without stopping. Then, they will share their writing with the class.
2. In small groups, students will build a poster with pictures and text about the content of this workshop.

WORKSHOP THREE

Specific Content Objectives

At the end of Workshop Three, students will be able to

1. Identify the four language modes: listening, speaking, reading, and writing.
2. Analyze the three categories of listening: listening to repeat, listening to understand, and listening for communication.
3. Describe the complex skills and strategies involved in spoken language.
4. Adapt reading instruction by the student's level of literacy (i.e., reading and writing) and language proficiency.
5. Integrate the four language skills in a comprehensive thematic unit taking into account English Language Learners (ELLs).

Specific Language Objectives:

At the end of Workshop Three, students will be able to:

1. Evaluate the importance of development of listening, speaking, reading, and writing modes in the ELL.
2. Explain how instruction is adapted for the English language learner (e.g., listening, speaking, reading, and writing).
3. Summarize information on integrating language modes: listening, speaking, reading, and writing.
4. Design a comprehensive thematic unit integrating the four language modes taking into account for the English language learner.

Electronic Links (URLs):

APA format

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

<http://owl.english.purdue.edu/owl/resource/560/01/>

Listening, speaking, reading, and writing

http://www.ibe.unesco.org/fileadmin/user_upload/archive/publications/EducationalPracticesSeriesPdf/PRATICE_14.pdf

Skills and strategies in spoken language

<http://www.nclrc.org/essentials/listening/stratlisten.htm>

<http://www.nclrc.org/essentials/speaking/spindex.htm>

<http://www.nclrc.org/essentials/reading/reindex.htm>

Reading and literacy levels

<http://www.esc2.net/centers/instructional/ADTech/FACES-Language%20Arts/Literacy%20Levels.doc.pdf>

<http://www.learner.org/workshops/teachreading35/session6/index.html>

Assignments before the Workshop:

1. Students will search for information related to the key vocabulary terms and prepare a concept with each word. Be ready to share your concept maps with the class.
2. Students must search for and read information on the literacy levels for English Language Learners using the virtual library, the Internet, peer-reviewed journals, and other resources. Students will take notes on index cards.
3. Students will compose a list of complex skills and strategies involved in speaking.
4. Students will make a list of activities used to teach listening, speaking, reading, and writing for English Language Learners.
5. Students will watch the video *Approaches to Teaching Language Foundation: Module 3: Integrating Skills* posted at <http://www.youtube.com/watch?v=1KU-LaJh2qo> and complete the following activities:
 - a. Complete a four-column chart to summarize information on the integration of language modes.
 - b. Choose the language domain of your choice and prepare a PowerPoint presentation.
6. Students will bring content-area textbooks to be used for the planning of the thematic unit.

Key Vocabulary:

1. Comprehensive
2. Language modes
3. Proficiency
4. Skills
5. Thematic unit

List of Supplementary Materials for the Workshop

1. Content area textbooks
2. Video
3. Four-column chart

SIOP Components - Place a checkmark on the (___) for ALL strategies that will be used in the workshop.

Activities:

1. Facilitator and students will briefly review the activities and content discussed

<p>A. Lesson Preparation</p> <p><input checked="" type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Links to Background Knowledge</p> <p><input checked="" type="checkbox"/> Links to Past Learning</p> <p><input checked="" type="checkbox"/> Strategies Incorporated</p>	<p>B. Scaffolding</p> <p><input checked="" type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Comprehensible Input</p>						
<p>CALLA Strategies (<i>Cognitive Academic Language Learning Approach</i>)</p> <p>The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.</p>							
<p><input checked="" type="checkbox"/> Cognitive</p> <p><input checked="" type="checkbox"/> Metacognitive</p> <p><input checked="" type="checkbox"/> Social/Affective</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1) _____</td> <td style="width: 50%;">2) _____</td> </tr> <tr> <td>1) _____</td> <td>2) _____</td> </tr> <tr> <td>1) _____</td> <td>2) _____</td> </tr> </table>	1) _____	2) _____	1) _____	2) _____	1) _____	2) _____
1) _____	2) _____						
1) _____	2) _____						
1) _____	2) _____						
<p>C. Grouping Options</p> <p><input checked="" type="checkbox"/> Whole Group</p> <p><input checked="" type="checkbox"/> Small Group</p> <p><input checked="" type="checkbox"/> Partners</p> <p><input checked="" type="checkbox"/> Independent Work</p>	<p>D. Integration of Processes</p> <p><input checked="" type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input checked="" type="checkbox"/> Writing</p>						
<p>E. Application (Activities)</p> <p><input checked="" type="checkbox"/> Dynamic</p> <p><input checked="" type="checkbox"/> Meaningful/Relevant</p> <p><input checked="" type="checkbox"/> Rigorous</p> <p><input checked="" type="checkbox"/> Linked to Objectives</p> <p><input checked="" type="checkbox"/> Promote Engagement</p>							

during the last workshop.

2. Students will be divided into groups of three or four and each group will discuss their concept maps, and present the best map to the class (E-lab).

3. Students will organize their notes from the index cards by literacy level.

Divided in small groups, students will create a continuum of the literacy levels and how they apply to ELLs. A class discussion will follow.

4. Each group will choose a representative to participate in a round-table discussion on the continuum of the literacy levels and their application in English language teaching. The facilitator will be the moderator of the discussion.
5. Students will create a group T-chart on complex skills and strategies in speaking. Students must be able to validate their answers during the group discussion.
6. Students will make four teams and participate in a Walk-About activity to discuss different activities used to teach listening, speaking, reading, and writing.
7. The facilitator will choose several students randomly to deliver the PowerPoint presentation on the language mode of their choice.
8. Each team will demonstrate at least two activities used to teach in their assigned language mode, i.e., listening, speaking, reading, and writing. Students will have 10 minutes for their demonstration.
9. Students will be counted off to fours. Each group will be responsible for one of the language modes and become experts on the assigned mode. Later group one will report their findings on the integration of their assigned language mode in a lesson for English Language Learners.
10. Students will be divided into groups by their favorite content area discipline. Each group will browse the textbooks brought to class and analyze how the author met/failed to meet the adaptations for diverse students. In addition,

students will discuss how these content area textbooks may be used in the planning of their thematic unit.

11. Each group will write a report of their analysis of the textbooks and share it with the class.
12. Students will inform the facilitator of their progress on the development of their thematic units for feedback and guidance.
13. Students will continue working on their digital portfolios and submit them to the facilitator for feedback. See the *Digital Performance Portfolio Assessment Manual*.
14. Students will continue working on their English language skills using the e-lab tools. It will be part of the final grade.

Assessment:

1. Individual: Students will complete the self-reflection process on the content of the workshop (See self-reflection section on the *Digital Performance Portfolio Assessment Manual*), the thematic unit development log and will upload them to Blackboard.
2. Group: In groups, students will create a group T-chart on complex skills and strategies in speaking.
3. Written: Students will elaborate a report on their findings on the integration of language modes.
4. Oral: Students in teams will demonstrate two activities used to teach listening, speaking, reading, or writing.

Lesson Wrap-Up

1. Every student will turn to the peer next to him/her and share one of the most important topics of the lesson.
2. The facilitator will lead a group discussion on how cultural diversity can benefit the instructional activities that go on in classrooms and the overall school culture.

WORKSHOP FOUR

Specific Content Objectives:

At the end of Workshop Four, students will be able to:

1. Identify instructional strategies to teach language for English Language Learners.
2. Compile instructional strategies to teach math and science for English Language Learners.
3. Classify instructional strategies to teach social sciences for English Language Learners.
4. Create an action plan to fully develop the language skills for a hypothetical English Language Learner.
5. Design a comprehensive thematic unit considering the needs of English Language Learners.

Specific Language Objectives:

At the end of Workshop Four, students will be able to:

1. Analyze the content of the drafted thematic units designed by the students and take notes by means of formal discussions.
2. Explain instructional strategies to teach language, math and science, and social sciences for English Language Learners.
3. Interpret the information provided in vignettes on a hypothetical English Language Learner.
4. Elaborate an action plan for a hypothetical English Language Learner based on his/her literacy level and language proficiency.

Electronic Links (URLs):

APA format

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

<http://owl.english.purdue.edu/owl/resource/560/01/>

Instructional strategies for English Language Learners

<http://www.cehd.umn.edu/NCEO/onlinepubs/ELLsDis18/ELLsDisRpt18.pdf>

http://www.tsusmell.org/downloads/Conferences/2005/Moore-Harris_2005.pdf

<http://www.cehd.umn.edu/NCEO/onlinepubs/ELLsDis19/ELLsDisRpt19.pdf>

http://educationnorthwest.org/webfm_send/754

<http://www.colorincolorado.org/educators/content/>

Thematic unit

<http://www.plsweb.com/Products-Resources/Newsletter/Newsletter-Archives/October-2010>

<http://www.njtesol-njbe.org/handouts/BridgingtheGap.pdf>

Assignments before the Workshop:

1. Students will search for the definitions of the core vocabulary words on the Internet and other printed resources (E-lab activity). Once the students understand each core vocabulary word or phrase, they will complete the first two columns of the following Modified Word KWL Chart:

Important Words or Phrases	Why the word is important or related to the topic	Now I think the word means...

2. Students will watch the video *Approaches to Language Teaching: Module 7:*

Instructional Strategies posted at:

<http://www.youtube.com/watch?v=siNy5vXWbOY&feature=relmfu> and

complete the following activities:

- a. Outline the content of the video.
- b. Choose an instructional strategy from the video and prepare a demonstration of its application in one of the content areas.

3. Students will watch the video *Approaches to Language Teaching: Module 8: Authentic Materials* posted at:

<http://www.youtube.com/watch?v=8mgwWhWa0Q8&feature=relmfu> and

complete the following activity:

- c. Take notes and be prepared for group discussion.
4. Students will search for information on action plans to fully develop the language skills of a hypothetical English Language Learner.
 5. Bring your advances on the thematic unit.
 6. Complete your Clinical Experience written report and oral presentation.

Key Vocabulary:

1. Parental involvement
2. Parent-teacher conference
3. Positive classroom environment

List of Supplementary Materials for the Workshop

1. E-lab
2. Video
3. Notes
4. Outline

SIOP Components - Place a checkmark on the (___) for ALL strategies that will be used in the workshop.

A. Lesson Preparation		B. Scaffolding	
<input checked="" type="checkbox"/> Adaptation of Content		<input checked="" type="checkbox"/> Modeling	
<input checked="" type="checkbox"/> Links to Background Knowledge		<input checked="" type="checkbox"/> Guided Practice	
<input checked="" type="checkbox"/> Links to Past Learning		<input checked="" type="checkbox"/> Independent Practice	
<input checked="" type="checkbox"/> Strategies Incorporated		<input checked="" type="checkbox"/> Comprehensible Input	
CALLA Strategies (<i>Cognitive Academic Language Learning Approach</i>)			
The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.			
<input checked="" type="checkbox"/> Cognitive	1) _____	2) _____	
<input checked="" type="checkbox"/> Metacognitive	1) _____	2) _____	
<input checked="" type="checkbox"/> Social/Affective	1) _____	2) _____	
C. Grouping Options		D. Integration of Processes	
<input checked="" type="checkbox"/> Whole Group		<input checked="" type="checkbox"/> Listening	
<input checked="" type="checkbox"/> Small Group		<input checked="" type="checkbox"/> Speaking	
<input checked="" type="checkbox"/> Partners		<input checked="" type="checkbox"/> Reading	
<input checked="" type="checkbox"/> Independent Work		<input checked="" type="checkbox"/> Writing	
E. Application (Activities)			
<input checked="" type="checkbox"/> Dynamic			
<input checked="" type="checkbox"/> Meaningful/Relevant			
<input checked="" type="checkbox"/> Rigorous			
<input checked="" type="checkbox"/> Linked to Objectives			
<input checked="" type="checkbox"/> Promote Engagement			

Activities:

1. Facilitator and students will review the most important points discussed in workshop three.
2. Students will study every core vocabulary word using the Modified Word KWL Chart. The facilitator will project the chart on the screen and have students complete the first and second columns in groups: (1) Important Words or Phrases and (2) Why the word is important or related to the topic. Students will have the opportunity to discuss the definition and relevance of every word with the content of the workshop.
3. The facilitator will lead a group discussion on the outlines completed by students after watching the video *Approaches to Language Teaching: Module 7: Instructional Strategies*.
4. In pairs, students will demonstrate an instructional strategy applied to one of the content areas. A question and answer session will follow.
5. In small groups, students will discuss their answers to the facilitator's questions about the video mentioned in item 3. Then, students will share their findings with the class.
6. The facilitator will display vignettes of English Language Learners placed at different levels of language proficiency. In groups, students are to adapt or modify the standard textbooks to better meet the educational needs of the ELLs. For further reference, see the video *Approaches to Language Teaching: Module 8: Authentic Materials*.

7. Students will participate in an activity known as Stations. They will rotate to a different station and provide feedback on their peers' work to adapt or modify the state adopted textbooks. See item # 6.
8. Students will write an expository paper on the challenges faced in adapting or modifying state adopted textbooks for ELLs.
9. The facilitator will explain the steps of an action plan to fully develop the language skills of an English Language Learner by means of a PowerPoint presentation.
10. Using a round-table discussion, a panel of five students will analyze action plans applied to develop the language skills of an English Language Learner. Their peers will be the audience. There will be a question-and-answer session. The facilitator will act as the moderator.
11. Students will share their clinical experiences in mini oral presentations (5 minutes or shorter), and turn in the written report.
12. Students will inform the facilitator of their progress on the development of their thematic units for feedback and guidance.
13. Students will continue working on their digital portfolios. See the *Digital Performance Portfolio Assessment Manual*.
14. Students will continue working on their English language skills using the e-lab tools. It will be part of the final grade.

Assessment:

1. Individual: Students will complete the self-reflection process on the content of the workshop (See self-reflection section on the *Digital Performance Portfolio Assessment Manual*) and the thematic unit development log, and upload them to the facilitator via Blackboard.
2. Group: In pairs, students will demonstrate an instructional strategy applied to one of the content areas.
3. Written: Students will write an expository essay on their challenges faced in adapting or modifying state adopted textbooks for English Language Learners.
Oral: Students will participate in an activity known as Stations to provide feedback on the work of their peers to adapt or modify the state adopted textbooks.

Lesson Wrap-Up:

1. After completing a table of specifications and a profile of items as planning activities prior to building a test using selected-response and constructed-response items, students will explain the alignment between the table, the profile, the state standards, and the specific instructional objectives of the unit to be tested.
2. In small groups, students will prepare a news report to inform the audience about the content of the workshop.

WORKSHOP FIVE

Specific Content Objectives:

At the end of Workshop Five, students will be able to:

1. Evaluate the role and function of assessment in the education of English Language Learners (ELLs).
2. Analyze various assessment techniques and instruments designed to measure academic progress of ELLs.
3. Adapt various assessment instruments to measure academic progress of ELLs.
4. Deliver a comprehensive thematic unit considering the needs of ELLs.

Specific Language Objectives:

At the end of Workshop Five, students will:

1. Differentiate various assessment techniques and instruments for ELLs by means of mini presentations.
2. Discuss the different types of assessment for ELLs by means of a round-table discussion.
3. Evaluate the implications of standardized testing in the academic progress of ELLs.
4. Complete the assessment component of a thematic unit following the specifications provided in class.

Electronic Links (URLs):

APA format

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

<http://owl.english.purdue.edu/owl/resource/560/01/>

Assessment of English Language Learners

http://www.ets.org/Media/About_ETTS/pdf/ELL_Guidelines.pdf

http://www.cse.ucla.edu/products/policy/cresst_policy4.pdf

Assignments before the Workshop:

1. Students will search for information on standardized assessment, authentic assessment, performance assessment, testing accommodations, and scaffolding at the virtual library, the Internet, the peer-reviewed journals, and other electronic resources. They will prepare digital index cards and share them with their peers via Blackboard. Then, they will come prepared to share and discuss their findings.
2. Students will build a comparative T-chart of advantages and disadvantages of different types of assessments for ELL students.
3. Students will list testing accommodations for ELL students.
4. Students will elaborate and integrate a concise and accurate assessment plan for their thematic units.
5. Students will complete their thematic units and be ready for presentations.

Key Vocabulary:

- | | |
|---------------------------|----------------------------|
| 1. Assessment | 5. Scaffolding |
| 2. Assessment cycle | 6. Standardized assessment |
| 3. Authentic assessment | 7. Testing accommodations |
| 4. Performance assessment | |

List of Supplementary Materials for the Workshop

- | | |
|------------------------|------------------------|
| 1. Digital index cards | 4. Thematic unit |
| 2. E-lab | 5. Comparative T-chart |
| 3. Concept map | 6. Demonstration |

SIOP Components - Place a checkmark on the (___) for ALL strategies that will be used in the workshop.

A. Lesson Preparation		B. Scaffolding	
<input checked="" type="checkbox"/> Adaptation of Content		<input checked="" type="checkbox"/> Modeling	
<input checked="" type="checkbox"/> Links to Background Knowledge		<input checked="" type="checkbox"/> Guided Practice	
<input checked="" type="checkbox"/> Links to Past Learning		<input checked="" type="checkbox"/> Independent Practice	
<input checked="" type="checkbox"/> Strategies Incorporated		<input checked="" type="checkbox"/> Comprehensible Input	
CALLA Strategies (<i>Cognitive Academic Language Learning Approach</i>)			
The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.			
<input checked="" type="checkbox"/> Cognitive	1) _____	2) _____	
<input checked="" type="checkbox"/> Metacognitive	1) _____	2) _____	
<input checked="" type="checkbox"/> Social/Affective	1) _____	2) _____	
C. Grouping Options		D. Integration of Processes	
<input checked="" type="checkbox"/> Whole Group		<input checked="" type="checkbox"/> Listening	
<input checked="" type="checkbox"/> Small Group		<input checked="" type="checkbox"/> Speaking	
<input checked="" type="checkbox"/> Partners		<input checked="" type="checkbox"/> Reading	
<input checked="" type="checkbox"/> Independent Work		<input checked="" type="checkbox"/> Writing	
E. Application (Activities)			
<input checked="" type="checkbox"/> Dynamic			
<input checked="" type="checkbox"/> Meaningful/Relevant			
<input checked="" type="checkbox"/> Rigorous			
<input checked="" type="checkbox"/> Linked to Objectives			
<input checked="" type="checkbox"/> Promote Engagement			

Activities:

1. Class will be divided in small groups and work on a concept map with the information printed on their digital index cards. Each group will present their concept maps on one of the following: assessment, authentic assessment, performance assessment, testing accommodations, and scaffolding. A further discussion will follow on each of the topics above.
2. Using a PowerPoint presentation, the facilitator will explain the definition of assessment, the assessment cycle, and the assessment implications in measuring the English proficiency and overall academic progress of ELLs.
3. Using their comparative charts, students will discuss the different types of assessment and the purpose or use of each assessment.
4. A discussion will also take place on the implications of standardized tests and ELL students, including the difference of norm-referenced and criterion-referenced tests.
5. Divided in groups, students will create group lists of testing accommodations for ELL students. In these groups, they will discuss the testing accommodations and share two of these with the class.
6. Once students have a grasp on how assessment impacts ELL students and having discussed the different types of assessments that could be used, students will present the assessment plan that will complement the Thematic Unit Lesson Plan developed through workshops two through five.
7. Students will demonstrate one of the lesson plans included in the thematic unit. The use of multiple intelligences, creativity, audio-visual aids, and other instructional resources must be emphasized during the presentation.

8. At the end of every presentation, students must hand in a written report of the thematic unit to the facilitator showing all the stages of the thematic unit elaboration: planning, design, development, and assessment.
9. Students will complete and hand in their digital portfolios to the facilitator for grading. For details on how to assemble your portfolio, refer to the *Digital Performance Portfolio Assessment Handbook*.
10. Students will work on their English language skills using the e-lab tools. It will be part of the final grade.

Assessment:

1. Students will complete the self-reflection process on the content of the workshop (See self-reflection section on the *Digital Performance Portfolio Assessment Manual*) and send it to the facilitator via e-mail 48 hours after the class.
2. In small groups, students will debate the advantages and disadvantages of the standardized testing and performance assessment in meeting the needs of English Language Learners.
3. Students will hand in the written report of the thematic unit.
4. Students will demonstrate one of the lessons included in the thematic unit.

Lesson Wrap-Up:

1. Students will write a one-minute paper on what they learned in the course.
2. The facilitator will initiate a group review by giving a topic previously discussed in class as one student will start to explain the topic and another student will jump in with examples. Another topic will start again, and they will continue the exercise.

Appendixes

APPENDIX A

NATIONAL PROFICIENCY LEVELS FOR DIFFERENTIATED INSTRUCTION

Retrieved from: WIDA Consortium <http://www.wida.us/>

“Can Do” Listening Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> • Identifies objects • Names concrete objects • Points to picture/object of the word heard • Follows simple commands • Repeats words or simple phrases • Understands simple messages – gestures, pointing
Emerging	<ul style="list-style-type: none"> • Draws a picture • Requires continuous repetition • Follows verbal dictations • Checks-off words that were heard • Repeats information heard to determine comprehension • Understands slow speech and multiple repetitions
Developing	<ul style="list-style-type: none"> • Understands more details of spoken language • Needs limited or no repetition and slow speech • Understands basic academic vocabulary which is frequently used in class discussions • Understands class discussions with some difficulty • Understands most of what was said
Expanding	<ul style="list-style-type: none"> • Needs limited or no repetition at normal speed speech • Understands academic vocabulary used in class discussions • Understands class discussions with little difficulty • Understands nearly everything said
Bridging	<ul style="list-style-type: none"> • Needs no repetition at normal speed speech • Understands elaborate academic vocabulary used in class discussions • Understands class discussions with no difficulty • Demonstrates a native-like English speaker’s understanding of what is said

“Can Do” Speaking Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> • Names concrete objects • Responds a simple yes or no to questions • Repeats words or simple phrases • Uses one word commands • Mispronounces words making it difficult to be understood • Breaks speech into parts making comprehension difficult • Uses limited or no vocabulary to support message
Emerging	<ul style="list-style-type: none"> • Uses a few more words to respond to questions although grammatically incorrect • Uses one-, two-, and multiple-word commands • Uses verb tenses interchangeably • Misuses words in daily speech • Repeats spoken words or phrases to improve understanding due to pronunciation flaws • Uses grammar and word order incorrectly • Uses vocabulary (emerging stage) to support oral messages
Developing	<ul style="list-style-type: none"> • Responds using longer phrases/sentences • Initiates and carries out conversations; however, there may be interruptions due to thinking of the correct words to say • Applies grammar and word order correctly most of the time • Demonstrates correct use of basic academic vocabulary which is frequently used in class discussions and/or oral assignments. • Speaks with some hesitation • Uses vocabulary to support oral messages • Speaks with less difficulty, but listener must pay close attention to pronunciation.
Expanding	<ul style="list-style-type: none"> • Responds using elaborate phrases/sentences • Uses and interprets idiomatic expressions • Converses more fluently in social settings • Uses academic vocabulary frequently in class discussions • Participates in class discussions using academic content with slight hesitation • Misuse of grammar and word order seldom occurs and does not interrupt meaning • Pronounces most words accurately and clearly
Bridging	<ul style="list-style-type: none"> • Speaks fluently • Uses elaborate academic vocabulary in all class discussions correctly • Participates in class discussion using academic content without hesitation • Uses appropriate vocabulary to support oral messages at all times • Uses correct grammar and word all the time • Speaks with native-like pronunciation and intonation

“Can Do” Reading Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> ● Lacks comprehension of a wide array of written material (not developed) ● Lacks ability to interpret graphs, charts, tables, and forms in textbooks (not developed) ● Struggles with use of pre-reading and reading skills (not developed) ● Lacks ability to apply reading strategies in order to guess meanings of unfamiliar words from context (not developed) ● Struggles with use of strategic reading skills (in order to plan his/her reading assignments, diagnose deficiencies, resolve deficiencies independently or with the help of others, etc.) (not developed)
Emerging	<ul style="list-style-type: none"> ● Improving comprehension (slowly emerging) of a wide array of written material (e.g., fictional and non-fictional texts that bridge personal, professional and academic themes, news articles, short stories, short novels, etc.) ● Demonstrates correct interpretation of basic graphs, charts, tables and forms in textbooks ● Applies limited pre-reading (e.g., activation of prior knowledge, semantic maps, etc.) and reading skills (e.g., skimming, scanning, inferences, paragraph frames, DRA, SQ4R, etc.) (slowly emerging) ● Struggles with ability to use limited reading strategies to guess meanings of unfamiliar words from context (e.g., definition, restatement, examples, surrounding words, etc.) is ● Strives to understand (even when not successful) the relationship between ideas (e.g., time, logical order, comparison/contrast, cause/effect), and reading patterns in order to identify literary genres (as listed above) ● Applying successful reading skills (as listed above) are still emerging
Developing	<ul style="list-style-type: none"> ● Comprehends a wide array of written material (as listed above) ● Interprets basic graphs, charts, tables and forms ● Applies correctly pre-reading and reading skills (as listed above) ● Applies correct use of reading strategies to guess meanings of unfamiliar words from context (as listed above)-evidence of emerging. ● Understands the relationship between ideas (as listed above)-evidence of emerging.. ● Uses strategic reading skills (as listed above) that are evident.
Expanding	<ul style="list-style-type: none"> ● Comprehends a wide array of level-appropriate written materials (as listed above) with mature accuracy ● Interprets increasingly complex graphs, charts, tables, and forms accurately ● Applies pre-reading and reading skills (as listed above) very strongly ● Applies strategies to guess meanings of unfamiliar words from context (as listed above) which is clearly evident ● Identifies signal words to understand the relationship between ideas (as listed above), and reading patterns to identify literary genres (as listed above)- emerging strongly ● Understands the relationship between ideas (as listed above)-strongly evident. ● Uses strategic reading skills (as listed above) with mature accuracy
Bridging	<ul style="list-style-type: none"> ● Comprehends various types and lengths of level appropriate written materials (as listed above)-fully developed ● Interprets complex graphs, charts, tables, and forms accurately ● Applies pre-reading and reading skills (as listed above)-fully developed ● Applies reading strategies to determine the meaning of unfamiliar words in a text (as listed above) with accuracy ● Understands the relationship between ideas (time, logical order, comparison/contrast, cause/effect) ● Demonstrates fully developed strategic reading skills (as listed above)

“Can Do” Writing Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> ● Lacks clear writing and focus.. Details are limited or unclear. There’s no clear distinction to what is important and what is supported. ● Lacks engaging and drawing a conclusion. Paper simply starts and ends. Lack of transitions make it difficult to understand the paper. ● Writes with limited use of vocabulary or specific words to transmit meaning of the essay. Misuse of parts of speech makes it difficult to understand the writing. ● Rambles- use of incomplete sentences that are too long to understand. Sentences follow a simple structure and or style. ● Struggles with spelling, punctuation capitalization and other writing conventions. This makes it very difficult to understand the writing. ● Lacks strategic writing skills (e. g., knowledge of the writing process; declarative, procedural and conditional knowledge; and strategies for inquiry, for drafting [such as investigating genre, considering audience, and responding to purpose], and for product revision) that are clearly developed.
Emerging	<ul style="list-style-type: none"> ● Writes sentences that are still unclear there seems to be a guide to a focused topic; however, it may drift at times. There is an attempt in details to support main idea. Reader can still feel confused. ● Attempts to write an introduction and or conclusion. Use of transitions helps, but paper is in need of more details. ● Struggles with some vocabulary terms that are used inappropriately. Greater command of the parts of speech is developing,. but many words are still used incorrectly. ● Attempts to create a style of sentence structure here and there; although, for the most part it sticks to one style. ● Shows need of improving spelling, punctuation, capitalization, and other writing conventions. It is still difficult to read the writing; but there signs of improvement. ● Demonstrates emerging strategic writing skills.
Developing	<ul style="list-style-type: none"> ● Writes with an unclear focus. Writing appears to be on one topic, but shifts to another topic at times. Support of main idea is lacking. Reader is left with unanswered questions. ● Attempts to write a proper introduction and conclusion however, both are dull or unclear. Transitions help connect ideas although at times they distract the flow. ● Selects and uses words appropriately; however, they are not higher level and need more vigor. ● Formulates well-written sentences; however, style and structure of sentences are repetitious. ● Demonstrates control of spelling, punctuation, capitalization, and other writing conventions. However, the writing could read and sound better by improving conventions. ● Utilizes strategic writing skills properly (now evident).
Expanding	<ul style="list-style-type: none"> ● Writes with a focus in mind; however, there is room for improvement. Needs more relevant details to support the main idea. Some readers’ questions can be answered, while others are left with doubt. ● Uses a proper introduction and conclusion, however, some improvement is needed. Needs to continue using transitional words are properly in order to allow the proper flow of ideas. ● Selects and uses vocabulary words that are much more livelier and appropriate. Some common wording can be improved. ● Writes with a definite style, and sentence structure is “catchy” with few mistakes. ● Demonstrates good control of spelling, punctuation, capitalization, and other writing conventions. Mistakes are few and nothing distracts from the writing. ● Applies mature strategic writing skills.
Bridging	<ul style="list-style-type: none"> ● Writing is clear and focused on a narrowed topic. Details are relevant and accurate, and they support the main ideas. Reader’s questions are answered ● Writing has a clear introduction that’s hooks the reader and conclusion that leaves a lasting impression. Use of transitions helps the reader to connect ideas. Reading flows and not dull. ● Words used in the writing are specific and accurate. Vivid verbs and modifying words are present. Words used enhance the meaning of the writing. ● There is a variety in length and structure of the sentences. The style of sentences varies on how they begin. Sentences create fluency and rhythm. ● Excellent control of spelling, punctuation capitalization and other writing conventions. ● Strategic writing skills are fully developed.

Anejo B/Appendix B

THE WRITING PROCESS

6-TRAITS WRITING RUBRIC

Six-Traits of Writing Rubric

Student's Name: _____ Date: _____

Facilitator: _____ Course: _____

Assignment: _____

Instructions: This rubric will be used to evaluate all written work done by the student in both English and Spanish. Please refer to the trait that you are evaluating (i.e., Ideas and Content) and write the score in the appropriate box. Select the criteria per level (6= highest, 1=lowest) that best reflects the student's writing ability. Refer to all the Appendix (D) sheets that describe, in detail, all the writing traits that you are evaluating in order to complete this rubric properly.

Writing Traits	Criteria per Level (From Highest to Lowest)						Grand Total:
	6	5	4	3	2	1	
1. Ideas and Content							
2. Organization							
3. Voice							
4. Word Choice							
5. Sentence Fluency							
6. Conventions							
Totals (Add all the totals down, then across to obtain the Grand Total.)							

Final Score: _____

Scoring Scale: (36-0)

- Outstanding:** 33-36 points = A
- Very Good:** 29-32 points = B
- Satisfactory:** 24-28 points = C
- Fair:** 19-23 points = D
- Poor:** 0-18 points = F

Six Traits for Analytic Writing Rubrics

Trait #1: Idea and Content

Criteria per Level

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from

<https://www.ade.state.az.us/standards/6traits/>

6	<p>The writing is exceptionally clear, focused and interesting. It holds the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support • a thorough, balanced, in-depth explanation/ exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well suited to audience and purpose.
5	<p>The writing is clear, focused and interesting. It holds the reader’s attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. • a thorough, balanced explanation/exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well-suited to audience and purpose.
4	<p>The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by</p> <ul style="list-style-type: none"> • an easily identifiable purpose. • clear main idea(s) • supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support. • a topic that is explored/explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present. • content and selected details that are relevant, but perhaps not consistently well chosen for audience and purpose.
3	<p>The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general, or occasionally slightly off-topic. The writing is characterized by</p> <ul style="list-style-type: none"> • an easily identifiable purpose and main idea(s). • predictable or overly-obvious main ideas or plot; conclusions or main points seem to echo observations heard elsewhere. • support that is attempted; but developmental details that are often limited in scope, uneven, somewhat off-topic, predictable, or overly general. • details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information. • difficulties when moving from general observations to specifics.
2	<p>Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by</p> <ul style="list-style-type: none"> • a purpose and main idea(s) that may require extensive inferences by the reader. • minimal development; insufficient details. • irrelevant details that clutter the text. • extensive repetition of detail.
1	<p>The writing lacks a central idea or purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • ideas that are extremely limited or simply unclear. • attempts at development that are minimal or non-existent; the paper is too short to demonstrate the development of an idea.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Trait #2: Organization

Criteria per Level

6	<p>The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by</p> <ul style="list-style-type: none"> • effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow. • a strong, inviting beginning that draws the reader in and a strong satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, and ideas). • details that fit where placed
5	<p>The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by.</p> <ul style="list-style-type: none"> • effective sequencing; the organizational structure fits the topic, and the writing is easy to follow. • an inviting beginning that draws the reader in and a satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, and ideas). • details that fit where placed. .
4	<p>Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by</p> <ul style="list-style-type: none"> • clear sequencing. • an organization that may be predictable. • a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety. • a body that is easy to follow with details that fit where placed. • transitions that may be stilted or formulaic. • organization which helps the reader, despite some weaknesses.
3	<p>An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by</p> <ul style="list-style-type: none"> • attempts at sequencing, but the order or the relationship among ideas may occasionally be unclear. • a beginning and an ending which, although present, are either undeveloped or too obvious (e.g. “My topic is...”, “These are all the reasons that...”) • transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused. • a structure that is skeletal or too rigid. • placement of details that may not always be effective. • organization which lapses in some places, but helps the reader in others.
2	<p>The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by</p> <ul style="list-style-type: none"> • some attempts at sequencing, but the order or the relationship among ideas is frequently unclear. • a missing or extremely undeveloped beginning, body, and/or ending. • a lack of transitions, or when present, ineffective or overused. • a lack of an effective organizational structure. • details that seem to be randomly placed, leaving the reader frequently confused.
1	<p>The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by</p> <ul style="list-style-type: none"> • a lack of effective sequencing. • a failure to provide an identifiable beginning, body and/or ending. • a lack of transitions. • pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly. • a lack of organization which ultimately obscures or distorts the main point.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Trait #3: Voice

Criteria per Level

6	<p>The writer has chosen a voice appropriate for the topic, purpose and audience. The writer seems deeply committed to the topic, and there is an exceptional sense of “writing to be read.” The writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an effective level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.). • an exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.
5	<p>The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of “writing to be read.” The writing is expressive, engaging or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively or interesting. Technical writing may require greater distance.). • a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.
4	<p>A voice is present. The writer demonstrates commitment to the topic, and there may be a sense of “writing to be read.” In places, the writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • a questionable or inconsistent level of closeness to or distance from the audience. • a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places. • liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff.
3	<p>The writer’s commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal. The writing is characterized by</p> <ul style="list-style-type: none"> • a limited sense of audience; the writer’s awareness of the reader is unclear. • an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later and the writing become somewhat mechanical. • a limited ability to shift to a more objective voice when necessary.
2	<p>The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by</p> <ul style="list-style-type: none"> • little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical. • a voice that is likely to be overly informal and personal. • a lack of audience awareness; there is little sense of “writing to be read.” • little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer.
1	<p>The writing seems to lack a sense of involvement or commitment. The writing is characterized by</p> <ul style="list-style-type: none"> • no engagement of the writer; the writing is flat and lifeless. • a lack of audience awareness; there is no sense of “writing to be read.” • no hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Trait #4: Word Choice

Criteria per Level

6	<p>Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words, which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> • accurate, strong, specific words; powerful words energize the writing. • fresh, original expression; slang, if used, seems purposeful and is effective. • vocabulary that is striking and varied, but that is natural and not overdone. • ordinary words used in an unusual way. • words that evoke strong images; figurative language may be used.
5	<p>Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> • accurate, specific words; word choices energize the writing. • fresh, vivid expression; slang, if used, seems purposeful and is effective. • vocabulary that may be striking and varied, but that is natural and not overdone. • ordinary words used in an unusual way. • words that evoke clear images; figurative language may be used
4	<p>Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • words that work but do not particularly energize the writing. • expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective. • attempts at colorful language that may occasionally seem overdone. • occasional overuse of technical language or jargon. • rare experiments with language; however, the writing may have some fine moments and generally avoids clichés.
3	<p>Language is quite ordinary, lacking interest, precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of “generic” paper filled with familiar words and phrases. The writing is characterized by</p> <ul style="list-style-type: none"> • words that work, but that rarely capture the reader’s interest. • expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective. • attempts at colorful language that seem overdone or forced. • words that are accurate for the most part, although misused words may occasionally appear, technical language or jargon may be overused or inappropriately used. • reliance on clichés and overused expressions.
2	<p>Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by</p> <ul style="list-style-type: none"> • words that are colorless, flat or imprecise. • monotonous repetition or overwhelming reliance on worn expressions that repeatedly distract from the message. • images that are fuzzy or absent altogether.
1	<p>The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by</p> <ul style="list-style-type: none"> • general, vague words that fail to communicate. • an extremely limited range of words. • words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Trait #5: Sentence Fluency

Criteria per Level

6	<p>The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next. • extensive variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas. • varied sentence patterns that create an effective combination of power and grace. • strong control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used, sounds natural.
5	<p>The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing into the next. • variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning. • control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used sounds natural.
4	<p>The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace. • some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact. • strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective. • occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural.
3	<p>The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> • some passages that invite fluid oral reading; however, others do not. • some variety in sentences structure, length, and beginnings, although the writer falls into repetitive sentence patterns. • good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective. • sentences which, although functional, lack energy. • lapses in stylistic control; dialogue, if used, may sound stilted or unnatural.
2	<p>The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> • significant portions of the text that are difficult to follow or read aloud. • sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object). • a significant number of awkward, choppy, or rambling constructions.
1	<p>The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by</p> <ul style="list-style-type: none"> • text that does not invite—and may not even permit—smooth oral reading. • confusing word order that is often jarring and irregular. • sentence structure that frequently obscures meaning. • sentences that are disjointed, confusing, or rambling.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Trait #6: Conventions

Criteria per Level

6	<p>The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions; manipulation of conventions may occur for stylistic effect. • strong, effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • paragraph breaks that reinforce the organizational structure. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little or no need for editing.
5	<p>The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions. • effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • paragraph breaks that reinforce the organizational structure. • correct capitalization; errors, if any, are minor. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little need for editing.
4	<p>The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • control over conventions used, although a wide range is not demonstrated. • correct end-of-sentence punctuation, internal punctuation may sometimes be incorrect. • spelling that is usually correct, especially on common words. • basically sound paragraph breaks that reinforce the organizational structure. • correct capitalization; errors, if any, are minor. • occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader. • moderate need for editing.
3	<p>The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • some control over basic conventions; the text may be too simple to reveal mastery. • end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors. • spelling errors that distract the reader; misspelling of common words occurs. • paragraphs that sometimes run together or begin at ineffective places. • capitalization errors. • errors in grammar and usage that do not block meaning but do distract the reader. • significant need for editing.
2	<p>The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • little control over basic conventions. • many end-of-sentence punctuation errors; internal punctuation contains frequent errors. • spelling errors that frequently distract the reader; misspelling of common words often occurs. • paragraphs that often run together or begin in ineffective places. • capitalization that is inconsistent or often incorrect. • errors in grammar and usage that interfere with readability and meaning. • substantial need for editing.
1	<p>Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by</p> <ul style="list-style-type: none"> • very limited skill in using conventions. • basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect. • frequent spelling errors that significantly impair readability. • paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text. • capitalization that appears to be random. • a need for extensive editing.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Appendix C

Thematic Unit Development Log

Directions: Complete the following thematic development log on a weekly basis:

	Workshop 2	Workshop 3	Workshop 4
Actions Accomplished (3 points)			
Difficulties Found (2 points)			
Student's Signature			
Facilitator's Feedback			

Appendix D

Demonstration Rubric

Student/Group: _____

Topic: _____ Date: _____

Criteria	Value Points	Student's Score
	Content	
Student opens the demonstrative class setting the objectives and language skills clearly, displays relaxed, self-confident, and seldom looks at notes.	1 point	
Student attracts ELLs' attention at the introduction of the lesson and keeps it through the session.	1 point	
Student presents the lesson in logical and interesting sequence which ELLs can follow	1 point	
Communicative activities demonstrated in the lesson are authentic, real-life based. Classroom management is excellent, keeping students on task at all times	1 point	
ELLs are the center of the lesson. Interaction between ELLs-ELLs, ELLs-teacher, and teacher-ELLs is fluent and effective at all times of the demonstration.	1 point	
Student implements meaningful, age-appropriate task-based assessment procedures.	1 point	
Excellent knowledge of CLT procedures; effective delivery; time limit observed.	1 point	

Student uses technology properly during the demonstration.	1 point	
	Language	
Demonstrates a command of standard English (vocabulary, syntax and flow of ideas)	1 point	
Student uses a clear voice with a good projection and intonation.	1 point	
Uses correct pronunciation of the language.	1 point	
Total Points	10 (70% content + 30% language)	<u> </u> Total score

Facilitator’s signature: _____

Note: The score obtained by the student should be scored as follows:

- Excellent: 1.00 point
- Good: 0.75 point
- Fair: 0.50 point
- Needs improvement: 0.25 point

Appendix E:

Thematic Unit Rubric

Phase I: Introduction

Component	4 Exemplary	3 Proficient	2 Basic	1 Unsatisfactory
Theme Statement	<ul style="list-style-type: none"> The title is demonstrative of the unit and captures the reader’s attention. The theme statement clearly conveys the “Big Idea”. The core book is succinctly summarized to include five literary elements and explains the appropriateness of the book to the grade and unit’s theme 	<ul style="list-style-type: none"> The title is demonstrative of the unit. The theme statement conveys the “Big Idea”. The core book is summarized to include most of the literary elements and explains the appropriateness of the book to the grade and unit’s theme 	<ul style="list-style-type: none"> The title is somewhat demonstrative of the unit. The theme statement partially conveys the “Big Idea”. The core book is summarized to include three literary elements and explains the appropriateness of the book is not clear to the grade and unit’s theme 	<ul style="list-style-type: none"> The title is not demonstrative of the unit. The theme statement does not convey the “Big Idea.” The core book is poorly summarized to include fewer than three literary elements and does not explain the appropriateness of the book to the grade and unit’s theme
Rationale	<ul style="list-style-type: none"> The rationale clearly explains in paragraph form why this is an appropriate/desirable unit of study for the particular grade level. 	<ul style="list-style-type: none"> The rationale explains in paragraph form why this is an appropriate/desirable unit of study for the particular grade level. 	<ul style="list-style-type: none"> The rationale is not clear in explaining why this is an appropriate/desirable unit of study for the particular grade level. 	<ul style="list-style-type: none"> The rationale does not explain why this is an appropriate/desirable unit of study for the particular grade level.
Reference List	<ul style="list-style-type: none"> There 25 or more resources that are linked to the theme/curricular areas. The list is annotated and shows connection to the theme. There are more than 5resources for teachers and more than 20 resources for students. (move up) There is a variety of genre appropriate to the intended audience. There are books representing a variety of reading levels that support ELL, access to print and gifted readers. There is a rich variety of multimedia materials including web-based resources. The list adheres to APA guidelines. 	<ul style="list-style-type: none"> There are 25 resources that are linked to the theme/curricular areas. The list is annotated. Some, not all, are connected to the theme. There are at least 5 resources for teachers and 20 resources for students. There is a variety of genre. There are books representing a variety of reading levels. There are videos and web-based resources. The list adheres to APA guidelines. 	<ul style="list-style-type: none"> There are fewer than 25 resources that are linked to the theme/curricular areas. The list is partially annotated. Some, not all, are connected to theme. There is an imbalance of resources for teachers and for students. There is some variety in genre. There is an imbalance of books representing a variety of reading levels. There are few videos and web-based resources. The list does not consistently adhere to APA guidelines. 	<ul style="list-style-type: none"> There are fewer than 15 resources that are linked to the theme/curricular areas. The list is not annotated. Teacher resources and/or student resources are missing. There is little or no variety in genre. Reading materials represent the grade level only There are no videos or web-based resources. The list does not adhere to APA guidelines.

Phase II: Overview

Component	4 Exemplary	3 Proficient	2 Basic	1 Unsatisfactory
Objectives	<ul style="list-style-type: none"> The unit plan contains at least 3 overall clearly stated instructional objectives that are connected to theme The unit plan includes clear objectives that integrate math, social studies, LA (reading, writing, listening, speaking) and one area from the following: (art, music, health or phys. ed.) The objectives clearly and concisely explain the learning behavior and conditions (BC of ABCD format) 	<ul style="list-style-type: none"> The unit plan contains at least 3 overall instructional objectives that are connected to the theme The unit plan includes objectives that integrate math, social studies, LA (reading, writing, listening, speaking) and one area from: art, music, health or phys. ed. The objectives explain the learning behavior and conditions (BC of ABCD format) 	<ul style="list-style-type: none"> The unit plan contains less than 3 overall instructional objectives that are somewhat connected to the theme The unit plan includes weak objectives that integrate math, social studies, LA (reading, writing, listening, speaking) and one area from: art, music, health or phys. ed. The objectives do not consistently explain the learning behavior and conditions (BC of ABCD format) 	<ul style="list-style-type: none"> The unit plan contains poorly stated overall instructional objectives The unit plan does not include clear objectives that integrate math, social studies, LA (reading, writing, listening, speaking) and one area from: art, music, health or phys. ed.) The objectives are weak and do not explain the learning behavior and conditions (BC of ABCD format)
Curricular Connections Web	<ul style="list-style-type: none"> The curricular connections web provides a clear, attractive one-page synopsis of the learning activities that will take place across curricular areas (including music, art, physical education and health) for the entire unit The web includes the core book 	<ul style="list-style-type: none"> The curricular connections web provides a one-page synopsis of the learning activities that will take place across curricular areas (including music, art, physical education and health) for the entire unit The web includes the core book 	<ul style="list-style-type: none"> The curricular connections web provides a one-page synopsis of most of the learning activities that will take place across curricular areas for most of the unit The web includes the core book 	<ul style="list-style-type: none"> The curricular connections web provides a one-page synopsis of few of the learning activities that will take place across some of the curricular areas for some of the unit The web does not include the core book
Unit Calendar	<ul style="list-style-type: none"> The calendar clearly displays the complete sequence of the lessons within the entire unit The calendar reflects an overview of the entire unit. The calendar gives a clear context of the lessons included in the Thematic Integrated Unit Plan (TIUP) The five lessons are highlighted 	<ul style="list-style-type: none"> The calendar displays the complete sequence of the lessons within the entire unit The calendar reflects an overview of the entire unit. The calendar gives the context of the lessons included in the TIUP The five lessons are highlighted 	<ul style="list-style-type: none"> The calendar displays most of the sequence of lessons within the unit The calendar reflects an overview of most of the unit. The calendar gives little context to the lessons included in the TIUP The five lessons are highlighted 	<ul style="list-style-type: none"> The calendar displays little of the sequence of lessons within the unit The calendar does not reflect an overview of the entire unit. The calendar gives no context to the lessons included in the TIUP The five lessons are not highlighted

Phase III: Lesson Planning

Component	4 Exemplary	3 Proficient	2 Basic	1 Unsatisfactory
Lesson Plans	<ul style="list-style-type: none"> • There are at least 5 complete, well developed lesson plans • All lessons plans demonstrate integrated instruction • The curricular areas of math, science, social studies and LA are well represented in the unit • One or more curricular areas from art, music, health, or phys. ed. is well represented in the unit • All lessons reflect a clear connection to the theme • There is clear evidence of informal assessment of the lesson objective in each lesson plan. 	<ul style="list-style-type: none"> • There are at least 5 complete lesson plans written in MSMU format • Lesson plans demonstrate integrated instruction • The curricular areas of math, science, social studies and LA are represented in the unit • At least one curricular area from art, music, health, or phys. ed. is represented in the unit • All lessons reflect a connection to the theme • There is evidence of informal assessment of the lesson objective in each lesson plan. 	<ul style="list-style-type: none"> • There are at least 5 lesson plans written in MSMU format • Most lesson plans demonstrate integrated instruction • The curricular areas of math, science, social studies and LA are represented in the unit in the unit • One curricular area from art, music, health, or phys. ed. is represented • Most lessons reflect a clear connection to the theme • There is some evidence of informal assessment of the lesson objective in each lesson plan. 	<ul style="list-style-type: none"> • There are at least 5 lesson plans written in MSMU format • Some lesson plans demonstrate integrated instruction • The curricular areas of math, science, social studies and LA are represented in the unit • At least one curricular area from art, music, health, or phys. ed. is represented in the unit • Few lessons reflect a connection to the theme • Support materials are not always included • There is little evidence of informal assessment of the lesson objective in each lesson plan.
Lesson Rationale	<ul style="list-style-type: none"> • There is a clear, well-written rationale for each lesson that strongly connects the lesson to the theme • Rationale reflects an understanding of theory within each content area and developmental level. 	<ul style="list-style-type: none"> • There is a well-written rationale for each lesson that connects the lesson to the theme • Rationale reflects some understanding of theory within each content area and developmental level. 	<ul style="list-style-type: none"> • There is a rationale for each lesson that makes little connection between the lesson and the theme • Rationale reflects little understanding of theory within each content area and developmental level. 	<ul style="list-style-type: none"> • There is a poorly written rationale for each lesson that does not usually connect the lesson to the theme. • Rationale does not reflect an understanding of theory within each content area and developmental level.

Phase IV: Unit Summation

Component	4 Exemplary	3 Proficient	2 Basic	1 Unsatisfactory
Assessment	<ul style="list-style-type: none"> • The performance assessment assesses student learning of one or more overall objectives. • The assessment is clearly written and includes appropriate language to the developmental level of the student • There is a well-written rubric or scoring tool • The assessment clearly relates to the unit’s theme 	<ul style="list-style-type: none"> • The performance assessment assesses student learning of one overall objective. • The assessment includes appropriate language to the developmental level of the student • There is a rubric or scoring tool • The assessment relates to the unit’s theme 	<ul style="list-style-type: none"> • The performance assessment is a weak assessment of student learning of an overall objectives. • The assessment includes some language appropriate to the developmental level of the student • There is a poorly written rubric or scoring tool • The assessment somewhat relates to the unit’s theme 	<ul style="list-style-type: none"> • The performance assessment does not assess student learning of an overall objective. • The assessment includes language that is not appropriate to the developmental level of the student • There is no rubric or scoring tool • It is unclear as to how the assessment relates to the unit’s theme

Facilitator’s signature: _____

Note: The score obtained by the student should be scored as follows:

- Excellent: 4.00 points
- Good: 3.00 points
- Fair: 2.00 points
- Needs improvement: 1.00 point

Anejo F/Appendix F

CLINICAL SCHOOL EXPERIENCE OBSERVATION TOOL



School for Professional Studies
 Universidad del Turabo

CLINICAL SCHOOL EXPERIENCE OBSERVATION TOOL
Part II: School: General Operation Activities (1 page)

Student Intern:

School:

Date:

Place a checkmark (✓) under the appropriate activity or type of meeting you participated in during your School Clinical Experience at the assigned school. You must comply with a minimum of four hours for this requirement.

IEP Meeting	ELL Committee Meeting	RTI Meeting	Faculty Meeting	Parent/Teacher Conference	Grade Level Meeting	Department Meeting	Other:	Total Hours

COMMENTS: Specify the activity for which you are entering comments. You will refer to this document to complete the final report for the

Education course.

Internship Course Facilitator’s Signature: _____ Date: _____

Student Intern’s Signature: _____ Date: _____

CODES: IEP=Individual Education Program, ELL=English Language Learner, RTI=Response to Intervention

Appendix G

CLINICAL SCHOOL EXPERIENCE OBSERVATION FEEDBACK FORM



School for Professional Studies
 Universidad del Turabo

CLASSROOM OBSERVATION FEEDBACK FORM

Student Intern:	Signature:	Date:
School Site Supervising Teacher:	Signature:	Date:
Internship Course Facilitator:	Signature:	Date:
Observation Notes (narrative description of lesson) <hr/> <hr/> <hr/> <hr/> <hr/>		

ESOL COMPETENCIES

(Check ALL that are observed)

- Planning Practices
- Instructional Methods/Strategies
- Instructional Materials
- Assessment by L2 Level
- Accommodations by L2 Level
- Learning Styles/Differentiation
- Cultural Sensitivity
- Addresses L2 proficiency Levels

ACCOMPLISHED PRACTICES

(Check ALL that are observed)

- Instructional Design, Lessons, and planning
- Learning Environment
- Instructional Delivery and Facilitation
- Assessment
- Continuous Professional Improvement
- Professional Responsibility and Ethical Conduct

Exemplary Practices

Reflective Comments

Observer's Name: _____

Observer's Signature: _____

Date: _____

Comments: