

Sistema Universitario Ana G. Méndez
School for Professional Studies
Continental USA Branch Campuses
Universidad del Este, Universidad Metropolitana, and Universidad del Turabo

EDUC 604-0

Knowledge Integration Seminar in ESOL
(This course requires that Faculty and Students have a current IRB Certification)

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TABLA DE CONTENIDO/TABLE OF CONTENTS

	PÁGINA/PAGE
STUDY GUIDE.....	4
WORKSHOP ONE	25
WORKSHOP TWO.....	40
WORKSHOP THREE	50
WORKSHOP FOUR	61
WORKSHOP FIVE.....	72
WORKSHOP SIX.....	84
WORKSHOP SEVEN	98
WORKSHOP EIGHT	108
APPENDIX A NATIONAL PROFICIENCY LEVELS FOR DIFFERENTIATED INSTRUCTION.....	116
APPENDIX B PARAGRAPH CONSTRUCTION RUBRIC.....	121
APPENDIX C THE WRITING PROCESS SIX-TRAIT ANALYTIC WRITING RUBRIC	123
APÉNDICE D\APPENDIX D INFORMACIÓN ACERCA DEL LABORATORIO DE IDIOMAS Y EL E-LAB LANGUAGE LAB AND E-LAB INFORMATION	131
APPENDIX E LANGUAGE LAB/E-LAB DOCUMENTATION.....	136
APÉNDICE F\ APPENDIX F RÚBRICA DE ENSAYO\ ESSAY RUBRIC	141
APÉNDICE G\ APPENDIX G RÚBRICA DE PARTICIPACIÓN EN CLASE\CLASS PARTICIPATION RUBRIC	144
APÉNDICE H\ APPENDIX H RÚBRICA DE PRESENTACIÓN ORAL Y AUDIOVISUAL INDIVIDUAL\GRUPAL\ INDIVIDUAL\GROUP ORAL AND AUDIOVISUAL PRESENTATION RUBRIC	149
APÉNDICE I\APPENDIX I AUTORREFLEXIÓN\ SELF-REFLECTION.....	154
APÉNDICE J\APPENDIX J RÚBRICA PARA EVALUAR LOS JUEGOS DE ROL RUBRIC TO EVALUATE ROLE PLAYING	158
APPENDIX K KWHLAQ CHART.....	164
APÉNDICE L\ APPENDIX L RÚBRICA DEL FORO DE DISCUSIÓN ESCRITA\ WRITTEN DISCUSSION FORUM RUBRIC	165
APÉNDICE M\ APPENDIX M RÚBRICA DEL FORO DE DISCUSIÓN ORAL\ DISCUSSION FORUM RUBRIC.....	168
APPENDIX N SPEAKING RUBRIC.....	173
APPENDIX O LISTENING RUBRIC	174
APPENDIX P READING COMPREHENSION RUBRIC.....	175
APPENDIX Q	177
APPROVED GRADING SCALE.....	199

STUDY GUIDE

Course Title:	Knowledge Integration Seminar in ESOL
Code:	EDUC 604-0
Credits:	Three
Time Length:	Eight Weeks
Prerequisites:	All core and specialization courses. Student must be a graduation candidate.

Description:

This course has been designed to provide students the opportunity to revise, examine, and critically discuss knowledge integration related to the educational system in the United States. It includes the culmination of the proposed project from the previous course, EDUC 600. Emphasis will be given to the evolution of the educational system during the end of the twentieth century and the beginning of the twenty-first century. Challenges and concerns affecting today's educational system and their impact on academic achievement will be the prime focus for discussions.

***This course requires a current IRB Certification (facilitator and students).**

General Content Objectives

Upon completing this course, the student will be able to:

1. Identify and describe educational theories related to the efficient operation of the educational system at the elementary, middle, and high school levels.
2. Analyze challenges and concerns affecting today's educational system and their impact on academic achievement.
3. Formulate possible solutions to address educational challenges in his/her field of study and/or workplace.
4. Investigate and critically analyze situations and educational challenges in other fields of study.
5. Evaluate the accuracy and validity of research and study techniques used to develop and/or implement innovative or different strategies.
6. Compile the proposal project, official forms, and documentation to upload to IRB (IRBNET) for approval to complete and publish the thesis project.

General Language Objectives:

Upon completing this course, the student will be able to:

1. **Listen:** Understand oral discussions in English and recognize their different purposes and the communication settings in which they are produced. In addition, share, compare, and develop new ideas about concepts related to the knowledge integration seminar in ESOL in a collaborative manner; acquire significant knowledge supported by experiences and motivational topics; respond to auditory stimuli such as videos, audiovisual presentations, and interactive activities.
2. **Speak:** Express him/herself in English correctly and coherently for a variety of purposes and in a variety of communication settings, adopting a personal style of expression; analyze, express opinions, and communicate orally different points of view and ideas. In addition, develop abilities and skills that will prepare him/her for academic and daily life and the workplace; use language to acquire new knowledge about concepts related to the knowledge integration seminar in ESOL and learn to utilize simple techniques of handling information through traditional media and computer technology.
3. **Read:** Investigate, analyze, interpret, summarize, paraphrase, and understand information in English obtained from a variety of media on concepts related to the knowledge integration seminar in ESOL. In addition, develop critical attitudes towards communication media messages, reflecting on the importance of this information; benefit independently from reading as a form of communication and as a source of cultural enrichment.
4. **Write:** Produce written works in English expressing a personal, critical and creative point of view, using correct spelling, grammar, and coherence in order to establish an effective and clear communication. In addition, use writing as a

means of communication and to provide information about concepts related to the knowledge integration seminar in ESOL.

APA Requirements (6th edition) to cite books used in the course:

Use APA style (6th edition) to cite recommended books and resources.

- <http://www.apastyle.org/>
- <http://owl.english.purdue.edu/owl/resource/560/01/>

Recommended Books – refer to Appendix Q for a list of books and electronic texts.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
(ISBN-10: 1433805618; ISBN-13: 978-1433805615)

Marzano, R. J., & Simms, J. (2012). *Coaching classroom instruction (classroom strategies)*. Bloomington, IN: Marzano Research Laboratory.
(ISBN-10: 0983351260; ISBN-13: 978-0983351269)

Recommended E-Book:

American Psychological Association. (2013). *Publication manual of the American Psychological Association* [Kindle Edition] (6th ed.). Washington, DC: Author.
(ASIN: B00CPUBEBM)

Additional Electronic Resources and Links – students are encouraged to access the following links, but not limit themselves only to these.

Virtual Library

- <http://bibliotecavirtualut.suagm.edu/>

National Common Core State Standards (NCCSS)

- <http://www.corestandards.org/>
- <http://www.onlinecolleges.net/2012/06/27/50-important-links-for-common-core-educators/>
- <http://www.youtube.com/watch?v=EXf91AGW2QA>
- <http://www.youtube.com/watch?v=5s0rRk9sER0>

Links Related to Teacher Certification in **Florida**:

Florida Teacher Certification Examination (FTCE)

- <http://www.fl.nesinc.com/>

General Knowledge (GK) Test

- <http://www.fl.nesinc.com/testPage.asp?test=GK>

Subject Area Examinations

- <http://www.fl.nesinc.com/tests.asp>

Test Information Guides

- http://www.fl.nesinc.com/FL_TIGS.asp

Florida State Standards

- <https://www.fldoe.org/arra/pdf/CCSSRolloutTimeline.pdf>

Links related to **Maryland** State Teacher Certification

Maryland State Standards

- <http://marylandpublicschools.org/>
- <http://marylandpublicschools.org/MSDE/programs/ccss/>

Links related to Texas State Teacher Certification

Texas State Standards

- <http://www.utdallas.edu/scimathed/>
- <http://www.dcschools.com/>
- <http://www.tea.state.tx.us/WorkArea/DownloadAsset.aspx?id=5987>
- http://www.tea.state.tx.us/index2.aspx?id=5938&menu_id=2147483671&menu_id2=794

The Texas Examinations of Educator Standards™ (TExES™)

- <http://cms.texas-ets.org/tecprogram/>

Language Minority Students

- <http://www.maec.org/Old/instprac.html>
- http://www.nassp.org/Content.aspx?topic=Four_Fundamental_Truths_for_Teaching_English_to_Language_Minority_Students
- <http://www.gustine.esc14.net/users/0001/docs/Twenty%20Tips%20for%20ESL%20Instruction.pdf>

If necessary, the facilitator may change the electronic links or add additional professional links that provide the most recent research on the topics of this course.

NOTE: The Ana G. Méndez University System (SUAGM) is not responsible for changes in content or format that may occur in the electronic links recommended for educational purposes; neither is SUAGM responsible for their expiry. If, for any reason, you find questionable or objectionable material in the links recommended by SUAGM, please contact the academic director immediately to initiate the removal process and update the module with trustworthy information.

Evaluation Table

The final grade is based on the total points by workshop (30% for language and 70% for the content area.) Average the final grade based on the criteria that appears to the left in the chart.

Criteria	Workshops	Points	Percentage
Attendance and Participation	1 to 8	100	20%
Language Lab and E-Lab (usage of E-Lab resources for homework and activities of the course according to the module or as provided by the facilitator)	1 to 8	100	20%
Written Works (self-reflections, essays, paragraphs, final project, summaries, critical analyses, thesis project, and others)*	1 to 8	100	20%
Individual/Group Oral Demonstrations, Role-Plays, and Audiovisual Presentations*	As Determined by the Facilitator	100	20%
Published Thesis Project	8	100	20%
Total		500 (maximum number of points)	100%

*Facilitators and students are required to use the rubrics provided in the Appendix Section of the course module for the evaluation of assignments and activities in each workshop. The facilitator will evaluate the activities of each workshop based on 30% for language activities and 70% for content activities.

Scale:

A = 100 - 90 B = 89 - 80 C = 79 - 70 D = 69 - 60 F = 59 or less

METHOD OF EVALUATION: The facilitator will provide specific information regarding assignments on the first night of class.

The student is responsible for carefully reading all the information related to the clinical school experience and other additional requirements that are part of the internship process. All information and documents are found in Blackboard under the Appendix Section of the *Education Internship Handbook*, and in accordance with the student's state of residence. The student is responsible for completing all forms, as applicable.

Description of the Evaluation Process:

1. The final grade for the course is determined by the percentage obtained by the student for the demonstration of learning of the course content and achievement of course outcomes (70%), as well as for the mastery of language skills in English (30%). Course content mastery and language proficiency will be evaluated based on the work completed in each workshop, including two partial tests (if applicable), assignments, projects, written works, oral presentations, Language Lab/E-Lab exercises, and others. Refer to the evaluation table that is found in the Study Guide.
2. **Partial Tests:** This class requires that two partial tests be included in the final evaluation, if applicable. These exams will be administered to measure content knowledge according to the course objectives as stipulated in the module, as well as linguistic proficiency in English.
3. Our **Discipline-Based Dual Language Immersion Model®** is designed to develop and maximize language skills and content knowledge in our students in order to optimize their abilities to support them in the process of becoming future professionals. Therefore, all evaluations for written and oral skills will be based on 30% for language and 70% for content.

The facilitator must refer to Appendix A: The National Proficiency Levels for Differentiated Instruction to identify each student's level of language skills (listen, speak, read, and write) based on the Can Do National Proficiency Levels.

Furthermore, it is the responsibility of the facilitator to use differentiated instruction in order to meet the language needs of each student and to ensure maximum learning and academic performance.

In addition, the facilitator will use the following appendices to evaluate students' linguistic proficiency in each of the language domains:

- a. Appendix B: Paragraph Construction Rubric, Appendix C: The Writing Process Six-Trait Analytic Writing Rubric, and Appendix F: Essay Rubric to evaluate writing skills.
- b. Appendix N: Speaking Rubric to evaluate speaking skills.
- c. Appendix O: Listening Rubric to evaluate listening skills.
- d. Appendix P: Reading Rubric to evaluate reading comprehension skills.

4. **Language Lab and E-Lab Requirements** (Tell Me More, NetTutor, Blackboard Collaborate tools, e-books, and Virtual Library):

- a. The Language Lab and the E-Lab are an integral part of the course weekly evaluations and the final evaluation of activities and assignments of the course, according to the module or as assigned by the facilitator.
- b. Specific information about the Language Lab/E-Lab resources is found in Appendix D: Language Lab and E-Lab Information. **It is the facilitator's responsibility to integrate the use of the Language Lab/E-Lab in the course assignments and activities.** The Language Lab/E-Lab hours must be completed according to the facilitator's specifications which must be aligned to the course content.
- c. Each student must fill out the documentation form found in Appendix E: Language Lab/E-Lab Documentation and submit it to the facilitator as part of the evaluation criteria for this course.
- d. The activities section of the guide must integrate practice in the Language Lab/E-Lab, based on assignments given by the facilitator.
- e. Students must open a Tell Me More account and begin working on the interactive exercises designed to develop/improve linguistic skills in

English. They must take the Tell Me More language placement test and, based on their score, complete the interactive exercises in the Language Lab that correspond to their level of English.

5. **Attendance and Class Participation:** Attendance/participation in every workshop is mandatory to pass the class, and absences will affect the final grade. In the event that the absence is excused, it is the student's responsibility to immediately contact the facilitator. In addition, the student must complete all the assignments and classwork for the day of absence. Refer to Appendix G: Class Participation Rubric for additional information. The following criteria will also be evaluated:

- a. mastery of the material discussed in class,
- b. completion of assigned work,
- c. demonstration of adequate communication skills,
- d. effective participation in collaborative tasks,
- e. submission of all work on time,
- f. linguistic progress in English, and
- g. use of the E-Lab resources.

6. **Self-Reflection Journal:**

- a. As a lesson wrap-up or as an activity within the workshop, students will write a self-reflection on a topic found in Appendix I: Self-Reflection or on another topic determined by the facilitator. In this manner, students will demonstrate understanding of the concepts of the workshop. The facilitator will utilize Appendix C: The Writing Process Six-Trait Analytic Writing Rubric to evaluate the Self- Reflection Journal.

7. **Essays, Summaries, and Other Writings:**

- a. Students will write essays and summaries on topics indicated by the facilitator or selected by the students.

- b. Students must use APA style, include bibliographic citations and references, and submit the work to NetTutor for feedback.
- c. The facilitator will send written works to SafeAssign™ to check for plagiarism.
- d. These works should be written individually, unless specified otherwise by the facilitator, and submitted according to the facilitator's specific instructions.
- e. These works will be evaluated using Appendix C: The Writing Process Six-Trait Analytic Writing Rubric.

8. Special Assignment:

- a. Each student must research information on the challenges and concerns affecting today's educational system and their impact on academic achievement at the elementary, middle, and high school levels.
- b. Students will also formulate possible solutions for these challenges and concerns.
- c. Students will select the elementary, middle or high school level. However, the facilitator may change their choice to ensure an equitable number of students researching each level.
- d. Based on their research and knowledge obtained prior to and during this course, students will comply with the following:
 - i. Deliver an oral presentation:
 - o Students must incorporate concepts, terms, and academic core vocabulary related to the course during their presentation.
 - o They are required to use audiovisuals, such as organizers, drawings, illustrations, PowerPoint, simulations, dramatization/role-plays, interviews, and/or others to make their presentation comprehensible, accurate, informative, unique, and interesting. Creativity is encouraged!
 - o The facilitator will provide more information regarding the time limits, submission, and other related details, including

- specific information which must be included in the presentation.
- The oral presentation will be evaluated using Appendix H: Individual/Group Oral and Audiovisual Presentation Rubric.
- ii. Submit a written report:
- The facilitator will provide more information regarding the format and other specifications for this project.
 - Students must use APA style, include bibliographic citations and references, and submit to NetTutor for feedback.
 - The facilitator will send written works to SafeAssign™ to check for plagiarism.
 - The written special assignment will be evaluated using Appendix C: The Six-Trait Analytic Writing Rubric.
- e. Both the oral presentation and the written report will be due in Workshop Eight.
- f. Students must use their time wisely so that they can complete all the required components efficiently, effectively, and accurately.
- g. Students should address any concerns or questions they have with the facilitator via e-mail or the mode indicated by the facilitator.
- h. Students will submit a draft of this special assignment in Workshop Five, unless the facilitator provides other specific instructions. If the facilitator deems necessary, suggestions will be made to ensure compliance with final project requirements.
- i. The facilitator will ensure that all questions are answered and doubts are clarified.

9. Thesis Project:

- a. The facilitator will provide detailed information on this project.
- b. Students will seek IRB (IRBNET) clearance by uploading the proposal project completed in the EDUC 600 platform, including official forms and documentation.

- c. Facilitators and students must consult the academic director or U.S. campuses IRB coordinators for complete instructions on submitting the proposal to the IRBNet platform.
- d. Students will conduct the study and analyze data as soon as they receive clearance from the IRB.
- e. Once the study has concluded, students must consult with the facilitator for specific instructions on thesis project binding and publishing,

Description of Course Policies:

1. The course is conducted in an **accelerated and dual language format**. This requires that students prepare in advance for each workshop according to the course module. Students must be structured, organized, committed, and focused to ensure linguistic and academic success. In order to achieve proficiency expectations in English, the student must strive to take advantage of all language resources in the university and in their community, since becoming a linguistically proficient professional is a complex and challenging task. Each workshop requires an average of twenty hours or more of preparation, depending on the student's development of linguistic achievement.
2. Attendance/participation in all class sessions is mandatory. A student who is absent to a workshop must present a reasonable excuse (e.g., medical or jury duty) to the facilitator who, in turn, will evaluate the reason for the absence. If it is justified, the facilitator will decide how the student will make up the missing work, if deemed necessary. All assignments must be completed and handed in prior to the next workshop or on the date stipulated by the facilitator.

The facilitator will adjust the grade for late assignments and/or make-up work. However, some group oral presentations and special class activities cannot be made up. The facilitator will indicate a date for the student to take a written test

that will measure both the content and linguistic components of the missing presentation or activity, if so determined.

3. In cooperative learning activities, students will receive two grades: one for group work and one for the individual work performed.
4. It is expected that all written work will be solely that of the student and should not be plagiarized. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. That is, the student must be the author of all work submitted, based on research and citations of reliable sources. Wikipedia and other wiki pages (collaborative) are not reliable references. 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. **In order to reduce/prevent plagiarism, facilitators will use SafeAssign™, a Blackboard plagiarism deterrent service used to verify students' ownership of written works.** Therefore, it is the students' responsibility to read the plagiarism policy of their institution. UT students must read Section 11.1 of the Student Manual for more detailed information.

Ethical behavior is expected from students in all course-related activities. This means that all papers submitted by students must be original work and that all references used must be properly cited and mentioned in the bibliography. Plagiarism will not be tolerated. In the event that a student commits plagiarism, he/she risks receiving a zero in the assignment or activity and being referred to the Discipline Committee. All students must comply with all policies aimed at preventing plagiarism of documents, ideas and works, since this violates professional ethics.

EXPLANATORY NOTE: The Ana G. Méndez University System (SUAGM) respects all copyright laws and, under no circumstances, promotes plagiarism in any form. To this end, SUAGM discourages students, employees, contractors, trustees, as well as the general public, from copying, sharing, imitating, or paraphrasing any material protected by copyright laws, without appropriately

- citing the source of information and/or the source being referred to, irrespective of the format of the material.
5. **If the module has not been revised in the last three years, the facilitator is required to revise the activities, electronic links, texts, assignments, and any other information that may be obsolete. This may include adding or revising more recent readings relevant to the course.** This process needs to occur at least three weeks prior to the beginning of the workshop, and it must be authorized by the academic director of the campus with copy to the corporate learning services director. It is the facilitator's responsibility to provide students with the document that includes all the changes made to the module.
 6. In order to help the students more effectively and establish a means of contacting students, the facilitator will provide his/her SUAGM e-mail address, phone number, hours to be contacted, and days available.
 7. For security reasons, only students registered in the course are permitted to access the course information.
 8. All students are subject to the behavior policies and norms that govern the Ana G. Méndez University System.

Note: If for any reason the student cannot access the links presented in the module, he/she should notify the facilitator immediately and research other sources of information. There are many other search engines and links that can be used to conduct research. Some examples are:

- www.google.com
- www.findarticles.com
- www.bibliotecavirtualut.suagm.edu
- www.eric.ed.gov/
- www.flelibrary.org/
- <http://www.apastyle.org/>

Visit the following websites to access videos:

- ustream.tv
- sedueradio.com
- videoblocks.com
- youtube.com
- vimeo.com
- skype.com (upon request and prior coordination)

Access the following links to buy or rent new or used textbooks or references:

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

These are only some of the companies where books may be bought or rented.

Research Law Compliance Requirement

For all courses that require research, questionnaires or interviews, students and faculty must comply with the norms and procedures of the Institutional Review Board (IRB) Office and request authorization.

In the Florida, Maryland, and Texas campuses, they must contact the academic director or the IRB institutional representative. All students who must conduct an investigation as part of a course must be certified in IRB investigation processes.

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_irbnet.asp, and select the forms needed.

In addition, the student and the facilitator will find instructions for several online certifications related to IRB processes by accessing the following link: <http://www.suagm.edu/pdf/Instrucciones%20Certificaciones%20IRBNet.pdf>.

These certifications include: IRB (Human Subject Research), HIPAA (Health Insurance Portability and Accountability Act), RCR (Responsible Conduct of Research), and others that may be required by the facilitator of the course.

To clarify doubts or questions, please contact the academic director or the IRB institutional representative of your campus.

In addition, you may contact the IRB compliance director or coordinators:

Evelyn Rivera Sobrado, IRB Compliance Director

Tel. (787) 751-0178 ext. 7196

Josefina Melgar Gómez, IRB Coordinator – UT

Tel. (787) 743-7979 ext. 4126

Carmen C. Crespo Díaz, IRB Coordinator – UMET

Tel. (787) 751-0178 ext. 6366

Natalia Torres Berríos, IRB Coordinator – UNE

Tel. (787) 257-7373 ext. 2279

Ramón L. Nieves, IRB Coordinator – SUAGM - USA

Tel. (407) 207-3363 ext. 1889

Teaching Philosophy and Methodology

This course is based on the educational philosophy of constructivism. Constructivism is 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.

Facilitators are focused on assisting students to make connections between their prior knowledge, new knowledge and real life experiences, thus fostering a new understanding that is relevant to them. We also attempt to tailor our teaching strategies to students’ responses and encourage them to analyze, interpret, and predict information that can be applied to one’s daily life.

Constructivism Guiding Principles:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct **meaning**.
2. Constructing **meaning** requires understanding the “whole” as well as the “parts.” The “parts” must be understood in the context of the “whole.” Therefore, the learning process focuses on primary concepts in context, 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 repeat someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is by making **assessment** an essential part of the learning process, thus ensuring that it provides students with information on the quality of their learning.
5. Evaluations should serve as self-analysis tools.
6. The adequate tools and environment that help learners interpret the multiple perspectives of the world will be provided.
7. Learning should be internally controlled and mediated by the learner.

Dual Language Instructional Approach

The dual language curriculum integrates the **Sheltered Instruction Observation Protocol (SIOP) Model***.

The student will be exposed to the eight interrelated SIOP learning components to facilitate comprehensible instruction. These components are:

1. Lesson preparation – A lesson that allows students to make connections between what they know, their experiences, and the new information should be carefully planned.
2. Background knowledge – The concepts learned should be directly related to the students' experiences.
3. Comprehensible input – The facilitator should use academic vocabulary according to the students' level of proficiency.
4. Strategies – Techniques, methods, and mental processes that improve how students understand and retain information should be used.
5. Interaction – Students should have the opportunity to utilize language in multiple ways across the curriculum.
6. Practice/Application – Students should have the opportunity to utilize instructional resources to practice and apply content.
7. Lesson delivery – The facilitator should develop content and language objectives throughout the lesson and create opportunities that involve the students during the course of the learning process.
8. Review/Assessment – These should be utilized throughout the lesson to determine students' mastery of the lesson.

These instructional strategies are connected to each one of these components, allowing that the design and presentation of a lesson address the academic and linguistic needs of second language learners. Each lesson integrates dual language strategies and instructional approaches that ensure students' linguistic and academic success.

SIOP Components (Sheltered Instruction Observation Protocol):

The dual language instructional strategies are indicated below each SIOP component (A-E). These strategies allow the design and delivery of a lesson that addresses the academic and linguistic needs of second language learners. The facilitator must select the **Cognitive Academic Language Learning Approach (CALLA)** strategies that best align to the specific content and language objectives of the workshop and integrate them in the lesson activities to ensure maximum learning and academic performance.

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

WORKSHOP ONE

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Describe and explain English as a second language (ESL), bilingual education, and other dual language programs.
2. Compare and contrast English as a second language (ESL), bilingual education, and other dual language programs.
3. Demonstrate understanding of the characteristics of multicultural education.
4. Analyze why it is essential that ESL teachers understand effective educational research methods.
5. Compile the proposal project, official forms, and documentation to upload to IRBNet.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

1. **Listen:** Demonstrate a discerning approach to listening by gathering complete and accurate information from colleagues' presentations on the pros and cons of bilingual education; focus on listening carefully to comments expressed by classmates on the oral discussion forum on the strengths and weaknesses of some educational research methods, in order to reply in a thoughtful and justified manner.
2. **Speak:** Actively participate in the preparation and delivery of the presentation on the use of effective educational research methods and its impact in the field of teaching English as a second language and on the pros and cons of dual language education.
3. **Read:** Research information on ESL, bilingual and dual language programs, multicultural education, and effective education research methods, in order to effectively complete assignments and activities on these topics.
4. **Write:** Compose an informational essay on the differences and similarities among

ESL, bilingual, and other dual language programs while applying correct Standard English and APA style; demonstrate clear and concise language when creating a series of graphic organizers and summaries related to the course topics.

Electronic Links – students should not limit themselves to the links below:

APA style

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <http://www.psychwww.com/resource/apacrib.htm>

Virtual Library

- <http://bibliotecavirtualut.suagm.edu/>

Bilingual Education

- <http://www.ericdigests.org/1997-3/bilingual.html>
- http://www.ascd.org/publications/curriculum_handbook/413/chapters/Bilingual_Education@_Effective_Programming_for_Language-Minority_Students.aspx
- <http://www.nabe.org/BilingualEducation>
- <http://sitemaker.umich.edu/370blinged/home>
- <https://www.proenglish.org/projects/bilingual-education.html>
- <http://www.nabe.org/BilingualEducation>
- http://sitemaker.umich.edu/370blinged/different_types_of_bilingual_education
- <http://www.ecs.org/html/issue.asp?issueID=16>
- <http://www.newyorker.com/science/maria-konnikova/bilingual-advantage-aging-brain>
- <http://moramodules.com/Pages/HistoryBE.htm>
- <https://www.linkedin.com/pulse/20140810131928-39092336-a-short-history-of-esl-bilingual-education>
- <http://foundationsofbilingualeducation2.weebly.com/historical-timeline-of-bilingual-education-in-america.html>

Bilingual Education and English as a Second Language (ESL)

- <http://www.5minuteenglish.com/bilingual-vs-esl.htm>
- <http://teach.com/what/teachers-know/english-as-a-second-language-esl>

Dual Language

- http://www.dlenm.org/index.php?option=com_content&view=article&id=433:what-is-dual-language-education&Itemid=53
- http://hepg.org/hel-home/issues/27_2/helarticle/dual-language-programs-on-the-rise
- <http://www.massmabe.org/Dual-Language-Programs.html>
- <https://www.eslpartyland.com/bilingual-esl-dual-language>
- <https://educ201.wordpress.com/2014/11/13/weighing-the-pros-and-cons-of-dual-language-programs/>

Educational Research Methods

- http://www.qem.org/edresearchneworleans/fashola_qemmethodsofeducationresearch.ppt.pdf
- <http://www.education.com/reference/article/research-methods-an-overview/>
- <http://www.staff.blog.utm.my/pszresearchsupport/2011/09/19/4-major-types-of-qualitative-research/>
- <http://www.alzheimer-europe.org/Research/Understanding-dementia-research/Types-of-research/The-four-main-approaches>
- <http://wilderdom.com/research/QualitativeVersusQuantitativeResearch.html>
- <http://www.prlog.org/10814294-mixed-method-research-defined.html>
- http://www.fischlerschool.nova.edu/Resources/uploads/app/35/files/ARC_Doc/mixed_methods.pdf
- <http://www2.webster.edu/~woolflm/statmethods.html>

ESL

- <http://seattlecentral.edu/faculty/jgeorg/TESLSCCC/ABriefHistory.htm>
- http://www.everythingsl.net/in-services/seven_teaching_strategies_clas_06140.php
- <http://www.everythingsl.net/in-services/judith.php>
- http://ngl.cengage.com/assets/downloads/ngreach_pro0000000005/am_short_rch_base_esl.pdf
- <http://www.edutopia.org/blog/esl-ell-tips-ferlazzo-sypnieski>
- <https://www.eslpartyland.com/teaching-esl-student>

Multicultural Education

- <http://www.broward.k12.fl.us/esol/Eng/Multicultural/index.html>
- <http://edglossary.org/multicultural-education/>
- <http://www.edchange.org/multicultural/papers/keith.html>
- <https://www.google.com/search?q=multicultural+education&biw=1920&bih=934&tbm=isch&tbo=u&source=univ&sa=X&ei=ti-DVbeUM4fLsAXLxYOICw&ved=0CGQQsAQ&dpr=1>
- <http://www2.nau.edu/~jar/Multi.html>
- <http://education.jhu.edu/PD/newhorizons/strategies/topics/multicultural-education/the-scope-of-multicultural-education/>
- <http://www.nameorg.org/>
- <http://www.healthofchildren.com/M/Multicultural-Education-Curriculum.html>

Research Techniques/Methods

- <http://www.wisegEEK.org/what-are-the-different-types-of-research-techniques.htm>
- <http://www.innovateus.net/content/what-are-different-types-research-techniques>
- <https://www.statpac.com/surveys/research-methods.htm>
- <https://www.google.com/search?q=research+methods&biw=1920&bih=934&tbm=isch&tbo=u&source=univ&sa=X&ei=nHuEVfviG8vfsAXn9oDgCg&ved=0CCsQsAQ&dpr=1>

Academic Core Vocabulary - must reflect the objectives and important concepts of the workshop:

- | | |
|---------------------------------|--------------------------|
| 1. English as a second language | 7. quantitative research |
| 2. dual language | 8. qualitative research |
| 3. bilingual education | 9. native language |
| 4. methodology | 10. multicultural |
| 5. language proficiency | 11. L1 |
| 6. diversity | 12. L2 |

List of Supplementary Materials for the Workshop:

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library
6. drawing materials (markers, paper, etc.)
7. graphic organizers
8. electronic links, including
<https://educ201.wordpress.com/2014/11/13/weighing-the-pros-and-cons-of-dual-language-programs/>.

Important Instructions for Students

1. Carefully read the course module and its appendices, and familiarize yourself with the course content. Verify that you have access to the SUAGM accounts, including the E-Lab, e-mail, and Blackboard. If you need help to manage these accounts, please contact the Help Desk.
2. Prior to Workshop One, the facilitator will post announcements on Blackboard informing students of important dates and other information. In addition, reminders will be posted regarding assignments, projects, and the importance of completing the Language Lab/E-Lab exercises throughout the course. Read this information frequently during the course duration.
3. During Workshop One, the facilitator will explain the *Education Internship Handbook* which can be found in Blackboard. This document contains detailed instructions regarding the internship process and the documents necessary for the effective completion of this process. Other important documentation, such as the Education Profession Code of Ethics, ESOL Performance Standards, Reading Endorsement Competencies, among others, is included as well.
4. Use NetTutor to revise your written work prior to submitting it to the facilitator for evaluation. This tool revises your work and provides feedback. The facilitator will send students' written work to SafeAssign™ to detect plagiarism. Limit the use of information copied directly from the Internet, use APA style, and cite all references.
5. If you have any questions regarding assignments, activities or course content, be sure to clarify them directly with the facilitator or via Voice E-mail in Blackboard.
6. Open a Tell Me More account and start working on the interactive exercises designed to develop/improve linguistic skills in English.
 - a. Take the Language Placement Test and complete the interactive exercises in the Language Lab that correspond to the level of English obtained.
 - b. Refer to Appendix D: Language Lab and E-Lab Information for additional details.

- c. Fill out the Language Lab/E-Lab Documentation found in Appendix E: Language Lab and E-Lab Documentation, indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.
 - d. Submit this document on a weekly basis to the facilitator.
7. Finally, it is very important that you understand the importance of mastering the learning topics.
 - a. It is necessary that you regularly consult dictionaries and other helpful resources.
 - b. Complete mastery and comprehension of the topics of each workshop are essential for understanding the next class.
 - c. In this way you will continue enhancing the learning process.
 - d. Pay attention to the language activities, and remember that 30% of your grade will depend on the language proficiency that you demonstrate in the English language and 70% will depend on your mastery of the course content.

Assignments to Be Completed Prior to the Workshop:

1. Familiarize yourself with the *Education Internship Handbook*, including the required documents and all the other requisites that are part of the internship process. Take notes of any questions you may have and contact the facilitator for clarification.
2. Use the suggested texts, recommended links, Internet, or other academic resources to define the words detailed in the Academic Core Vocabulary section.
 - a. Start a professional glossary by writing each word's definition on an index card of your choice. Use a size that is easy to handle and can be easily filed or tied together.
 - b. Do not copy the definitions verbatim.
 - c. Use terminology that you fully understand, and use non-linguistic clues (drawings, illustrations, graphic organizers, etc.) which will help you remember and comprehend the meanings.

- d. This is a very effective learning strategy which you can later implement with your students for vocabulary instruction.
 - e. You will complete this assignment prior to each workshop.
 - f. In addition, the facilitator will ask students to share some of their definitions, including the non-linguistic clues, in each of the workshops.
 - g. When you complete this course, you will not have only created an extensive glossary which can be helpful in your future studies, as well as in your profession, but you will also benefit from the contributions and ideas of your colleagues.
3. Use the Virtual Library, Internet, recommended links, and other academic resources to research information on English as a second language (ESL), bilingual education, and other dual language programs.
 - a. Write an informational essay, number of pages determined by the facilitator, to explain the differences and similarities among these programs.
 - b. Use APA style, include bibliographic citations and references, and submit the work to NetTutor for feedback.
 - c. The facilitator will send written works to SafeAssign™ to check for plagiarism.
 4. The facilitator will create an oral discussion forum using the Voice Board tool in Blackboard.
 - a. In this forum, you will orally discuss one educational research methodology and explain its strengths and weaknesses.
 - b. Respond to the comments of at least three colleagues, pointing out new concepts you may have learned from their postings, as well as points of agreement or disagreement.
 5. Prepare a triple Venn diagram, bubble map, or other graphic organizer to compare and contrast ESL, bilingual education, and at least one other dual language program.
 - a. In addition, prepare one or more additional graphic organizers explaining the benefits of each program.

- b. The facilitator will provide more detailed information regarding the information which must be included in these organizers.
 - c. Bring the organizers to class for use in a group activity.
6. The facilitator will create a written discussion forum using the Discussion Board tool. In this forum, you will respond to the following:
- a. What is the meaning of multicultural education?
 - b. What are some ways in which you can address the needs of multicultural education within a classroom setting?
 - c. What role does the word “diversity” play in multicultural education?
 - d. Be sure to provide sufficient details to support your answers.

Respond to the postings of at least two colleagues, including new concepts or ideas you learned, points of agreement or disagreement, personal opinions, constructive feedback, and/or other relevant comments.

7. After conducting research on effective educational research methods and its impact in the field of teaching English as a second language, write a brief summary on this topic.
- a. Include an analysis of why it is essential that ESL teachers understand these concepts.
 - b. Provide specific examples of educational research methods and techniques.
 - c. Bring the summaries to class for discussion.
8. Go to Tell Me More and begin practicing the interactive exercises designed to develop/improve linguistic skills in English.
9. Each student must complete the IRB certification. 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_irbnet.asp. Additional information related to IRB processes is available here:
<http://www.suagm.edu/pdf/Instrucciones%20Certificaciones%20IRBNet.pdf>.

SIOP Components (Sheltered Instruction Observation Protocol):

The dual language instructional strategies are indicated below each SIOP component (A-E). These strategies allow the design and delivery of a lesson that addresses the academic and linguistic needs of second language learners. The facilitator must select the **Cognitive Academic Language Learning Approach (CALLA)** strategies that best align to the specific content and language objectives of the workshop and integrate them in the lesson activities to ensure maximum learning and academic performance.

<p>A. Lesson Preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adaptation of Content <input type="checkbox"/> Links to Background Knowledge <input type="checkbox"/> Links to Past Learning <input type="checkbox"/> Incorporated Strategies 	<p>B. Scaffolding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice <input type="checkbox"/> Comprehensible Input 						
<p>CALLA Strategies (Cognitive Academic Language Learning Approach) The facilitator must specify the CALLA learning strategies that will be used in the lesson and explain each one to the students.</p>							
<p>Names of the Strategies:</p>							
<ul style="list-style-type: none"> <input type="checkbox"/> Cognitive <input type="checkbox"/> Metacognitive <input type="checkbox"/> Social/Affective 	<table border="0"> <tr> <td style="padding-right: 10px;">1) _____</td> <td style="padding-right: 10px;">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> <ul style="list-style-type: none"> <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Partners <input type="checkbox"/> Independent Work 	<p>D. Integration of Language Domains</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing 						
<p>E. Learning Application</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dynamic <input type="checkbox"/> Meaningful/Relevant <input type="checkbox"/> Rigorous <input type="checkbox"/> Linked to Objectives <input type="checkbox"/> Promotes Engagement 							

Integrated Content and Language Activities to Achieve the Objectives of the Workshop:

1. The facilitator and students will participate in an Engaging Opening/Discussion Starter activity (the facilitator may design another activity or use the following):
 - a. The facilitator and students will draw a flag which displays symbols or images describing who they are, what's important to them, and/or what they enjoy in life.
 - b. Participants must include one image that represents why they want to become an educator.
 - c. Participants will explain their flag to the rest of the class.
 - d. Students will comment on one another's work, while trying to identify why they want to become educators and sharing anything they might have in common with each other.
2. The facilitator will provide students with his/her contact information, and the student representative will be selected.
3. The facilitator will carry out the following:
 - a. Explain the course description and objectives, evaluation process, class expectations, appendices, final project, assignments, policies and other rules that apply to the development of the class. In addition, he/she will answer any pertinent questions.
 - b. Explain the use of the Language Lab and E-Lab tools and how they will be incorporated for the benefit of the students. He/she will also use the Blackboard Collaborate tools (Voice Board, Voice E-mail, and Voice Podcaster) to determine oral activities related to the workshop topics. In addition, he/she will explain the use of these tools.
 - c. Open a written discussion forum on the Discussion Board and an oral discussion forum using the Voice Board tool in Blackboard for assigned topics and explain how to use both of these tools. Students will participate throughout the duration of the course, allowing them to contribute and react to discussions and postings.

- d. Answer questions and clarify doubts students may have regarding the *Education Internship Handbook*. The student is responsible for complying with the guidelines detailed in the manual, as applicable.
4. The facilitator will select a topic from this course.
 - a. Students will fill in the first three columns of the KWHLAQ chart found in Appendix K for this topic.
 - b. They will continue filling out the rest of the columns during the course and, in Workshop Eight, they will upload their charts completely filled out.
 5. The facilitator will prepare a constructivist activity to review the assignments completed by the students prior to the workshop and check for student comprehension of each of the following topics:
 - a. similarities and differences among ESL, bilingual education, and other dual language programs;
 - b. description of multicultural education; and
 - c. effective educational research methods.Students will have the opportunity to clarify doubts.
 6. The facilitator will assign one or more of the academic vocabulary words to each student.
 - a. Students will use non-linguistic clues to explain their definition and explain how that specific clue helped them remember and comprehend the meanings more effectively.
 - b. After all the students have explained their definitions, a whole class discussion will follow on effective vocabulary strategies and creative ideas they learned from one another.
 7. Students will work in their previously assigned groups to share their graphic organizers on the differences and similarities among ESL, bilingual education, and other dual language programs.
 - a. Students will reach a consensus and select five important concepts they have learned from one another or from their own research.

- b. Group members will share their ideas with the rest of the class.
 - c. The facilitator will add any essential information which may have been omitted.
8. Students will access and review the article titled, “Weighing the Pros and Cons of Dual-Language Programs” found on the following link, as well as others found under the section Electronic Links, selected by the students, or indicated by the facilitator:
- <https://educ201.wordpress.com/2014/11/13/weighing-the-pros-and-cons-of-dual-language-programs/>.

Students will again work in small groups to complete this activity.

- a. They will refer to the articles and to other reliable resources to create an audiovisual presentation using graphic organizers, pictures, simulation, and/or other visuals, to explain the pros and cons of dual language education.
 - b. Students must use effective speaking skills and correct Standard English in the delivery and explanation of their presentation.
 - c. After each presentation, students will discuss new ideas they learned, points of agreement or disagreement, personal opinions, constructive feedback, and/or other relevant comments.
9. Students will work in the previously assigned small groups.
- a. Group members will discuss and reach a consensus regarding:
 - i. the use of effective educational research methods,
 - ii. its impact in the field of teaching English as a second language,
 - iii. an analysis of why it is essential that ESL teachers understand these concepts, and
 - iv. specific examples of educational research methods and techniques.
 - b. Students will refer to the summaries written prior to the workshop to contribute valuable information to the group discussion.

- c. After reaching consensus, each group will prepare one or more graphic organizers, drawing, illustrations, or other visuals of their choice to display their findings.
 - d. All group members will participate in the explanation of the group work.
 - e. Question/answer and feedback sessions will follow each group presentation.
10. Each student will work with a partner to share his/her essay on ESL, bilingual education, and dual language programs written prior to the workshop.
 - a. They will compile a list of six concepts they learned from one another.
 - b. Partners will share their list with the rest of the class.
 - c. A whole class discussion on these topics will follow.
11. Prior to Workshop Two, the facilitator will divide the class into five groups and assign one of the following time periods of the history of U.S. education to each group of students:
 - a. colonial,
 - b. early national,
 - c. 19th century,
 - d. 20th century, or
 - e. 21st century.
12. Students will write an insightful self-reflection entry on one of the topics found in Appendix I: Self-Reflection or on another topic determined by the facilitator and send it via e-mail to the facilitator.
13. Students must bring to class the IRB certification document. The facilitator is responsible to ensure that every student successfully met all requirements to complete the IRB certification.
14. Finally, the facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop, including details about the special assignment and the thesis project due in Workshop Eight.

Assessment: (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS)

1. **Individual:** Accurate completion of the graphic organizers explaining the differences and similarities among ESL, bilingual education, and other dual-language programs.
2. **Group:** Demonstration of interpersonal skills and group collaboration in the preparation of the audiovisual presentation on the pros and cons of dual language education and on the creation of the graphic organizers on the use of effective educational research methods and its impact on the field of teaching English as a second language.
3. **Written:** Accurate completion of the essay on ESL, bilingual education, and other dual language programs, using APA style and correct Standard English.
4. **Oral:** Use of effective speaking skills and correct Standard English in the delivery of the audiovisual presentation on the pros and cons of dual language education.

Lesson Wrap-Up:

1. **Individual:** Students will have a determined amount of time to create an acrostic poem using the word *Multicultural*, writing words or phrases related to the concepts he/she learned in class.
2. **Group:** Each student will share their poem with the rest of the class, and colleagues will comment on his/her work, sharing their opinion about the words or phrases used. A whole class discussion will follow on why the concept of multiculturalism is important to them as future ESL educators.

WORKSHOP TWO

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Explain the main events of the history of education in the United States.
2. Identify federal and state legislation related to the U.S. education system.
3. Describe how education has changed through time and how teaching and learning have evolved.
4. Argue the positive and negative effects of legislation on education.
5. Value the implications of the No Child Left Behind (NCLB) Act.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

1. **Listen:** Listen attentively to colleagues' presentation on the assigned time period of the history of U.S. education, in order to be able to provide constructive feedback and make comments in a manner that reflects analytical and critical thinking.
2. **Speak:** Demonstrate effective speaking skills and correct Standard English in the collaborative presentation on the assigned time period of the history of U.S. education.
3. **Read:** Research information on federal and state legislations on education, in order to prepare accurate and precise graphic organizers that evidence learning.
4. **Write:** Use APA style and correct Standard English to write an essay on how education has changed through time and how teaching and learning have evolved; accurately complete the definitions of the academic vocabulary determined by the facilitator, as well as the comprehensible explanations of the non-linguistic clues used to help him/her remember and comprehend the meanings more effectively.

Electronic Links – students should not limit themselves to the links below:

Virtual Library

- <http://bibliotecavirtualut.suagm.edu/>

APA style

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <http://www.psychwww.com/resource/apacrib.htm>

Chronology of Federal Law and Policy Impacting Language Minority Students

- <http://www.colorincolorado.org/article/50856/>

Education Law

- <https://www.hg.org/edu.html>

Glossary of Education Reform

- <http://edglossary.org/all-terms/>

History of Education in America

- <http://www.cloudnet.com/~edrbsass/educationhistorytimeline.html>
- http://www.chesapeake.edu/Library/EDU_101/eduhist.asp
- <https://www.youtube.com/watch?v=uGIGDvXGZIE>
- <http://www.educationnews.org/education-policy-and-politics/american-public-education-an-origin-story/>
- <http://www.eds-resources.com/educationhistorytimeline.html>
- http://www.slideshare.net/kamilabohac/history-of-education-34877483?next_slideshow=1
- <http://www.pbs.org/makingschoolswork/hyc/bor/timeline.html>
- <http://www.tiki-toki.com/timeline/entry/56733/A-History-of-Education-Timeline/#vars!panel=548452>

No Child Left Behind (NCLB) Act

- www.ed.gov/nclb/landing.jhtml
- www.edweek.org/rc/issues/no-child-left-behind/

State Legislation for Education

- https://www.law.cornell.edu/wex/table_education
- <http://statelaws.findlaw.com/education-laws.html>
- <https://www.edreform.com/issues/choice-charter-schools/laws-legislation/>

U.S. Education Legislation

- http://www.k12academics.com/us_federal_education_legislation.htm
- <http://practutor.blogspot.com/2012/11/10-most-important-education-laws-in.html>
- <http://www2.ed.gov/policy/landing.jhtml?src=ft>
- https://en.wikipedia.org/wiki/Category:United_States_federal_education_legislation

Academic Core Vocabulary - must reflect the objectives and important concepts of the workshop:

1. legislation/law
2. federal legislation
3. state legislation
4. No Child Left Behind (NCLB) Act
5. education standards
6. policy
7. regulations
8. language minority children
9. education reform
10. segregation

List of Supplementary Materials for the Workshop:

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library
6. graphic organizers-

Assignments to Be Completed Prior to the Workshop:

1. Using the Virtual Library, Internet, recommended texts and links, and/or other academic resources, research extensive information on the time period of the history of U.S. education you were assigned in Workshop One.
 - a. Work collaboratively with your group members to ensure that you include all the information determined by the facilitator.
 - b. Your group will prepare a PowerPoint presentation or create one or more graphic organizers (timeline, flow chart, or other) that explicitly explain the assigned topics.
 - c. Each student must participate in the preparation, presentation, and explanation of their assigned topics to the class.
2. Write an essay, number of pages determined by the facilitator, on how education has changed through time and how teaching and learning have evolved.
 - a. Specifically explain at least three major changes that have contributed to the evolution of education.
 - b. The facilitator will indicate any other information which must be included in the essay.
 - c. Be sure to use APA style, include bibliographic citations and references, and submit to NetTutor for feedback.
 - d. The facilitator will send written works to SafeAssign™ to check for plagiarism.

3. After researching information on federal and state legislations related to the U.S. education system, prepare a series of graphic organizers, determined by the facilitator or of your choice, that illustrate two examples for each type of legislation, federal and state, and explain your findings. The facilitator may choose to focus on particular states or the U.S. in general.
 - a. Be sure you indicate the implications, both negative and positive, of the legislations you chose.
 - b. This information can be of great value for future reference for the completion of upcoming activities/projects.
 - c. Be prepared to share your organizers in an upcoming class activity.
4. The facilitator will create a written discussion forum using the Discussion Board tool in Blackboard. Students will respond to the following;
 - a. In your own words, explain the major components of the No Child Left Behind (NCLB) Act.
 - b. What are the implications of NCLB for students and educators in general and for English Language Learners in particular?
 - c. Respond to the comments posted by at least three colleagues.
5. Go to Tell Me More and continue working on the interactive exercises designed to develop/improve linguistic skills in English. Submit the document found in Appendix E: Language Lab/E-Lab Documentation, indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.
6. Continue working on the oral presentation and written work regarding the special assignment on the challenges and concerns affecting today's education system and their impact on academic achievement at the elementary, middle, and high school levels.
7. Immediately upon receiving approval from IRBNet on the thesis project, start gathering and analyzing data in order to complete and bind the last two chapters of the project. If for any reason IRBNet does not clear the project, you must make the necessary changes to get it approved and then proceed to the last two chapters after receiving said approval.

SIOP Components (Sheltered Instruction Observation Protocol):

The dual language instructional strategies are indicated below each SIOP component (A-E). These strategies allow the design and delivery of a lesson that addresses the academic and linguistic needs of second language learners. The facilitator must select the **Cognitive Academic Language Learning Approach (CALLA)** strategies that best align to the specific content and language objectives of the workshop and integrate them in the lesson activities to ensure maximum learning and academic performance.

A. Lesson Preparation

B. Scaffolding

- Adaptation of Content
- Links to Background Knowledge
- Links to Past Learning
- Incorporated Strategies
- Modeling
- Guided Practice
- Independent Practice
- Comprehensible Input

CALLA Strategies (Cognitive Academic Language Learning Approach)

The facilitator must specify the CALLA learning strategies that will be used in the lesson and explain each one to the students.

Names of the Strategies:

- | | | |
|---|----------|----------|
| <input type="checkbox"/> Cognitive | 1) _____ | 2) _____ |
| <input type="checkbox"/> Metacognitive | 1) _____ | 2) _____ |
| <input type="checkbox"/> Social/Affective | 1) _____ | 2) _____ |

C. Grouping Options

- Whole Group
- Small Group
- Partners
- Independent Work

D. Integration of Language Domains

- Listening
- Speaking
- Reading
- Writing

E. Learning Application

- Dynamic
- Meaningful/Relevant
- Rigorous
- Linked to Objectives
- Promotes Engagement

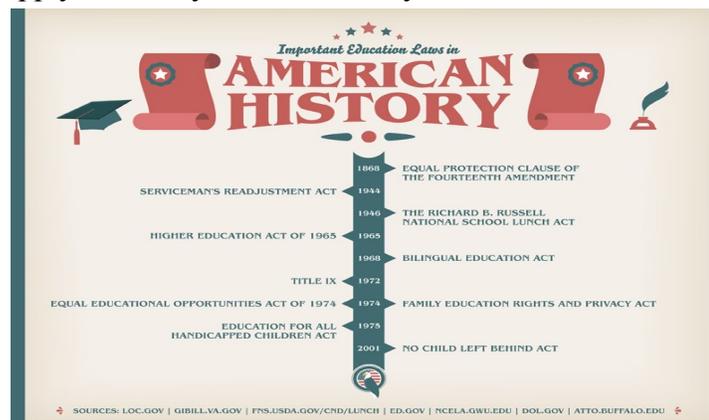
Integrated Content and Language Activities to Achieve the Objectives of the Workshop:

1. The facilitator will conduct a review of the topics covered in the previous workshop to ensure students' comprehension.
2. The facilitator will prepare a constructivist activity to review the assignments completed by the students prior to the workshop and check for student comprehension. Students will have the opportunity to clarify doubts.
3. The facilitator will assign one or more of the academic vocabulary words to each student.
 - a. Students will use non-linguistic clues to explain their definition and explain how that specific clue helped them remember and comprehend the meanings more effectively.
 - b. After all the students have explained their definitions, a whole class discussion will follow on effective vocabulary strategies and creative ideas they learned from one another.
4. Students will have a determined amount of time to deliver the presentations prepared collaboratively on the time periods of U.S. history of education assigned in Workshop One.
 - a. Students must deliver their presentation in a manner that facilitates colleagues' comprehension.
 - b. They must also demonstrate creative and analytical thinking.
 - c. Whole class discussions will follow each presentation, and students will comment on each of the presentations, ask questions, add important information, and provide constructive feedback.
 - d. The facilitator will add any important information which may have been omitted.
 - e. Furthermore, students should also take notes on each of the presentations as reference for future study.

5. Students will work in small groups to share their graphic organizers on the federal and state legislations related to the U.S. education systems.
 - a. They will select the five organizers that explain this information in the most comprehensive manner.
 - b. The creators of said organizers will explain them to the rest of the group.
 - c. A question and answer session will follow.
6. Students will share their essays written prior to the workshop on how education has changed through time and how teaching and learning have evolved, including three major changes that have contributed to the evolution of education.
 - a. Together they will create one or more concept maps that summarize the most important information from both essays.
 - b. Partners will share their map(s) with the rest of the class and respond to questions from their colleagues.
7. Students will work in small groups to review and respond to the following:
 - a. Explain five major concepts they learned from their personal research on the history of U.S. education which greatly impacted them.
 - b. Specifically explain these concepts and why they impressed them the most, either positively or negatively.
 - c. What were three important lesson they learned that will be of great help to them as educators in the near future?

Groups will share their findings with the rest of the class.

8. The facilitator will assign students to work in small groups.
 - a. Based on the research they conducted on U.S legislation history, students will apply what they learned to analyze and discuss the timeline below.



Revised October, 2015

Retrieved from: <http://practutor.blogspot.com/2012/11/10-most-important-education-laws-in.html>

- b. Students will summarize each of the important education laws in U.S. history.
 - c. They will add any information learned from their research regarding the concept of U.S. education laws after the year 2001, along with a summary of each addition to the timeline.
 - d. Students will share their findings with the rest of the class.
9. The facilitator will assign links to different research-based articles on the theory/basic principles of constructivism to each student.
 - a. Write a summary of the assigned article, including the characteristics of a constructivist curriculum and classroom.
 - b. Bring said summaries to class for discussion in Workshop Three.
10. Students will continue working on the KWHLAQ chart on the topic assigned by the facilitator in Workshop One. This chart will be submitted and discussed in Workshop Eight.
11. Students will write an insightful self-reflection entry on one of the topics found in Appendix I: Self-Reflection or on another topic determined by the facilitator and send it via e-mail to the facilitator.
12. Finally, the facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop, including details about the special assignment and the thesis project due in Workshop Eight.

Assessment: (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS)

1. **Individual:** Effective and accurate completion of the graphic organizers on federal and state legislation of the U.S. education system, with emphasis on the negative and positive implications.

2. **Group:** Effective collaboration in the preparation, delivery, and explanation of the PowerPoint presentation or graphic organizers on the assigned time period of U.S. history of education.
3. **Written:** Use of APA style and correct Standard English in completing the essay on how education has changed through time and how teaching and learning have evolved; demonstration of critical thinking skills and mastery of topics discussed within the course in comments posted to the Discussion Board.
4. **Oral:** Use of effective speaking skills, netiquette, and correct Standard English in the oral discussion forums on the topics determined by the facilitator and in the explanation of the PowerPoint presentations/organizers of the assigned time period of U.S. history of education.

Lesson Wrap-Up:

1. **Individual:** “Do-over activity” - Students will have the opportunity to think about something they would do differently (assignment, oral participation, or other class activity) if they had the day/class over again. They will write a short analysis explaining their rationale and what they would do differently given another chance.
2. **Group:** Students will share their “Do-over” analysis and respond to colleagues’ feedback.

WORKSHOP THREE

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Examine the learning process and its impact on teaching in general and on teaching ELLs in particular.
2. Explain the relationship between multicultural education and the learning process.
3. Analyze the basic principles of constructivism.
4. Recognize the characteristics of a constructivist curriculum and a constructivist classroom.
5. Distinguish a constructivist classroom from a traditional classroom.
6. Appraise the effective characteristics of both a constructivist and traditional classroom.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

1. **Listen:** Demonstrate effective listening skills during colleagues' presentations of the skits or role plays on the implementation/application of three learning activities used within a constructivist classroom by keeping eye contact with the speakers, asking questions to get more information, and not interrupting the speakers needlessly to make a point; listen attentively to colleagues' comments on the oral discussion forum about constructivism, in order to react to said comments with netiquette.
2. **Speak:** Actively participate in the small group preparation and delivery of the skits/role-plays, demonstrating the implementation/application of three learning activities used within a constructivist classroom.
3. **Read:** Examine in depth information on the learning process, as well as models that evidence its impact on teaching, in order to effectively complete the required assignments and activities.
4. **Write:** Use APA style and correct Standard English to write an essay on the learning process and its impact on teaching in general and on teaching ELLs in

particular and to complete an effective analysis on the most effective practices of both the constructivist and the traditional classroom.

Electronic Links – students should not limit themselves to the links below:

Virtual Library

- <http://bibliotecavirtualut.suagm.edu/>

APA style

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <http://www.psychwww.com/resource/apacrib.htm>

Constructivism

- <http://pirate.shu.edu/~jamesjan/LessonB1.htm>
- <http://www.exploratorium.edu/ifi/resources/research/constructivism.html>
- <http://www.thirteen.org/edonline/concept2class/constructivism/>
- <http://www.teach-nology.com/currenttrends/constructivism/>
- <https://www.google.com/search?q=constructivist+curriculum+model&sa=X&biw=1920&bih=934&tbm=isch&tbo=u&source=univ&ei=Rj-EVdDEDMHYsAWI6IHwDA&ved=0CCkQsAQ>
- http://pegasus.cc.ucf.edu/~kthomпсо/projects/lit_constructivist.html
- <http://www.learning-theories.com/constructivism.html>

Learning Process

- <https://www.google.com/search?q=learning+process&biw=1920&bih=934&tbm=isch&tbo=u&source=univ&sa=X&ei=ijKDVZv5KsTYtQXopoBY&sqi=2&ved=0CB0QsAQ>

- <http://learningcommons.ubc.ca/the-learning-process/>
- <http://infed.org/mobi/learning-theory-models-product-and-process/>
- <http://www.edutopia.org/blog/6-ways-honor-learning-process-terry-heick>
- https://www.google.com/search?q=learning+process+steps&sa=X&biw=1920&bih=934&tbm=isch&tbo=u&source=univ&ei=0jODVeOzDIGesQW_mYKYDg&ved=0CB0QsAQ&dpr=1

Academic Core Vocabulary - must reflect the objectives and important concepts of the workshop:

1. constructivism
2. perception
3. cooperative learning
4. experiential world
5. inquiry-based learning
6. passive recipient
7. active participant
8. transfer knowledge
9. learning taxonomies
10. assimilating process
11. prompting
12. accommodating process
13. converging process
14. diverging process
15. Depth of Knowledge (DOK)
16. metacognition

List of Supplementary Materials for the Workshop:

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library
6. graphic organizers
7. articles on constructivism

Assignments to Be Completed Prior to the Workshop:

1. Using the Virtual Library, Internet, recommended texts and links, and/or other academic resources, research information on the learning process and its impact on teaching in general and on teaching ELLs in particular.
 - a. Write an essay, number of pages determined by the facilitator, on this topic, including the following:
 - i. One specific model of your choice.
 - ii. Explanation of each step of the selected learning process model.
 - iii. Explanation of the importance of understanding the learning process as an educator, particularly of ELLs.
 - b. Include any other specific information determined by the facilitator.
 - c. Be sure to use APA style, include bibliographic citations and references, and submit to NetTutor for feedback.
 - d. The facilitator will send written works to SafeAssign™ to check for plagiarism.
2. Complete your summary on the assigned article on constructivism, including the characteristics of a constructivist curriculum and classroom.
3. Research information on the characteristics of a constructivist curriculum and a constructivist classroom and design a series of visuals (organizers, drawings, pictographs, illustrations, PowerPoint presentations, or other creative graphics)

- explaining at least three characteristics of a constructivist curriculum and three characteristics of a constructivist classroom.
4. Prepare a T-chart to distinguish between a constructivist classroom and a traditional classroom.
 - a. Based on your findings, write an analysis which combines some of the most effective practices of both the constructivist and the traditional classrooms.
 - b. Bring your chart and analysis to class to participate in a collaborative activity.
 5. The facilitator will create a written discussion forum using the Discussion Board tool in Blackboard. Students will respond to the following:
 - a. What is the relationship between multicultural education and the learning process?
 - b. As an educator, describe two aspects that a teacher should consider in order to achieve success in today's multicultural classrooms. Explain the rationale for your response.
 6. The facilitator will create an oral discussion forum using the Voice Board tool in Blackboard.
 - a. Discuss what you consider to be the two most relevant principles of constructivism.
 - b. Share a specific example of how you could implement each one of these principles in the ELL classroom.
 - c. React to the comments of at least three colleagues, indicating agreement or disagreement and providing feedback.
 7. Go to Tell Me More and continue working on the interactive exercises designed to develop/improve linguistic skills in English. Submit the document found in Appendix E: Language Lab/E-Lab Documentation, indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.
 8. Continue working on the oral presentation and written work regarding the special assignment on the challenges and concerns affecting today's education system

and their impact on academic achievement at the elementary, middle, and high school levels.

9. Continue gathering data for the final thesis project.

SIOP Components (Sheltered Instruction Observation Protocol):

The dual language instructional strategies are indicated below each SIOP component (A-E). These strategies allow the design and delivery of a lesson that addresses the academic and linguistic needs of second language learners. The facilitator must select the **Cognitive Academic Language Learning Approach (CALLA)** strategies that best align to the specific content and language objectives of the workshop and integrate them in the lesson activities to ensure maximum learning and academic performance.

A. Lesson Preparation

- Adaptation of Content
- Links to Background Knowledge
- Links to Past Learning
- Incorporated Strategies

B. Scaffolding

- Modeling
- Guided Practice
- Independent Practice
- Comprehensible Input

CALLA Strategies (Cognitive Academic Language Learning Approach)

The facilitator must specify the CALLA learning strategies that will be used in the lesson and explain each one to the students.

Names of the Strategies:

- | | | |
|---|----------|----------|
| <input type="checkbox"/> Cognitive | 1) _____ | 2) _____ |
| <input type="checkbox"/> Metacognitive | 1) _____ | 2) _____ |
| <input type="checkbox"/> Social/Affective | 1) _____ | 2) _____ |

C. Grouping Options

- Whole Group
- Small Group
- Partners
- Independent Work

D. Integration of Language Domains

- Listening
- Speaking
- Reading
- Writing

E. Learning Application

- Dynamic
- Meaningful/Relevant
- Rigorous
- Linked to Objectives
- Promotes Engagement

Integrated Content and Language Activities to Achieve the Objectives of the Workshop:

1. The facilitator will conduct a review of the topics covered in the previous workshop to ensure students' comprehension.
2. The facilitator will prepare a constructivist activity to review the assignments completed by the students prior to the workshop and check for student comprehension. Students will have the opportunity to clarify doubts.
3. The facilitator will assign one or more of the academic vocabulary words to each student.
 - a. Students will use non-linguistic clues to explain their definition and explain how that specific clue helped them remember and comprehend the meanings more effectively.
 - b. After all the students have explained their definitions, a whole class discussion will follow on effective vocabulary strategies and creative ideas they learned from one another.
4. Students will work with partners to share the summaries previously written on their assigned article on the theory/basic principles of constructivism.
 - a. They will reach a consensus and select three concepts which they found particularly relevant and helpful.
 - b. Students will share their information with the rest of the class.
5. Students will work in small groups determined by the facilitator to share the organizers/PowerPoints previously prepared on a constructivist classroom and a constructivist curriculum.
 - a. They will work collaboratively to prepare a series of skits or role plays demonstrating the implementation/application of three learning activities used within a constructivist classroom.
 - b. Every group member must actively participate in the preparation and presentation of the skits/role plays.
 - c. Question/answer and feedback sessions will follow each presentation.

- d. The facilitator will discuss any essential concepts which were not included in the presentations.
6. The facilitator will conduct a whole class discussion on the learning process and its impact on teaching in general and on teaching ELLs in particular.
 - a. Students will refer to the essays written on these topics prior to the workshop.
 - b. Each student will contribute at least two relevant concepts they learned from their research.
7. Students will work in small groups to share their T-charts and analysis of some of the most effective practices of both the constructivist and the traditional classrooms.
 - a. They will pool information from their individual T-charts to create a new one which contains all of the essential information.
 - b. In addition, they will formulate a list of the five most important concepts obtained from their analyses.
 - c. After each group shares their findings with their colleagues, the whole class will appraise the effective characteristics of both a constructivist and traditional classroom.
8. The facilitator will deliver copies of or links to different research-based articles on curriculum theory and assign an article to each student.
 - a. Students will write a summary of their assigned article, including different views and components related to curriculum theory prior to Workshop Four.
 - b. This information will be helpful for the completion of an upcoming activity in Workshop Four.
9. The facilitator will assign a specific theorist, such as Jean Piaget, Lev Vygotsky, Stephen Krashen, Robert Marzano, Benjamin Bloom, Howard Gardner, or others, to pairs of students prior to Workshop Four.
 - a. The partners must prepare a presentation, using visuals, about the theorist and his/her principles which they will deliver in Workshop Four.

- b. Students must ensure that their presentations include examples of curriculums or teaching strategies based on that theorist's ideas and any other information determined by the facilitator.
 - c. After explaining this information, they must demonstrate its application in a role-playing activity in Workshop Four.
10. Students will continue working on the KWHLAQ chart on the topic assigned by the facilitator in Workshop One. This chart will be submitted and discussed in Workshop Eight.
11. Students will write an insightful self-reflection entry on one of the topics found in Appendix I: Self-Reflection or on another topic determined by the facilitator and send it via e-mail to the facilitator.
12. Continue working on the oral presentation and written work regarding the special assignment on the challenges and concerns affecting today's education system and their impact on academic achievement at the elementary, middle, and high school levels.
13. Finally, the facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop, including details about the thesis project due in Workshop Eight.

Assessment: (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS)

1. **Individual:** Effective and accurate completion of the visuals (organizers, drawings, illustrations, PowerPoint presentations, or other creative graphics) that explain the characteristics of a constructivist curriculum and constructivist classroom, as well as examples that evidence learning.
2. **Group:** Evidence of collaboration between group members in the preparation and delivery of the skits/role-plays on learning activities in the constructivist classroom; demonstration of interpersonal skills and netiquette in the oral and written discussion forums on the topics determined by the facilitator.
3. **Written:** Use of APA style and correct Standard English in writing the essay on the learning process and its impact on teaching in general and teaching ELLs in particular and in completing an effective analysis on the most effective practices of both the constructivist and the traditional classrooms.
4. **Oral:** Use of effective speaking skills, netiquette, and correct Standard English in the oral discussion forums and the delivery of the skits/role plays on the topics indicated by the facilitator.

Lesson Wrap-Up:

1. **Individual:** Students will complete the following:
 - a. Compose a headline for an educational magazine or newspaper on a topic covered in this workshop, which they consider to be of great importance for the ELL educator.
 - b. Write a five-sentence summary based on the headline.
2. **Group:** Students will share their headlines and summaries, and colleagues will provide constructive feedback. A whole class discussion will follow.

WORKSHOP FOUR

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Identify theorists in the field of education and the major principles of each theory.
2. Examine and explain the principles of curriculum theory.
3. Evaluate the implications of applying specific theories in the field of education.
4. Explain the Marzano Art and Science of Teaching Framework and the Marzano Teacher Evaluation Model,

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

1. **Listen:** Demonstrate effective listening skills during colleagues' presentations on the assigned theorist and his/her principles, including examples of curriculums or teaching strategies based on that theorist's ideas and any other information determined by the facilitator, by taking notes as appropriate, asking thought-provoking questions, and offering constructive feedback.
2. **Speak:** Demonstrate appropriate speaking skills and actively participate in the delivery of the presentation on the assigned theorist, as well as in the corresponding dramatization/role-playing activity; demonstrate netiquette and use of effective speaking skills in the oral discussion forums on the topics determined by the facilitator.
3. **Read:** Examine in depth information on the assigned theorists and the implications of applying their theories in today's field of ESL education, in order to effectively complete the required assignments and activities.
4. **Write:** Use APA style and correct Standard English to write an essay on the assigned theorists, describing the principles of their theories and their implications on today's ESL instruction.

Electronic Links – students should not limit themselves to the links below:

Virtual Library

- <http://bibliotecavirtualut.suagm.edu/>

APA style

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <http://www.psychwww.com/resource/apacrib.htm>

Association for Supervision and Curriculum Development

- <http://www.ascd.org/Default.aspx>

Curriculum Theory

- <http://infed.org/mobi/curriculum-theory-and-practice/>
- <http://www.k12academics.com/education-theory/curriculum-theory#.VYQyc-nJCUk>
- <http://ww2.odu.edu/~jritz/oted885/ntg3.shtml>
- <https://www.google.com/search?q=curriculum+theory&biw=1920&bih=934&tbm=isch&tbo=u&source=univ&sa=X&ei=pTGEVYv4MYfHsAXKjZvIBA&sqi=2&ved=0CEYQsAQ&dpr=1>

Educational Theorists, Psychologists, Researchers and Authors

- <https://www.csun.edu/science/ref/theory-research/theorists/theorists.html>

Theories of Learning

- <http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/influential-theories-of-learning/>
- <http://www.lifecircles-inc.com/Learningtheories/learningmap.html>
- <http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/>

- <http://www.crlt.umich.edu/tstrategies/tslt>

Academic Core Vocabulary - must reflect the objectives and important concepts of the workshop:

1. cognitive
2. metacognitive
3. social/affective
4. conditioned stimulus
5. social constructivism
6. schema
7. behaviorism
8. cognitive psychology

List of Supplementary Materials for the Workshop:

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library
6. graphic organizers
7. articles on curriculum theory

Assignments to Be Completed Prior to the Workshop:

1. Using the Virtual Library, Internet, and/or other academic resources, research information on the Marzano Art and Science of Teaching Framework and the Marzano Teacher Evaluation Model, or another topic determined by the facilitator.
 - a. Design a graphic organizer of your choice to explain each concept.
 - b. Bring your organizers to class to share in a collaborative activity.

2. Complete your summary on your assigned research-based article on the curriculum theory assigned in Workshop Three.
3. Use the Virtual Library, Internet, and other reliable academic resources to research information on your assigned theorist.
 - a. Write an essay, number of pages determined by the facilitator, which includes a brief description of the major principles of his/her theory and their implications on ESL instruction.
 - b. Be sure to use APA style, include bibliographic citations and references, and submit to NetTutor for feedback.
 - c. The facilitator will send written works to SafeAssign™ to check for plagiarism.
 - d. This information will be helpful for the preparation of the collaborative activity that follows.
4. Finalize, with your partner, the presentation (using visuals) on the theorist assigned in Workshop Three, explaining the principles of his/her theory.
 - a. Be sure to include examples of curriculums, if applicable, and teaching strategies based on that theory.
 - b. In addition, be prepared to present the dramatization/role-playing, demonstrating the effective application of some of the teaching strategies based on that theory.
5. The facilitator will create an oral discussion forum using the Voice Board tool in Blackboard.
 - a. Orally discuss three concepts you have learned thus far in this course and which you consider to be of the greatest importance in your profession as an ESL instructor.
 - b. Explain why you think these concepts are so important and how you will apply them in your role as an ESL teacher.
 - c. React to the comments of at least three colleagues.
6. The facilitator will create a written discussion forum using the Discussion Board tool in Blackboard. Complete the following activities:

- a. After examining different learning theories, write a summary of your findings in which you identify general similarities between at least two of them.
 - b. Specifically explain how you will apply this information in your role as an ESL teacher.
 - c. Respond to the comments of at least two colleagues, indicating agreement or disagreement with their interpretations and posting questions you may have.
7. Go to Tell Me More and continue working on the interactive exercises designed to develop/improve linguistic skills in English. Submit the document found in Appendix E: Language Lab/E-Lab Documentation, indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.
8. Continue working on the oral presentation and written work regarding the special assignment on the challenges and concerns affecting today's education system and their impact on academic achievement at the elementary, middle, and high school levels.
9. Continue working on the thesis project. After collecting all the data, analyze it accordingly and complete last two chapters of the project.

SIOP Components (Sheltered Instruction Observation Protocol):

The dual language instructional strategies are indicated below each SIOP component (A-E). These strategies allow the design and delivery of a lesson that addresses the academic and linguistic needs of second language learners. The facilitator must select the **Cognitive Academic Language Learning Approach (CALLA)** strategies that best align to the specific content and language objectives of the workshop and integrate them in the lesson activities to ensure maximum learning and academic performance.

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

Integrated Content and Language Activities to Achieve the Objectives of the Workshop:

1. The facilitator will conduct a review of the topics covered in the previous workshop to ensure students' comprehension.
2. The facilitator will prepare a constructivist activity to review the assignments completed by the students prior to the workshop and check for student comprehension. Students will have the opportunity to clarify doubts.
3. The facilitator will assign one or more of the academic vocabulary words to each student.
 - a. Students will use non-linguistic clues to explain their definition and explain how that specific clue helped them remember and comprehend the meanings more effectively.
 - b. After all the students have explained their definitions, a whole class discussion will follow on effective vocabulary strategies and creative ideas they learned from one another.
4. Students will deliver their presentations, using visuals, prepared collaboratively on the assigned theorist and his/her principles.
 - a. They must include examples of curriculums or teaching strategies based on that theorist's ideas and any other information determined by the facilitator.
 - b. After explaining this information, they must demonstrate its application in a dramatization/role-playing activity.
 - c. It is essential that students take notes, since this information will be helpful for future reference and for the completion of upcoming activities and assignments.
 - d. After each presentation, colleagues will contribute important information, ask questions, and provide constructive feedback that can help the participants in the preparation of future projects.
 - e. Students will then evaluate the implications of applying specific theories on the field of education.

5. After the presentations explained above, the facilitator will create a written discussion forum using the Discussion Board tool in Blackboard.
 - a. Students will post at least two questions they have after viewing the presentations on the theorists.
 - b. Said questions must be answered by the respective group members.
 - c. To check for comprehension, the facilitator will also post questions on these topics, and students must respond to them in a timely manner.
6. Students will work in small groups to share their graphic organizers on the Marzano Art and Science of Teaching Framework and the Marzano Teacher Evaluation Model.
 - a. They will reach a consensus and select the two organizers that best explain these topics.
 - b. The creators of the organizers will explain them to the rest of the class.
 - c. A whole class discussion will follow on the impact of Marzano's concepts on the field of education.
7. Students will work in triads to share their summaries of the research-based article on the curriculum theory assigned in Workshop Three.
 - a. They will reach a consensus on five main concepts or ideas they gathered from one another's summaries and which they found to be particularly relevant and useful in their profession.
 - b. Students will work collaboratively to prepare a series of concept maps or other graphic organizers that explain these principal ideas.
 - c. Each participant will participate in the explanation of their organizers to the rest of the class.
 - d. Question/answer and feedback sessions will follow.
8. The facilitator will divide the students into small groups, ensuring that there is a mixture of students who researched different theorists in each group.
 - a. Students will share their essays on their assigned theorist and discuss similarities and differences among the theories.

- b. They will collaboratively prepare a series of drawings, illustrations, pictographs, or other visuals that explain some of these similarities and differences.
 - c. Each group member will participate in the explanation of the group's findings to the rest of the class and respond to questions from their colleagues.
 9. The facilitator will assign students to work collaboratively in small groups to prepare the following for Workshop Five.
 - a. Students will plan and design a thematic unit that addresses different learning styles and multiple intelligences for the assigned grade level and a specific teaching unit, as determined by the facilitator.
 - b. Students will prepare a series of lessons, including learning objectives, teaching strategies, learning activities, and assessments based on the topic and level assigned.
 - i. The facilitator may provide a template indicating the required information.
 - ii. Such lessons must include learning activities for the number of learning styles and multiple intelligences indicated by the facilitator.
 - c. In addition to the lesson planning, students will role-play at least three learning activities, within the thematic unit plan, that demonstrate knowledge of different learning styles and address the needs of multiple intelligences of a student population, including ESLs.
 - d. Students will follow the facilitator's instructions regarding any additional information which may be required.
 10. The facilitator will deliver copies of or links to different research-based articles on learning styles and/or multiple intelligences.
 - a. Prior to Workshop Five, students will write a summary of their assigned article, including examples of activities an ESL educator can incorporate to maximize the outcome of student learning.

- b. This information will be helpful for the completion of an upcoming activity.
11. Students will continue working on the KWHLAQ chart on the topic assigned by the facilitator in Workshop One. This chart will be submitted and discussed in Workshop Eight.
 12. Students will write an insightful self-reflection entry on one of the topics found in Appendix I or on another topic determined by the facilitator and send it via e-mail to the facilitator.
 13. Continue working on the oral presentation and written work regarding the special assignment on the challenges and concerns affecting today's education system and their impact on academic achievement at the elementary, middle, and high school levels.
 14. Finally, the facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop, including details about the thesis project due in Workshop Eight.

Assessment: (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS)

1. **Individual:** Accurate completion of the graphic organizers on the Marzano Art and Science of Teaching Framework and the Marzano Teacher Evaluation Model.
2. **Group:** Evidence of partner collaboration in the preparation and delivery of the presentation/dramatization that explains the assigned theorist and the effective application of some of the teaching strategies based on his/her theory.
3. **Written:** Use of APA style and correct Standard English in the completion of an effective and accurate essay on the assigned theorist.
4. **Oral:** Use of effective speaking skills, netiquette, and correct Standard English in the oral discussion forums on the topics determined by the facilitator and in the delivery of the presentation on the assigned theorist, as well as the corresponding dramatization.

Lesson Wrap-Up:

The facilitator will divide the class into four or five groups and determine a time frame for students to log in and participate in a chat as indicated below. The facilitator will have the option of conducting this activity face-to-face in the classroom.

1. **Individual:** Each student will select three concepts learned thus far which he/she considers to be essential to achieve success as an ESL teacher.
2. **Group:** Students will engage in the chat sharing their concepts and explaining how they will apply them in their profession. All group members will participate in this conversation sharing ideas and comments.

WORKSHOP FIVE

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Administer a self-assessment to determine an individual's learning style.
2. Explain and identify the concept of the different learning styles.
3. Identify the multiple intelligences and distinguish the characteristics of each one.
4. Describe the relationship between learning styles and multiple intelligences in the learning process.
5. Evaluate the impact of learning styles and multiple intelligences on teaching and the learning process.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

1. **Listen:** Demonstrate attentiveness during colleagues' presentations on the assigned thematic unit by looking at the speakers, controlling personal activity level, encouraging the presenters with non-verbal cues, asking relevant questions that reflect a high degree of critical and analytical thinking, and providing effective feedback.
2. **Speak:** Demonstrate effective speaking skills in the role-playing presentation on the thematic unit, demonstrating knowledge of learning styles and multiple intelligences; demonstrate netiquette during the oral discussion forum created by the facilitator.
3. **Read:** Research information on multiple intelligences and learning styles in order to complete required assignments and activities accurately and effectively.
4. **Write:** Use APA style and correct Standard English in writing an essay evaluating the impact of learning styles and multiple intelligences on teaching and the learning process, demonstrating the application of new knowledge and the technical vocabulary of the workshop, as well as critical and analytical thinking.

Electronic Links – students should not limit themselves to the links below:

Virtual Library

- <http://bibliotecavirtualut.suagm.edu/>

APA style

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <http://www.psychwww.com/resource/apacrib.htm>

Learning Styles

- <http://www.learning-styles-online.com/overview/>
- <http://www.ldpride.net/learningstyles.MI.htm>
- <https://www.google.com/search?q=learning+styles&biw=1920&bih=934&tbm=isch&tbo=u&source=univ&sa=X&ei=6zqEVYzHBorYsAW-rYKIBQ&sqi=2&ved=0CB0QsAQ&dpr=1>
- <http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.htm>
- http://www.education.com/reference/article/Ref_Teaching_Tips/
- <http://www.learningrx.com/types-of-learning-styles-faq.htm>

Learning Styles and Multiple Intelligences

- <http://www.ldpride.net/learningstyles.mi.htm>
- <http://www.edutopia.org/multiple-intelligences-research>
- <http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/10/16/howard-gardner-multiple-intelligences-are-not-learning-styles/>
- <http://www.nsta.org/publications/news/story.aspx?id=40969>

Learning Styles Self-assessment

- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- <http://www.educationplanner.org/students/self-assessments/learning-styles.shtml>
- <http://www.howtolearn.com/learning-styles-quiz/>
- <http://vark-learn.com/the-vark-questionnaire/>

Multiple Intelligences

- http://www.institute4learning.com/multiple_intelligences.php
- <http://www.tecweb.org/styles/gardner.html>
- <https://www.google.com/search?q=multiple+intelligences&biw=1920&bih=934&tbm=isch&tbo=u&source=univ&sa=X&ei=mzyEVYTkMoPRtQXlvoCoBg&sqi=2&ved=0CD8QsAQ&dpr=1>
- <http://www.thirteen.org/edonline/concept2class/mi/>

Multiple Intelligences Self-assessment

- <http://www.edutopia.org/multiple-intelligences-assessment>
- <http://www.literacynet.org/mi/assessment/findyourstrengths.html>
- <http://www.businessballs.com/howardgardnermultipleintelligences.htm>

Academic Core Vocabulary - must reflect the objectives and important concepts of the workshop:

1. learning styles
2. multiple intelligences
3. innate
4. teacher-centered lessons/activities
5. student-centered activities

List of Supplementary Materials for the Workshop:

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library
6. graphic organizers
7. articles on learning styles and/or multiple intelligences.

Assignments to Be Completed Prior to the Workshop:

1. Using the Virtual Library, Internet, recommended links and texts, and/or other academic resources, research information on learning styles and multiple intelligences and their impact on teaching and the learning process.
 - a. Write an essay, number of pages determined by the facilitator, on these topics.
 - b. In addition to any information specifically indicated by the facilitator, evaluate and explain how awareness of students' learning styles and multiple intelligences has transformed the way in which educators approach teaching and planning in today's education system.
 - c. Be sure to use APA style, include bibliographic citations and references, and submit to NetTutor for feedback.
 - d. The facilitator will send written works to SafeAssign™ to check for plagiarism.
2. The facilitator will create an oral discussion forum using the Voice Board tool in Blackboard.
 - a. Using the electronic links suggested in this workshop, or others of your choice, complete a self-assessment to determine your learning style.
 - b. In the oral discussion forum created by the facilitator, share your learning style(s), as determined by the self-assessment.

- c. Discuss why you agree or disagree with the results of your self-assessment and explain how you can maximize your potential as a student while considering your learning style.
 - d. As a future ESL educator, how will your knowledge of your students' learning styles be useful to you?
 - e. React to the comments of at least three colleagues, providing constructive feedback and suggestions.
3. After researching information on learning styles:
 - a. Design a graphic organizer of your choice explaining this concept.
 - b. Then prepare another series of organizers, drawings, or illustrations that provide one example of a learning activity for each learning style.
 - c. Clearly state the topic and grade level of your examples.
4. Finalize, with your group, the thematic unit that addresses different learning styles and multiple intelligences for the assigned grade level and a specific teaching unit, as well as the corresponding presentation (using visuals).
 - a. Be sure to include at least two lessons, with their corresponding learning objectives, teaching strategies, learning activities, and assessments for the number of learning styles and multiple intelligences determined by the facilitator on the assigned topic and grade level.
 - b. Use the template provided by the facilitator, if applicable, or a template created by the group members that includes all the essential components previously indicated.
 - c. Be sure that each group member fully understands the part of the thematic unit that he/she will explain to the rest of the class.
 - b. In addition, be prepared for the dramatization/role-playing, demonstrating at least three learning activities that are within the thematic unit plan that apply to different learning styles and address the different multiple intelligences of a student population, including ESLs.
5. The facilitator will create a written discussion forum using the Discussion Board tool in Blackboard.
 - a. Answer the following questions regarding multiple intelligences:

- i. How is the concept of learning styles different from the concept of multiple intelligences?
 - ii. Identify two kinds of intelligences for which you are most comfortable planning learning activities, and explain why.
 - iii. Identify two kinds of intelligences that, in your opinion, are more difficult to address while planning a thematic unit, and explain why.
 - iv. What are some challenges faced by educators when addressing multiple intelligences in a classroom?
 - v. How can students benefit from recognizing the type of intelligence they most commonly display?
 - b. Carefully examine your colleagues' responses to all of the questions.
 - c. React to said responses by posting the following:
 - i. one new concept you learned from their work,
 - ii. one area of agreement, and
 - iii. one area of disagreement with an explanation/defense of your point of view.
6. Finalize the summary on the assigned article on learning styles and/or multiple intelligences, including examples of activities an ESL educator can incorporate to maximize the outcome of student learning.
7. Go to Tell Me More and continue working on the interactive exercises designed to develop/improve linguistic skills in English. Submit the document found in Appendix E indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.
8. Finalize the draft of the special assignment on the challenges and concerns affecting today's education system and their impact on academic achievement at the elementary, middle, and high school levels.
9. Continue working on the thesis project. Revise the analyses and narratives of the last two chapters of the project.

SIOP Components (Sheltered Instruction Observation Protocol):

The dual language instructional strategies are indicated below each SIOP component (A-E). These strategies allow the design and delivery of a lesson that addresses the academic and linguistic needs of second language learners. The facilitator must select the **Cognitive Academic Language Learning Approach (CALLA)** strategies that best align to the specific content and language objectives of the workshop and integrate them in the lesson activities to ensure maximum learning and academic performance.

A. Lesson Preparation

- Adaptation of Content
- Links to Background Knowledge
- Links to Past Learning
- Incorporated Strategies

B. Scaffolding

- Modeling
- Guided Practice
- Independent Practice
- Comprehensible Input

CALLA Strategies (Cognitive Academic Language Learning Approach)

The facilitator must specify the CALLA learning strategies that will be used in the lesson and explain each one to the students.

Names of the Strategies:

- | | | |
|---|----------|----------|
| <input type="checkbox"/> Cognitive | 1) _____ | 2) _____ |
| <input type="checkbox"/> Metacognitive | 1) _____ | 2) _____ |
| <input type="checkbox"/> Social/Affective | 1) _____ | 2) _____ |

C. Grouping Options

- Whole Group
- Small Group
- Partners
- Independent Work

D. Integration of Language Domains

- Listening
- Speaking
- Reading
- Writing

E. Learning Application

- Dynamic
- Meaningful/Relevant
- Rigorous
- Linked to Objectives
- Promotes Engagement

Integrated Content and Language Activities to Achieve the Objectives of the Workshop:

1. The facilitator will conduct a review of the topics covered in the previous workshop to ensure students' comprehension.
2. The facilitator will prepare a constructivist activity to review the assignments completed by the students prior to the workshop and check for student comprehension. Students will have the opportunity to clarify doubts.
3. The facilitator will assign one or more of the academic vocabulary words to each student.
 - a. Students will use non-linguistic clues to explain their definition and explain how that specific clue helped them remember and comprehend the meanings more effectively.
 - b. After all the students have explained their definitions, a whole class discussion will follow on effective vocabulary strategies and creative ideas they learned from one another.
4. Students will work in small groups and review the essays on how recognizing students' learning styles and multiple intelligences has impacted the way in which educators approach teaching and planning in today's education system.
 - a. Students will select five concepts/ideas which they found to be of great interest from one another's essays.
 - b. They will then create one or more concept maps summarizing their findings.
 - c. Group members will share and explain their organizers to the rest of the class.
 - d. This activity will result in compiling the class's opinions, sharing information with colleagues, learning from one another, and providing constructive feedback.
5. Students will work with a partner to share their organizers on learning styles/activities.

- a. Each student will select two learning activities for two learning styles they learned about from their partner's work.
 - b. Partners will discuss how they will implement these activities in the ESL classroom.
 - c. Students will then proceed to role-play these activities in a simulated ESL classroom.
 - d. Question/answer and feedback sessions will follow each role-play.
6. Students will deliver their presentations on the thematic unit that addresses different learning styles and multiple intelligences for the previously assigned grade level and a specific teaching unit, as well as the dramatizations/role-playing that demonstrate effective application of said information.
- a. Each group will explain the two lessons, with their corresponding learning objectives, teaching strategies, learning activities, and assessments for the number of learning styles and multiple intelligences, determined by the facilitator, on the assigned topic and grade level.
 - b. Each group will dramatize/role-play at least three learning activities that are within the thematic unit plan that apply to different learning styles and address the different multiple intelligences of a student population, including ESLs.
 - c. All students should take notes which will be helpful for future study and reference.
 - d. After all the presentations have concluded, a whole class discussion in which the follow questions are addressed will follow:
 - i. What eye-opening concepts did the students learn from their colleagues?
 - ii. How will they apply these concepts in the classroom?
 - iii. What innovative strategies and assessments particularly attracted their attention?
 - iv. Are there any aspects of the presentations/dramatizations with which they disagree? Explain.

- v. What constructive feedback can they provide which will help their colleagues complete future assignments more effectively?
 - vi. What questions do they still have on these topics?
7. Students will work with a partner to carefully examine one another's summaries on the assigned article on learning styles and/or multiple intelligences, including examples of activities an ESL educator can incorporate to maximize the outcome of student learning.
 - a. Each partner will then make a list of three concepts he/she learned from his/her classmates' work.
 - b. Partners will then discuss among themselves how they can apply these concepts in their field of education and share their findings with the rest of the class.
 - c. Colleagues will offer constructive feedback, as well as indicate points of agreement and/or disagreement.
8. The facilitator will conduct a follow-up discussion on the topics shared in the oral and written discussion forums, students' self-assessments to determine their learning style and questions on multiple intelligences, to ensure comprehension of these ideas/concepts.
9. Students will continue working on the KWHLAQ chart on the topic assigned by the facilitator in Workshop One. This chart will be submitted and discussed in Workshop Eight.
10. Students will write an insightful self-reflection entry on one of the topics found in Appendix I: Self-Reflection or on another topic determined by the facilitator and send it via e-mail to the facilitator.
11. Students will submit the draft of the special assignment on the challenges and concerns affecting today's education system and their impact on academic achievement at the elementary, middle, and high school levels. Students are responsible for following up on the facilitator's recommendations.
12. The facilitator will divide the students into small groups and assign a specific field of study, such as medicine, law, accounting, engineering, etc. to each group.

- a. Students will research and critically analyze situations and educational challenges in their assigned field.
 - b. Given a determined amount of time in Workshop Seven, the group will deliver a PowerPoint presentation or design a series of organizers, drawings, or illustrations on the most important findings gathered from the different analyses.
 - c. Students may use a variety of modes for their presentations, such as dramatizations, simulated interviews and advertisements, or others of their choice.
 - d. Participants should demonstrate the application of new knowledge and the technical vocabulary of the course, as well as critical and analytical thinking in the presentation of their analyses.
 - e. Each group member will participate in the explanation of their work to the rest of the class.
 - f. The facilitator will provide more details on the information required for this assignment.
 - g. Students will write a summary of their analysis prior to Workshop Seven.
13. Finally, the facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop, including the thesis project due in Workshop Eight.

Assessment: (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS)

1. **Individual:** Accurate preparation of the graphic organizers and concept map on learning styles and multiple intelligences.
2. **Group:** Evidence of collaboration and interpersonal skills among group members in the preparation and delivery of the dramatization/role-play on the assigned thematic unit, addressing learning styles and multiple intelligences; demonstration of netiquette and interpersonal skills in the responses to colleagues' comments posted on the written and oral discussion forums.

3. **Written:** Use APA style, correct Standard English, and effective writing skills in the accurate completion of the essay evaluating the impact of learning styles and multiple intelligences on teaching and the learning process and explaining how awareness of students' learning styles and multiple intelligences has transformed the way in which educators approach teaching and planning in today's education system.
4. **Oral:** Use of effective speaking skills in the role-playing presentation, demonstrating the implementation/application of the learning activities planned for the thematic unit addressing different learning styles and multiple intelligences; demonstration of effective speaking skills in the oral discussion forum and responses regarding the use of self-assessment tests to determine learning styles.

Lesson Wrap-Up:

1. **Individual:** Students will have one minute to draw/illustrate one of the most important concepts they learned in this workshop.
2. **Group:** Students will show their drawings/illustrations to the class, and colleagues will guess what it represents. A whole group discussion will follow, and each student will explain the importance of his/her selected concept.

WORKSHOP SIX

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Evaluate the importance of assessment in the learning process.
2. Analyze the importance of using rubrics as an assessment tool.
3. Identify the specifications for developing tests.
4. Argue the implications of teaching to the test versus teaching for learning.
5. Design accommodations and modifications for ELLs.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

1. **Listen:** Listen attentively to colleagues' postings on the oral discussion forums, in order to be able to respond in a respectful and knowledgeable manner; demonstrate effective listening skills by paying close attention to colleagues role-play the application of their designed accommodations and modifications in a simulated classroom setting, in order to provide constructive feedback and offer recommendations, as needed.
2. **Speak:** Demonstrate netiquette in the oral discussion forums, as well as effective speaking skills and correct Standard English, when providing feedback to colleagues, participating in the round table discussion on the implications of teaching to the test versus teaching for learning, and role-playing the application of accommodations and modifications in a simulated classroom setting.
3. **Read:** Engage in extensive research on specifications for developing tests, as well as on the implications of teaching to the test versus teaching for learning, in order to complete required assignments and activities in an accurate, effective, and efficient manner.
4. **Write:** Demonstrate effective writing skills in English, as well as critical and analytical thinking, in the completion of the essay on the implications of teaching

to the test versus teaching for learning, including all the information determined by the facilitator.

Electronic Links – students should not limit themselves to the links below:

Virtual Library

- <http://bibliotecavirtualut.suagm.edu/>

APA style

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <http://www.psychwww.com/resource/apacrib.htm>

Accommodations for ESL Students

- http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/esl/classroom_accommodations.pdf
- <http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/ELLstudents.html>
- <http://www.oswego.org/webpages/dgarafalo/files/Accommodations%20for%20English%20Language%20Learners1.pdf>
- <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/08/Accommodations-for-under-represented-students.pdf>
- <http://www.wida.us/assessment/access/accommodations.aspx>
- <http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=10&ved=0CG8QFjAJ&url=http%3A%2F%2Fwww.msdt.k12.in.us%2Fmsd%2Fwp-content%2Fuploads%2F2011%2F10%2Faccommodations-for-esl-students-9-26-06-1.doc&ei=wbkDU4ipFcvqkQeVuoGwDw&usg=AFQjCNGSGXxEiZNPgPFxCp6So9IvaMBVug&sig2=UIXZ8xYH3aaC9vcs9mAIA>

Accommodations and Modifications

- <http://www.teachervision.fen.com/special-education/resource/5350.html>
- <http://www.greatschools.org/gk/articles/accommodations-iep/>
- <http://www.parentcenterhub.org/repository/accommodations/>
- <https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/accommodations-and-modifications-how-theyre-different>

Alternative Assessment for ESL Students

- <http://www.nsta.org/publications/news/story.aspx?id=53299>
- <http://ericae.net/db/edo/ED395500.htm>

Alternative Assessments for Students with Disabilities

- <http://www.ed.gov/policy/elsec/guid/raising/alt-assess.html>

Assessments of ELLs

- <https://scale.stanford.edu/system/files/performance-assessments-english-language-learners.pdf>
- <http://www.colorincolorado.org/educators/assessment/informal/>
- <http://www.colorincolorado.org/webcasts/assessment/>
- <http://sarasotacounty schools.net/departments/esol/default.aspx?id=22111>
- <http://www.colorincolorado.org/educators/assessment/>
- http://www.ode.state.or.us/teachlearn/conferencematerials/sped/abedi_article.pdf
- <http://www.slideshare.net/teacheryamith/performancebased-assessment>
- http://www.academia.edu/466047/Assessment_with_P-12_English_language_learners
- <http://www.uu.edu/programs/tesl/middleschool/assessment.htm>
- <http://www.cshe.unimelb.edu.au/assessinglearning/05/index.html>

- http://en.wikipedia.org/wiki/Assessment_for_Learning
- <http://www.colorincolorado.org/webcasts/assessment/>
- <http://www.colorincolorado.org/educators/assessment/informal/>
- https://www.ets.org/s/about/pdf/ell_guidelines.pdf
- <https://scale.stanford.edu/system/files/performance-assessments-english-language-learners.pdf>
- <http://www.colorincolorado.org/educators/assessment/>
- <https://www.readinga-z.com/ell/ell-assessments/>

Assessment Principles

- <http://pareonline.net/getvn.asp?v=7&n=8>
- <http://www.cshe.unimelb.edu.au/assessinglearning/05/>
- <http://www.learningoutcomeassessment.org/PrinciplesofAssessment.html>
- <http://assessment.tki.org.nz/Assessment-in-the-classroom/Assessment-for-learning-in-principle/Principles-of-assessment-for-learning>
- <http://teacher.scholastic.com/professional/assessment/studentprogress.htm>

Creating Rubrics/Rubrics and Assessment

- <http://jonathan.mueller.faculty.noctrl.edu/toolbox/howstep4.htm>
- <http://rubistar.4teachers.org/index.php>
- <http://www.ncsu.edu/midlink/ho.html>
- <http://edtechteacher.org/index.php/teaching-technology/assessment-rubrics>
- http://teachingcommons.depaul.edu/Feedback_Grading/rubrics/creating-rubrics.html
- <http://k6educators.about.com/od/assessmentandtesting/ss/rubrics.htm>
- <http://www.schrockguide.net/assessment-and-rubrics.html>
- <http://www.teachervision.fen.com/teaching-methods-and-management/rubrics/4521.html>

Guidelines for the Assessment of ELLs

- http://www.ets.org/s/about/pdf/ell_guidelines.pdf (excellent resource)

Links on Assessment Strategies, Alternative Assessments, and Other Relevant Topics

- http://www.freeeslmaterials.com/assessment_strategies.html

Measurement, Assessment, and Evaluation in Education

- <http://www.adprima.com/measurement.htm>
- <http://www.ncrel.org/sdrs/areas/issues/methods/assment/as8lk30.htm>
- <http://www.p12.nysed.gov/biling/resource/CH04.PDF>

Modifications for ESL Students

- <http://www.gustine.esc14.net/users/0001/docs/Accommodations%20Checklist%20from%20TEA%20from%20TELL-IT.pdf>

Preparing/Developing Tests

- <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/exams/exam-preparation>
- <http://iacbe.org/pdf/handbook-on-test-development.pdf>

Specifications for Development of Tests

- <http://pareonline.net/getvn.asp?v=18&n=3>

Teaching to the Test

- <http://www.ascd.org/publications/educational-leadership/mar01/vol58/num06/Teaching-to-the-Test%C2%A2.aspx>
- <http://www.greatschools.org/gk/articles/teaching-to-the-test/>
- <http://www.nea.org/tools/fighting-stress-teaching-to-Test.html>

- <http://www.latimes.com/opinion/editorials/la-ed-testing-no-child-left-behind-20150223-story.html>
- <http://www.readingrockets.org/article/teach-test-just-say-no>
- <https://wellsoneducation.wordpress.com/2007/05/16/3-pros-and-3-cons-of-teaching-to-a-test/>
- https://www.google.com/search?q=teaching+to+the+test&biw=1920&bih=934&tbm=isch&imgil=J52aUCILnwsBzM%253A%253BiOYNLZqJqhG0UM%253Bhttp%25253A%25252F%25252Fwww.nea.org%25252Ftools%25252Ffighting-stress-teaching-to-Test.html&source=iu&pf=m&fir=J52aUCILnwsBzM%253A%252CiOYNLZqJqhG0UM%252C_&dpr=1&usg=__mmxQno2kwGEaGx60ltwqvB0Xjj0%3D&ved=0CHQQYjc&ei=FEuEVafiN4TOsAXGqoLACw#imgrc=a41-a1ogeQ43zM%253A%3BTVj6z1wPUG269M%3Bhttp%253A%252F%252Fwww.herinst.org%252FBusinessManagedDemocracy%252Feducation%252Fcurricula%252Fimages%252Ftesttotesta6.jpg%3Bhttp%253A%252F%252Fwww.herinst.org%252FBusinessManagedDemocracy%252Feducation%252Fcurricula%252Fteachtest.html%3B340%3B298&usg=__mmxQno2kwGEaGx60ltwqvB0Xjj0%3D

Testing and Assessment Terminology

- <https://www.questionmark.com/us/Pages/glossary.aspx>
- <http://www.niu.edu/assessment/resources/terms.shtml>
- <http://www.cse.ucla.edu/products/glossary.php>
- <http://jonathan.mueller.faculty.noctrl.edu/toolbox/glossary.htm>

Academic Core Vocabulary – must reflect the objectives and important concepts of the workshop:

1. remedial
2. diagnostic
3. assessment
4. standardized testing
5. alternative testing
6. assessment specification
7. analytic rubric
8. holistic rubric
9. accommodation
10. modification

List of Supplementary Materials for the Workshop:

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library
6. graphic organizers

Assignments to be Completed Prior to the Workshop:

1. Using the Virtual Library, Internet, recommended links, and/or other academic resources, research information on the importance of assessment in the learning process.
 - a. Identify one example of an assessment that can be used for each of the following:
 - i. before a lesson,
 - ii. during a lesson, and
 - iii. after a lesson.
 - b. Design one or more graphic organizers, drawings, illustrations, or other visuals for each example which explain, in a comprehensible manner, how each is used in the classroom.
 - c. Bring the organizers to class for a collaborative activity.
2. The facilitator will create an oral discussion forum using the Voice Board tool in Blackboard. Orally discuss the importance of using rubrics as an assessment tool and react to the comments of at least three colleagues.
3. Using the Virtual Library, Internet, recommended links, and/or other academic resources, research information on teaching to the test versus teaching for learning.
 - a. Write an essay, number of pages determined by the facilitator, which includes the following information:
 - i. In your opinion, what is the meaning of “teaching to the test,” what are its advantages and disadvantages, and what effects does this practice have on students?
 - ii. In your opinion, what is the meaning of “teaching for learning,” what are its advantages and disadvantages, and what effects does this practice have on students?
 - iii. How feasible is it to compromise between teaching to the test and teaching for learning? Explain your answer, and provide specific suggestions.
 - b. Be sure to use APA style, include bibliographic citations and references, and submit to NetTutor for feedback.
 - c. The facilitator will send written works to SafeAssign™ to check for plagiarism.
4. The facilitator will create a written discussion forum using the Discussion Board tool in Blackboard and post a thematic unit with a variety of learning activities for students. Respond to the following:
 - a. Distinguish between accommodations and modifications for ELLs.

- b. Design two accommodations and two modifications for the learning activities indicated by the facilitator in the thematic unit.
 - c. In addition, describe two types of assessments which can be used to evaluate student's learning.
 - d. React to the postings of at least three colleagues, indicating agreement/disagreement, new ideas you learned, and/or providing constructive feedback.
5. Prepare a series of graphic organizers, drawings, illustrations, or other visuals that explain the specifications for developing a test.
 - a. Include information related to definition, characteristic, and purpose of specifications to develop a test.
 - b. Bring your work to class for discussion.
6. Design a Venn diagram or T-chart to compare and contrast accommodations and modifications for ELLs. Provide a minimum of five examples of each.
7. Go to Tell Me More and continue working on the interactive exercises designed to develop/improve linguistic skills in English. Submit the document found in Appendix E: Language Lab/E-Lab Documentation, indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.

SIOP Components (Sheltered Instruction Observation Protocol):

The dual language instructional strategies are indicated below each SIOP component (A-E). These strategies allow the design and delivery of a lesson that addresses the academic and linguistic needs of second language learners. The facilitator must select the **Cognitive Academic Language Learning Approach (CALLA)** strategies that best align to the specific content and language objectives of the workshop and integrate them in the lesson activities to ensure maximum learning and academic performance.

A. Lesson Preparation

- Adaptation of Content
- Links to Background Knowledge
- Links to Past Learning
- Incorporated Strategies

B. Scaffolding

- Modeling
- Guided Practice
- Independent Practice
- Comprehensible Input

CALLA Strategies (Cognitive Academic Language Learning Approach)

The facilitator must specify the CALLA learning strategies that will be used in the lesson and explain each one to the students.

Names of the Strategies:

- | | | |
|---|----------|----------|
| <input type="checkbox"/> Cognitive | 1) _____ | 2) _____ |
| <input type="checkbox"/> Metacognitive | 1) _____ | 2) _____ |
| <input type="checkbox"/> Social/Affective | 1) _____ | 2) _____ |

C. Grouping Options

- Whole Group
- Small Group
- Partners
- Independent Work

D. Integration of Language Domains

- Listening
- Speaking
- Reading
- Writing

E. Learning Application

- Dynamic
- Meaningful/Relevant
- Rigorous
- Linked to Objectives
- Promotes Engagement

Integrated Content and Language Activities to Achieve the Objectives of the Workshop:

1. The facilitator will conduct a review of the topics covered in the previous workshop to ensure students' comprehension.
2. The facilitator will prepare a constructivist activity to review the assignments completed by the students prior to the workshop and check for student comprehension. Students will have the opportunity to clarify doubts.
3. The facilitator will assign one or more of the academic vocabulary words to each student.
 - a. Students will use non-linguistic clues to explain their definition and explain how that specific clue helped them remember and comprehend the meanings more effectively.
 - b. After all the students have explained their definitions, a whole class discussion will follow on effective vocabulary strategies and creative ideas they learned from one another.
4. The facilitator will divide the classroom into three sections: assessments before a lesson, assessments during a lesson, and assessments after a lesson.
 - a. Students will post their graphic organizers, drawings, illustrations, or other visuals on different kinds of assessments in their respective areas.
 - b. Students will have a determined amount of time to walk around the room to review all of the posted work.
 - c. They will then select the two organizers, drawings, etc. from each section that explain the topic in the most comprehensible and accurate manner.
 - d. The designers of the selected visuals will explain them to the class.
 - e. A whole class discussion on the importance of assessment during the learning process will follow.
5. Students will work in small groups and complete the following:
 - a. They will share the visuals which explain the specifications for developing a test, including information on the definition, characteristic, and purpose of specifications to develop a test.
 - b. Students will have a determined amount of time to consolidate the essential information from their visuals into a new one.
 - c. A representative from each group will explain their new visual to the class.
 - d. A whole class discussion will follow to ensure comprehension of this topic.

6. The facilitator will conduct a round table discussion on the implications of teaching to the test versus teaching for learning.
 - a. Students will refer to the essays written prior to the workshop.
 - b. Each student will contribute two ideas obtained from their research on these topics.
 - c. The facilitator will ensure that the definitions, pros and cons, and effects of teaching to the test and teaching for learning are discussed.
7. Students will work in small groups to share their organizers comparing and contrasting accommodations and modifications.
 - a. The facilitator will ensure students have a clear understanding of each concept.
 - b. The facilitator will have prepared beforehand a series of index cards with a specific classroom activity or assessment written on each.
 - c. The facilitator will distribute the cards at random among the groups.
 - d. Each group will design an accommodation and/or modification for each of their given activities or assessment.
 - e. Every group member will participate in role-playing the application of said accommodation or modification in a simulated classroom setting.
 - f. Colleagues will provide constructive feedback and offer recommendations, as needed.
8. The facilitator will conduct a whole class discussion on the oral discussion forum topic, the importance of using rubrics as an assessment tool. The facilitator will ensure students' comprehension by asking specific questions on this topic.
9. Students will continue working on the KWHLAQ chart on the topic assigned by the facilitator in Workshop One. This chart will be submitted and discussed in Workshop Eight.
10. Continue working on the oral presentation and written work regarding the special assignment on the challenges and concerns affecting today's education system and their impact on academic achievement at the elementary, middle, and high school levels.
11. The facilitator will explain the binding protocol of the thesis project.
12. Students will write an insightful self-reflection entry on one of the topics found in Appendix I: Self-Reflection or on another topic determined by the facilitator and send it via e-mail to the facilitator.
13. Finally, the facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop, including the thesis project due in Workshop Eight.

Assessment: (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS)

1. **Individual:** Effective and accurate completion of the visuals on accommodations, modifications, and assessment of ELLs.
2. **Group:** Demonstration of online netiquette in the posting of oral and written comments on the discussion forums; demonstration of group collaboration and interpersonal skills in the design of accommodations and modification for given activities and the role-playing of their application in a simulated classroom setting.
3. **Written:** Demonstration of effective writing skills, appropriate use of APA style, and correct Standard English in the completion of the essay on the implications of teaching to the test and teaching for learning.
4. **Oral:** Demonstration of netiquette in the oral discussion forum created by the facilitator and use of correct Standard English and effective speaking skills in the round table discussion on the implications of teaching to the test versus teaching for learning.

Lesson Wrap-Up:

1. **Individual:** Before & After Analysis:
 - a. Students will reflect on their feelings, perspectives, and goals prior to pursuing a degree in the field of teaching English as a second language.
 - b. They will then reflect on how they feel now, as they become closer to receiving their degree.
 - c. Students will then write a brief contrastive analysis paragraph indicating what has changed or, in fact, has not changed over time during their journey of becoming ESL educators
2. **Group:** Students will share their paragraphs, and colleagues will provide constructive feedback and their personal opinions.

WORKSHOP SEVEN

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Describe and explain the organization of a school and the role of each component.
2. Evaluate the qualities of an excellent and effective school organization.
3. Examine the criteria used to determine school excellence.
4. Interpret different perspectives regarding education.
5. Analyze situations and educational challenges in other fields of study.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

1. **Listen:** Listen attentively to colleagues' postings on the oral discussion forums, in order to be able to respond in a respectful and knowledgeable manner.
2. **Speak:** Demonstrate netiquette, effective speaking skills, and correct Standard English in the oral discussion forums on the quotes on education and other topics.
3. **Read:** Research information on the qualities and characteristics of an excellent and effective school organization, quotes regarding education, awards for excellence in education, and the organization of a school in order to complete activities and assignments effectively, accurately, and efficiently.
4. **Write:** Use correct Standard English in writing a creative saying regarding education; use APA style and Standard English correctly in writing the essay on the qualities and characteristics of an excellent and effective school organization.

Electronic Links – students should not limit themselves to the links below:

Virtual Library

- <http://bibliotecavirtualut.suagm.edu/>

APA style

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <http://www.psychwww.com/resource/apacrib.htm>

Excellence in Education Criteria Award

- <http://www2.ed.gov/programs/nclbbrs/eligibility.html>

Schools and School Districts

- <http://legal-dictionary.thefreedictionary.com/Schools+and+School+Districts>

School System Organization

- http://www.rff.com/school_orgchart.htm
- <https://www.edrawsoft.com/School-Organizational-Chart.php>
https://www.google.com/search?q=school+system+organizational+chart&biw=1920&bih=934&tbm=isch&imgil=MjzZmDrjpa116M%253A%253BWjJ2FLY1-3RgZM%253Bhttp%25253A%25252F%25252Fwww.rff.com%25252Fschool_orgchart.htm&source=iu&pf=m&fir=MjzZmDrjpa116M%253A%252CWjJ2FLY1-3RgZM%252C_&usg=__IFgwufmyx9kppF_N5AVWgkMgSU%3D&ved=0CCcQyjc&ei=SF eEVd_wFYTZsAXiqoCYAw#imgrc=w4F_Axw56aNIGM%253A%3ByRvNeVTrVg8HhM%3Bhttp%253A%252F%252Fwww.rff.com%252Fschool_orgchart_small.gif%3Bhttp%253A%252F%252Fimage.frompo.com%252Fef02ed4c19b4f323f55fe2d1a1d7f4de%3B330%3B235&usg=__IFgwufmyx9kppF_N5AVWgkMgSU%3D

What Is Education?

- <https://www.psychologytoday.com/blog/the-moment-youth/201405/what-is-education-insights-the-worlds-greatest-minds>
- http://www.motivation-tools.com/youth/what_is_education.htm
- <http://infed.org/mobi/what-is-education-a-definition-and-discussion/>
- <http://www.wisegeek.com/what-is-education.htm>

Academic Core Vocabulary - must reflect the objectives and important concepts of the workshop:

1. education
2. superintendent
3. board of education
4. district
5. charter school
6. magnet school
7. choice program
8. National Blue Ribbon Schools Program

List of Supplementary Materials for the Workshop:

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library
6. graphic organizers
7. electronic links

Assignments to Be Completed Prior to the Workshop:

1. Using the Virtual Library, Internet, and/or other academic resources, research information on the qualities and characteristics of an excellent and effective school organization.
 - a. Write an essay, number of pages determined by the facilitator, on these topics.
 - b. Include steps that can be taken to implement effective measures to achieve an excellent and effective school organization.
 - c. Be sure to use APA style, include bibliographic citations and references, and submit to NetTutor for feedback.
 - d. The facilitator will send written works to SafeAssign™ to check for plagiarism.
2. Peruse a variety of school organizational flow charts or other graphic organizers that explain different components of a school organization.

- a. Briefly explain the responsibilities of each component of the organizer you selected or of an organizer which you designed.
 - b. Include any additional information indicated by the facilitator.
3. Access the link found on <https://www.psychologytoday.com/blog/the-moment-youth/201405/what-is-education-insights-the-worlds-greatest-minds>, or another of your choice, to find information on education as seen through the eyes of philosophers, educators, scientists, journalists, poets, and others.
 - a. Select one quote which greatly impressed you and, on the oral discussion forum created by the facilitator using the Voice Board tool in Blackboard, share:
 - i. the quote you selected,
 - ii. reasons why you chose it, and
 - iii. your interpretation of the quote.
 - b. React to the comments of at least three colleagues, sharing your personal opinion and providing feedback.
4. After reviewing quotes or different perspectives on education, create your personal saying which reflects your personal perspective on this topic.
 - a. You may use one of the suggested sentence stems below or create one of your choice:
 - i. Education is ...
 - ii. The goal of education is ...
 - iii. Education is valuable because ...
 - b. After creating your saying, design a visual (drawing, illustration, etc.) which complements your quote.
 - c. Be prepared to share your original quote and visual in class.
5. The facilitator will create a written discussion forum using the Discussion Board tool in Blackboard. Students will respond to the following:
 - a. Describe at least two categories of awards granted to schools for achieving excellence in education.
 - b. Explain the requisites for each of the awards indicated above.
 - c. Based on the information you have learned on this topic, create a unique award which, according to your criteria, would be granted to schools.
 - d. Specify the criteria or requisites you deem necessary for winning this distinction.

Students will react to the comments of at least three colleagues, providing feedback and offering suggestions for colleagues' newly created awards.

6. Finalize the collaborative work on the specific field of study, such as medicine, law, accounting, etc., assigned by the facilitator in Workshop Five.
 - a. Be sure that each group member has conducted research and has critically analyzed situations and educational challenges in the assigned field.
 - b. Be sure that all the information determined by the facilitator is included.
 - c. Ensure that every group member has completed a summary of his/her analysis.
 - d. Students will use their summaries to collaboratively complete an activity in Workshop Seven.
7. Go to Tell Me More and continue working on the interactive exercises designed to develop/improve linguistic skills in English. Submit the document found in Appendix E: Language Lab/E-Lab Documentation, indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.

SIOP Components (Sheltered Instruction Observation Protocol):

The dual language instructional strategies are indicated below each SIOP component (A-E). These strategies allow the design and delivery of a lesson that addresses the academic and linguistic needs of second language learners. The facilitator must select the **Cognitive Academic Language Learning Approach (CALLA)** strategies that best align to the specific content and language objectives of the workshop and integrate them in the lesson activities to ensure maximum learning and academic performance.

<p>A. Lesson Preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adaptation of Content <input type="checkbox"/> Links to Background Knowledge <input type="checkbox"/> Links to Past Learning <input type="checkbox"/> Incorporated Strategies 	<p>B. Scaffolding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice <input type="checkbox"/> Comprehensible Input 						
<p>CALLA Strategies (Cognitive Academic Language Learning Approach) The facilitator must specify the CALLA learning strategies that will be used in the lesson and explain each one to the students.</p>							
<p>Names of the Strategies:</p>							
<ul style="list-style-type: none"> <input type="checkbox"/> Cognitive <input type="checkbox"/> Metacognitive <input type="checkbox"/> Social/Affective 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">1) _____</td> <td style="width: 50%; text-align: center;">2) _____</td> </tr> <tr> <td style="text-align: center;">1) _____</td> <td style="text-align: center;">2) _____</td> </tr> <tr> <td style="text-align: center;">1) _____</td> <td style="text-align: center;">2) _____</td> </tr> </table>	1) _____	2) _____	1) _____	2) _____	1) _____	2) _____
1) _____	2) _____						
1) _____	2) _____						
1) _____	2) _____						
<p>C. Grouping Options</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Partners <input type="checkbox"/> Independent Work 	<p>D. Integration of Language Domains</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing 						
<p>E. Learning Application</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dynamic <input type="checkbox"/> Meaningful/Relevant <input type="checkbox"/> Rigorous <input type="checkbox"/> Linked to Objectives <input type="checkbox"/> Promotes Engagement 							

Integrated Content and Language Activities to Achieve the Objectives of the Workshop:

1. The facilitator will conduct a review of the topics covered in the previous workshop to ensure students' comprehension.
2. The facilitator will prepare a constructivist activity to review the assignments completed by the students prior to the workshop and check for student comprehension. Students will have the opportunity to clarify doubts.
3. The facilitator will assign one or more of the academic vocabulary words to each student.
 - a. Students will use non-linguistic clues to explain their definition and explain how that specific clue helped them remember and comprehend the meanings more effectively.
 - b. After all the students have explained their definitions, a whole class discussion will follow on effective vocabulary strategies and creative ideas they learned from one another.
4. Students will work in small groups to share their essays on the qualities and characteristics of an excellent and effective school organization.
 - a. They will then reach a consensus and formulate a list of the five most important ideas obtained from their essays.
 - b. They will also indicate if there were any points of discrepancy or disagreement among them.
5. Students will work with a partner or in triads, as indicated by the facilitator.
 - a. They will share their school organizational flow charts or other graphic organizers and the responsibilities of each component.
 - b. Students will pool the essential information from each of their individual charts/organizers to create a new one.
 - c. They will then post their new organizer in the area designated by the facilitator.
 - d. Students will review all of the organizers and, as a group, they will select the organizer that presents the most accurate and comprehensive information.
 - e. The designers of the selected organizer will explain it to the rest of the class.
6. The facilitator will designate an area in the classroom for students to post their creative designs related to their quote on education.
 - a. Each student will share his/her quote with the rest of the class and explain the complementing design.
 - b. A whole class discussion will follow on the significance and relevance of the quotes.

- c. Students will select the quote and design which reflect the most valuable, creative, or significant message on education.
7. Students will work in the groups they were assigned in Workshop Five and complete the following:
 - a. They will discuss their summaries of the analyses they wrote on the situations and educational challenges in the field of study they were assigned in Workshop Five and reach a consensus on the most valuable and relevant information.
 - a. Given a determined amount of time, the group will prepare a PowerPoint presentation and/or design a series of organizers, drawings, or illustrations on the most important findings gathered from the different analyses.
 - b. Students may use a variety of modes for their presentations, such as dramatizations, simulated interviews and advertisements, or others of their choice.
 - c. Participants should demonstrate the application of new knowledge and the technical vocabulary of the course, as well as critical and analytical thinking in the presentation of their analyses.
 - d. Each group member will participate in the explanation of their work to the rest of the class.
 - e. After each group presentation, colleagues will indicate points of agreement or disagreement, ask questions for clarification, and provide constructive feedback.
8. Students will continue working on the KWHLAQ chart on the topic assigned by the facilitator in Workshop One. This chart will be submitted and discussed in Workshop Eight.
9. The facilitator will divide the class into three groups and provide specific and detailed instructions for the accurate completion of the following for Workshop Eight:
 - a. Students will be responsible for working collaboratively to prepare a brief presentation on the social, economic, or political impact of education on society.
 - b. Said presentation must use a variety of audiovisual materials to ensure comprehension of the topic and make it creative and unique.
 - c. Students are encouraged to use role-playing, simulated interviews, panel discussion, or other activities.
 - d. The facilitator will provide more detailed information on the information which must be included in the presentation.
 - e. All group members must participate in the preparation and delivery of this presentation.

10. The facilitator will remind students about the completion of the thesis project. Students are responsible for ensuring they have complied with all of the guidelines and stipulations provided by the facilitator for the accurate and effective completion of this project.
11. The facilitator will also remind students about the completion of the oral presentation and written work regarding the special assignment on the challenges and concerns affecting today's education system and their impact on academic achievement at the elementary, middle, and high school levels.
12. Finally, the facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop.

Assessment: (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS)

1. **Individual:** Demonstration of creativity and application of new knowledge in the creation of the personal quote on education and the design of the visual that complements the saying.
2. **Group:** Demonstration of collaborative and interpersonal skills when working with a partner or in triads to create an organizational flow chart pooling their information on the organization of a school and the responsibilities of each of its components; demonstration of netiquette in the oral and written discussion forums on the quotes on education and the awards granted to schools for achieving excellence in education.
3. **Written:** Correct use of APA style and Standard English, as well as the demonstration of critical and analytical thinking skills, in the completion of the essay on the qualities and characteristics of an excellent and effective school organization.
4. **Oral:** Demonstration of effective speaking skills, correct Standard English, and creative and analytical thinking in the oral discussion forum, the explanation of the creative saying and its corresponding design, and in the presentation on the situations and educational challenges in the field of study students were assigned in Workshop Five.

Lesson Wrap-Up:

1. **Individual:** Students will write a self-reflection on one or more of the questions found in Appendix I: Self-Reflection which either they or the facilitator selects.
2. **Group:**
 - a. The facilitator will assign teams of three to four people (may vary depending on the number of students in the class).
 - b. Each team will formulate five thought-provoking questions on topics covered thus far in the course and write each question on an index card provided by the facilitator.
 - c. Each team will distribute their questions to other teams at random.
 - d. Students will have a determined amount of time to consult with their fellow team members to answer each of the questions.
 - e. The team that formulated the question will indicate if their colleagues' answers are correct. If the answer is incorrect, they must provide the correct response.
 - f. The facilitator will verify all answers to ensure student comprehension.

WORKSHOP EIGHT

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Analyze the social, political, and economic impact of education on society.
2. Identify current challenges and concerns related to education.
3. Propose ways to overcome the challenges currently faced and affected by education.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

1. **Listen:** Pay close attention to colleagues' presentations on the social, economic, and political impact of education on society, in order to be able to select the aspect (social, economic, or political) which, in his/her opinion, education impacts the most in society and justify his/her choice.
2. **Speak:** Demonstrate correct Standard English, effective speaking skills, critical and analytical thinking, and application of new knowledge in the delivery of the oral presentation on the social, economic, and political impact of education on society
3. **Read:** Conduct in-depth research on a variety of topics related to the course, in order to finalize a comprehensive final thesis project that demonstrates application of new knowledge and critical and analytical thinking skills.
4. **Write:** Use APA style and correct Standard English to effectively and accurately complete the thesis project, following all of the facilitator's stipulations and guidelines, as well as the special assignment on the challenges and concerns affecting today's education system and their impact on academic achievement at the elementary, middle, and high school levels.

Electronic Links – students should not limit themselves to the links below:

Virtual Library

- <http://bibliotecavirtualut.suagm.edu/>

APA style

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <http://www.psychwww.com/resource/apacrib.htm>

Educational System

- <http://www.yourarticlelibrary.com/education/educational-system-the-meaning-aspects-and-social-functions-of-education/8582/>

Impact of Education on Society

- <https://www.understandingsociety.ac.uk/2014/08/11/what-impact-does-education-have-on-your-wellbeing>

Academic Core Vocabulary - must reflect the objectives and important concepts of the workshop:

The facilitator will determine the vocabulary for this workshop.

- 1.
- 2.
- 3.

List of Supplementary Materials for the Workshop:

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library
6. graphic organizers

Assignments to be Completed Prior to the Workshop:

1. The facilitator will assign one or more of the academic vocabulary words to each student in order to continue building his/her professional glossary library as explained in Workshop One.
 - a. The student will upload his/her definition(s) to the Discussion Board in Blackboard.
 - b. In addition, he/she will explain the non-linguistic clues used to help him/her remember and comprehend the meanings more effectively.
 - c. The facilitator will indicate the deadline date for this upload.
 - d. All students should review their colleagues' postings to learn effective vocabulary strategies from one another and comment on at least three creative ideas they learned from them.
2. Students will be responsible for working collaboratively in the groups assigned in Workshop Seven to prepare a brief presentation on the social, economic, or political impact of education on society.
 - a. Students must use a variety of audiovisual materials to make the presentation comprehensible, creative, and unique.
 - b. Students are encouraged to use role-playing, simulated interviews, panel discussion, or other activities.
 - c. All group members must participate in the preparation and delivery of this presentation.
3. The facilitator will create an oral discussion forum using the Voice Board tool in Blackboard.
 - a. Orally discuss at least two challenges you faced in completing your final thesis project and how you were able to overcome them.
 - b. Respond to the comments of at least three colleagues, indicating whether your challenges were similar or different from theirs and providing constructing feedback.
4. The facilitator will create a written discussion forum using the Discussion Board tool in Blackboard. Answer the following questions:
 - a. Of all the concepts you learned in this course, which are the three which have impacted you the most?
 - b. Why are these concepts so important to you?
 - c. How do you expect to apply them in your profession as an educator?
 - d. What is your ultimate goal as an educator?

React to the postings of at least three colleagues, expressing your personal opinion and providing constructive feedback.

5. Finalize the organization and completion of the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*. Follow the facilitator's instructions regarding the submission of the portfolio.
6. Go to Tell Me More and complete the interactive exercises designed to develop/improve linguistic skills in English and Spanish. Submit the document found in Appendix E: Language Lab/E-Lab Documentation indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.
7. Finalize the special assignment on the challenges and concerns affecting today's education system and their impact on academic achievement at the elementary, middle, and high school levels, as well as all of the components of the thesis project which will be submitted in this workshop.

SIOP Components (Sheltered Instruction Observation Protocol):

The dual language instructional strategies are indicated below each SIOP component (A-E). These strategies allow the design and delivery of a lesson that addresses the academic and linguistic needs of second language learners. The facilitator must select the **Cognitive Academic Language Learning Approach (CALLA)** strategies that best align to the specific content and language objectives of the workshop and integrate them in the lesson activities to ensure maximum learning and academic performance.

<p>A. Lesson Preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adaptation of Content <input type="checkbox"/> Links to Background Knowledge <input type="checkbox"/> Links to Past Learning <input type="checkbox"/> Incorporated Strategies 	<p>B. Scaffolding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice <input type="checkbox"/> Comprehensible Input 						
<p>CALLA Strategies (Cognitive Academic Language Learning Approach) The facilitator must specify the CALLA learning strategies that will be used in the lesson and explain each one to the students.</p>							
<p>Names of the Strategies:</p>							
<ul style="list-style-type: none"> <input type="checkbox"/> Cognitive <input type="checkbox"/> Metacognitive <input type="checkbox"/> Social/Affective 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">1) _____</td> <td style="width: 50%; text-align: center;">2) _____</td> </tr> <tr> <td style="text-align: center;">1) _____</td> <td style="text-align: center;">2) _____</td> </tr> <tr> <td style="text-align: center;">1) _____</td> <td style="text-align: center;">2) _____</td> </tr> </table>	1) _____	2) _____	1) _____	2) _____	1) _____	2) _____
1) _____	2) _____						
1) _____	2) _____						
1) _____	2) _____						
<p>C. Grouping Options</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Partners <input type="checkbox"/> Independent Work 	<p>D. Integration of Language Domains</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing 						
<p>E. Learning Application</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dynamic <input type="checkbox"/> Meaningful/Relevant <input type="checkbox"/> Rigorous <input type="checkbox"/> Linked to Objectives <input type="checkbox"/> Promotes Engagement 							

Integrated Content and Language Activities to Achieve the Objectives of the Workshop:

1. The facilitator will conduct a review of the topics covered in the previous workshop to ensure students' comprehension.
2. The facilitator will prepare a constructivist activity to review the assignments completed prior to the workshop and check for student comprehension. Doubts will be clarified.
3. The facilitator will assign one or more of the academic vocabulary words to each student.
 - a. Students will use non-linguistic clues to explain their definition and explain how that specific clue helped them remember and comprehend the meanings more effectively.
 - b. After all the students have explained their definitions, a whole class discussion will follow on effective vocabulary strategies and creative ideas they learned from one another.
4. Students will complete the last three columns of the KWHLAQ chart found in Appendix K on the topic determined by the facilitator in Workshop One. A whole class discussion will follow, including a question and answer session and a feedback session.
5. Students will write a one-page summary explaining how the Language Lab/E-Lab activities contributed to and benefitted the acquisition, improvement, and/or enhancement of their English language skills.
6. Students will deliver their presentations on their assigned topic, the social, economic, or political impact of education on society.
 - a. Colleagues will listen attentively to each of the presentations and take notes, as needed.
 - b. After each presentation, participants will respond to questions from their colleagues and from the facilitator and receive constructive feedback.
 - c. A whole class discussion will follow in which students will state their opinions, and justify their choice, regarding which of the aspects (social, economic, or political) education impacts the most in society.
7. Students will deliver their oral presentation on the challenges and concerns affecting today's education system and their impact on academic achievement at the elementary, middle, or high school level. Students must ensure they have complied with all of the facilitator's instructions. Brief question/answer and feedback sessions will follow each presentation. Students will submit the written portion of this assignment, as determined by the facilitator.
8. Students will orally present a brief summary of their thesis project, complying with all of the facilitator's stipulations and responding to questions from the facilitator and from colleagues.

9. Students will submit the university's copy of their thesis project to their facilitator/mentor, following all of his/her specific instructions and guidelines.

Assessment: (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS)

1. **Individual:** Accurate completion of the special assignment and the thesis project, demonstrating application of new knowledge and academic vocabulary, as well as critical and analytical thinking.
2. **Group:** Demonstration of collaboration in the preparation and delivery of the presentation on the social, economic, and political impact of education on society; demonstration of interpersonal skills and netiquette in the oral and written discussion forums.
3. **Written:** Correct use of APA style and Standard English to effectively and accurately complete the final thesis project, as well as the special assignment on the challenges and concerns affecting today's education system and their impact on academic achievement at the elementary, middle, and high school levels.
4. **Oral:** Demonstration of correct Standard English, effective speaking skills, critical and analytical thinking, and application of new knowledge in the delivery of the oral presentation on the social, economic, and political impact of education on society and of the summary of the final thesis project.

Lesson Wrap-Up:

1. **Individual:** Students will have a determined amount of time to compose a letter addressed to a person who is embarking on the path to becoming an ESL educator. They will reflect on their personal experiences during their journey to achieve this goal and share the following:
 - a. What were some of the personal challenges you experienced, and how did you overcome them?
 - b. What was the most rewarding experience you had during this time? Why was it so significant?
 - c. What personal advice or words of wisdom would you offer to someone who aspires to become an ESL educator?
2. **Group:** Students will share their letters and engage in a whole class discussion.

Apéndices/Appendices

Explanatory Note for Appendices Section:

All the appendices in the module are identified with the words **Apéndice and/or Appendix**, in both Spanish and/or English, followed by a letter. Any document that is retrieved/cited will appear **only** in the language in which it was originally written.

However, the majority of the documents and/or rubrics that are the sole property of the Ana G. Méndez University System will appear in both English and Spanish.

Nota aclaratoria de la sección de apéndices:

Todos los apéndices del módulo están identificados con las palabras <<Apéndice>> o <<Appendix>> y están acompañados de su correspondiente letra. Todo el material citado, en la sección de apéndices, aparecerá en el idioma que se escribió originalmente.

En cambio, la mayoría de los recursos y rúbricas que pertenecen al Sistema Universitario Ana G. Méndez aparecerán en ambos idiomas (inglés y español).

Appendix A

National Proficiency Levels for Differentiated Instruction

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

Appendix A National Proficiency Levels for Differentiated Instruction

“Can Do” Listening Rubric

Instructions to use these rubrics: The facilitator will use these rubrics to diagnose the different levels of proficiency of the students in the class. Once the facilitator has identified the students by proficiency levels, he/she can use this information to assign groups and activities utilizing differentiated instruction. These rubrics do not have an evaluation scale because they are used as an informal diagnostic tool.

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 <i>yes</i> or <i>no</i> 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 order all of 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, SQ3R, 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.). • 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) is 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) – strongly emerging. • 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 introduction 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 clear not developed.
Emerging	<ul style="list-style-type: none"> ● Writes sentences that are still unclear, although there seems to be a guide to a focused topic; however, it may drift at times. There is an attempt in using 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 are 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 it 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 reader 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 properly in order to allow the proper flow of ideas. ● Selects and uses vocabulary words that are livelier and more 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 hooks the reader and a conclusion that leaves a lasting impression. Use of transitions helps the reader connect ideas. Reading flows and is 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. ● Demonstrates excellent control of spelling, punctuation, capitalization and other writing conventions. ● Strategic writing skills are fully developed.

Appendix B

Paragraph Construction Rubric

Adapted from:

[http://www.sunprairie.k12.wi.us/faculty/nmolsen/Perfect%20Paragraph%20Rubric%20\(mine\).pdf](http://www.sunprairie.k12.wi.us/faculty/nmolsen/Perfect%20Paragraph%20Rubric%20(mine).pdf)

Paragraph Construction Rubric

Student's Name: _____

Date: _____

Facilitator's Name: _____ Course: _____ Assignment: _____

Instructions: This rubric is used to assess paragraph construction. The facilitator will use the results to provide the participants with the remediation needed according to their evaluation.

Evaluation Areas	SCORE: GRADE**:		
	3 Points Each	2 Points Each	1 Point Each
Topic Sentence	Topic sentence is clear as it relates to the assigned topic, and it is correctly placed as the first sentence.	Topic sentence is either unclear as to the assigned topic, or it is incorrectly placed.	There is no evident topic sentence. It is unrelated to the assigned topic, and/or it is incorrectly placed.
Explanation of Topic Sentence (Supporting Ideas)	There are three sentences explaining the topic sentence related to the assigned topic.	There are only two sentences explaining the topic sentence, or the explanation is too general.	There is only one or no sentence explaining the topic sentence related to the assigned topic.
Evidence for Topic Sentence (Elaborating Details)	Evidence for all three explanation sentences related to the assigned topic is provided.	Evidence for two explanation sentences related to the assigned topic is provided, or evidence is too general. There is no specificity.	Only one or no evidence sentence related to the assigned topic is provided.
Conclusion Sentence	Conclusion sentence rephrases the topic sentence related to the assigned topic, and it explains its importance.	Conclusion sentence rephrases the topic sentence, but it doesn't explain its importance.	There is no conclusion sentence, or conclusion sentence is unrelated to the topic.
Fragments and Run-on Sentences	There are no fragments or run-on sentences.	There is one fragment or run-on sentence.	There are two or more fragments or run-on sentences.
Use of Transitions*	Transitional words are used effectively throughout the written work.	Transitions are used throughout, but one transitional word is used incorrectly. It is missing one or two transitions.	Transitions are not used, are all incorrectly used, or five or more transitions are missing.
Grammar	Paragraph has no errors in punctuation, capitalization and spelling, use of verb tenses, word agreement, or in the use of personal pronouns. Legible	Paragraph has two errors in punctuation, capitalization and spelling, use of verb tenses, word agreement, or in the use of personal pronouns. Marginally Legible	Paragraph has more than three errors in punctuation, capitalization and spelling, use of verb tenses, word agreement, or use of personal pronouns that make understanding difficult. Not legible
TOTAL POINTS:			

**What are transitions, and how are they used in effective writing?* Transitions: are phrases or words used to connect one idea to the next; are used by the writer to help the reader progress from one significant idea to the next; show the relationship within a paragraph (or within a sentence) between the main idea and the support the writer gives for those ideas. Different transitional words have different functions. Refer to: (<https://www.msu.edu/user/jdowell/135/transw.html>).

****GRADE BASED ON SCORES:**

A: All Green **B:** 20 Points (Green/Yellow) **C:** All Yellow Scores **D:** 13 Points (Yellow/Red) **F:** All Red Scores

Appendix C

The Writing Process

Six-Trait Analytic Writing Rubric

Retrieved from:

http://www.literatelearner.com/6traits/page_template6t.php?f=main

APPENDIX C

THE WRITING PROCESS

SIX-TRAIT ANALYTIC WRITING RUBRIC

Student's name: _____ **Date:** _____
Facilitator's name: _____ **Course:** _____
Assignment: _____

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

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

Final Score: /36

Grading Scale:	(36- 0)
Excellent:	32-36 points = A
Good:	29-31 points = B
Satisfactory:	25-28 points = C
Needs Improvement:	22-24 points = D
Unacceptable:	00-21 points = F

Six-Trait Analytic Writing Rubric

Trait #1: Idea and Content

Criteria per Level

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 stands 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, and • 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 stands 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, and • 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, and • 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, and • 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, and • 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 and • attempts at development that are minimal or non-existent; the paper is too short to demonstrate the development of an idea.

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), and • 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), and • 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, and • 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, and • 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, and • 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, and • a lack of organization which ultimately obscures or distorts the main point.

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, and • 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, and • 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, and • 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, and • 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,” and • 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,” and • 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.

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, and • 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, and • 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, and • 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 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, and • 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, and • 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, and • words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong.

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, and • 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, and • 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, and • 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, and • 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), and • 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, and • sentences that are disjointed, confusing, or rambling.

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, and • 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, and • 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 of 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, and • 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, and • 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, and • 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, and • a need for extensive editing.

Apéndice D

**Información acerca del Laboratorio de Idiomas y
el E-Lab**

Appendix D

Language Lab and E-Lab Information

Apéndice D

Información acerca del Laboratorio de Idiomas y el E-Lab

El Laboratorio de Idiomas y el E-Lab están diseñados para ayudar a los estudiantes a desarrollar sus habilidades lingüísticas en inglés y en español y a lograr los objetivos de aprendizaje a lo largo de su carrera. Ambos cuentan con una amplia variedad de ejercicios visuales y auditivos en línea, recursos de investigación y actividades de escritura guiada, que les permiten a los alumnos mejorar sus habilidades de comprensión auditiva y de lectura, pronunciación, desarrollo de vocabulario, gramática y escritura.

El Laboratorio de Idiomas también ofrece una gran cantidad de páginas web de English for Speakers of Other Languages (ESOL, por sus siglas en inglés: Inglés para hablantes de otros idiomas) que han sido seleccionadas cuidadosamente. Así también, cuenta con otras páginas electrónicas en español, con el fin de satisfacer las necesidades de los estudiantes. Además, el Laboratorio de Idiomas y el E-Lab cuentan con otras aplicaciones informáticas que fomentan el aprendizaje del idioma y del contenido académico, tales como Tell Me More, NetTutor y Blackboard Collaborate.

Tell Me More es un sistema eficaz para aprender inglés y español, que les permite a los estudiantes reforzar sus destrezas y además cumplir con las horas de laboratorio que requieren sus clases. Para poder usar este programa, los estudiantes necesitan Internet, el navegador Internet Explorer y acceso a la plataforma Blackboard.

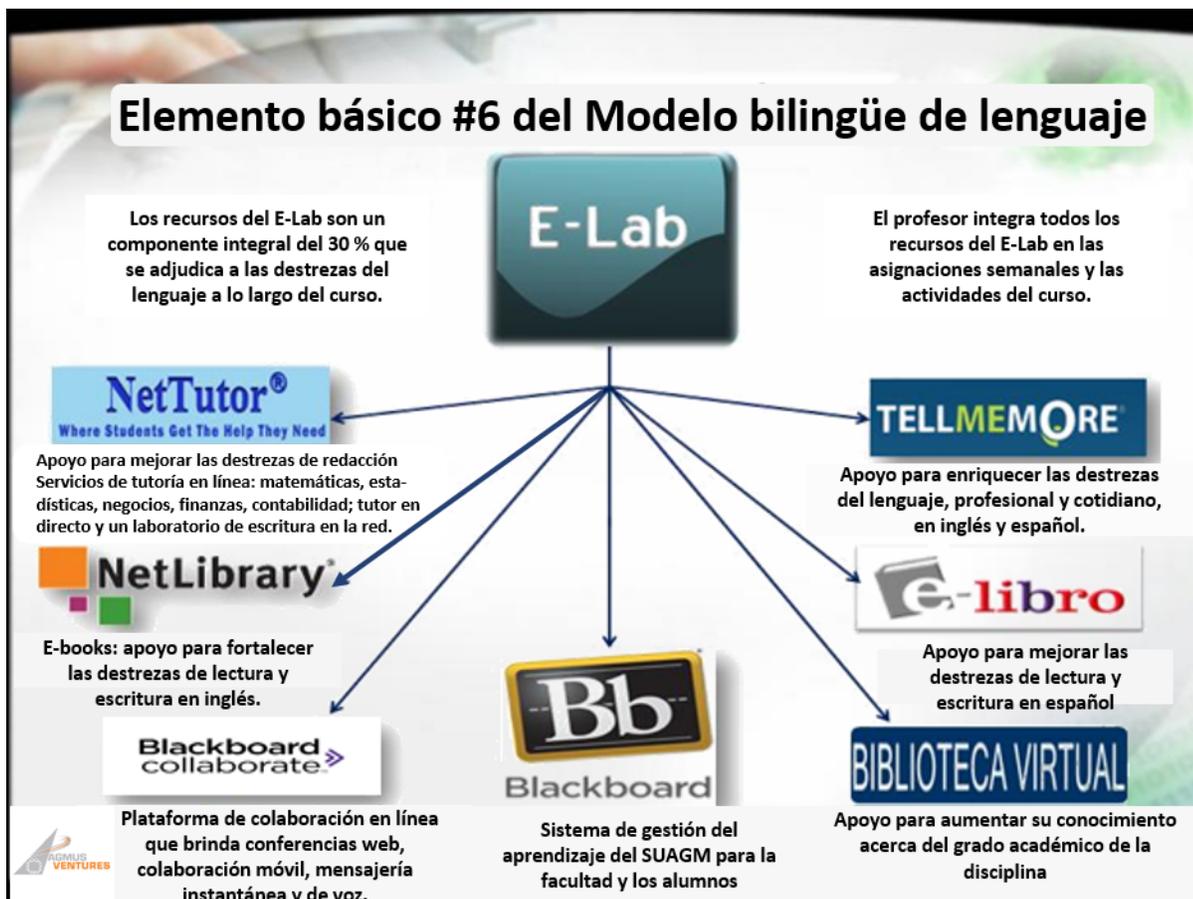
Inicialmente, el sistema evalúa el nivel de conocimiento de los estudiantes y crea un programa de aprendizaje, adaptado a las especificidades de lenguaje de cada uno, lo que permite medir el progreso individual. Los alumnos pueden mejorar su pronunciación, gramática y destrezas auditivas, desde el nivel de principiante hasta el nivel avanzado, con dos perfiles diferentes: lenguaje cotidiano y lenguaje de negocios.

NetTutor es un servicio de tutoría en línea, que cuenta con tutoría en directo para materias cuánticas y de computación (tiene horarios fijos). En los cursos en los que no se ofrece tutoría en directo, los estudiantes pueden publicar sus dudas, las cuales se contestarán en un lapso de 72 horas. El sistema también cuenta con un banco de preguntas y respuestas frecuentes, que está disponible 24 horas al día, los siete días de la semana. NetTutor puede accederse remotamente, siempre y cuando cuente con conexión a Internet. Este servicio ofrece tutorías en las siguientes materias:

- Inglés (disponible para todos los cursos)
- Español (disponible para todos los cursos)
- Estadísticas (el estudiante debe estar matriculado en el curso)
- Matemáticas (el estudiante debe estar matriculado en el curso)
- Contabilidad (el estudiante debe estar matriculado en el curso)
- Sistemas de información computarizada (el estudiante debe estar matriculado en el curso)

Blackboard Collaborate es una herramienta electrónica que, entre otros aspectos, promueve el uso de la voz en línea para que los alumnos y el facilitador interactúen y para desarrollar material didáctico. Los estudiantes usan Blackboard Collaborate para participar en los foros de discusión oral en línea, preparar presentaciones orales, enviar mensajes de voz y cumplir con otras asignaciones. La aplicación principal de uso de voz se llama Voice Authoring, que cuenta con las siguientes herramientas:

- **Voice Board:** puede publicar y escuchar mensajes orales en un foro de discusión en línea y postear comentarios orales y escritos.
- **Voice E-mail:** sirve para enviar correos electrónicos con mensajes de voz y escritos.
- **Voice Podcaster:** facilita la creación y distribución de mensajes orales de los participantes.



Appendix D:

Language Lab and E-Lab Information

The Language Lab and E-Lab are designed to help students strengthen their linguistic skills in English and Spanish and to fulfill the content objectives of the course. Both labs count on a wide variety of visual and auditory on-line exercises, Internet-based research, and guided writing activities that allow students to improve their listening and reading comprehension skills, pronunciation, vocabulary building, grammar, and writing.

The Language Lab also offers a package of several carefully selected English for Speakers of Other Languages (ESOL) websites, as well as other Spanish web pages designed to meet the students' needs. Additionally, the Language Lab and E-Lab provide other software applications, such as Tell Me More, NetTutor and Blackboard Collaborate, that promote language and academic content learning.

Tell Me More is an effective system for English and Spanish learning that allows students to strengthen their skills and fulfill the language lab hours required in their classes. Students must have Internet connection, Internet Explorer browser, and access to Blackboard to be able to use this program.

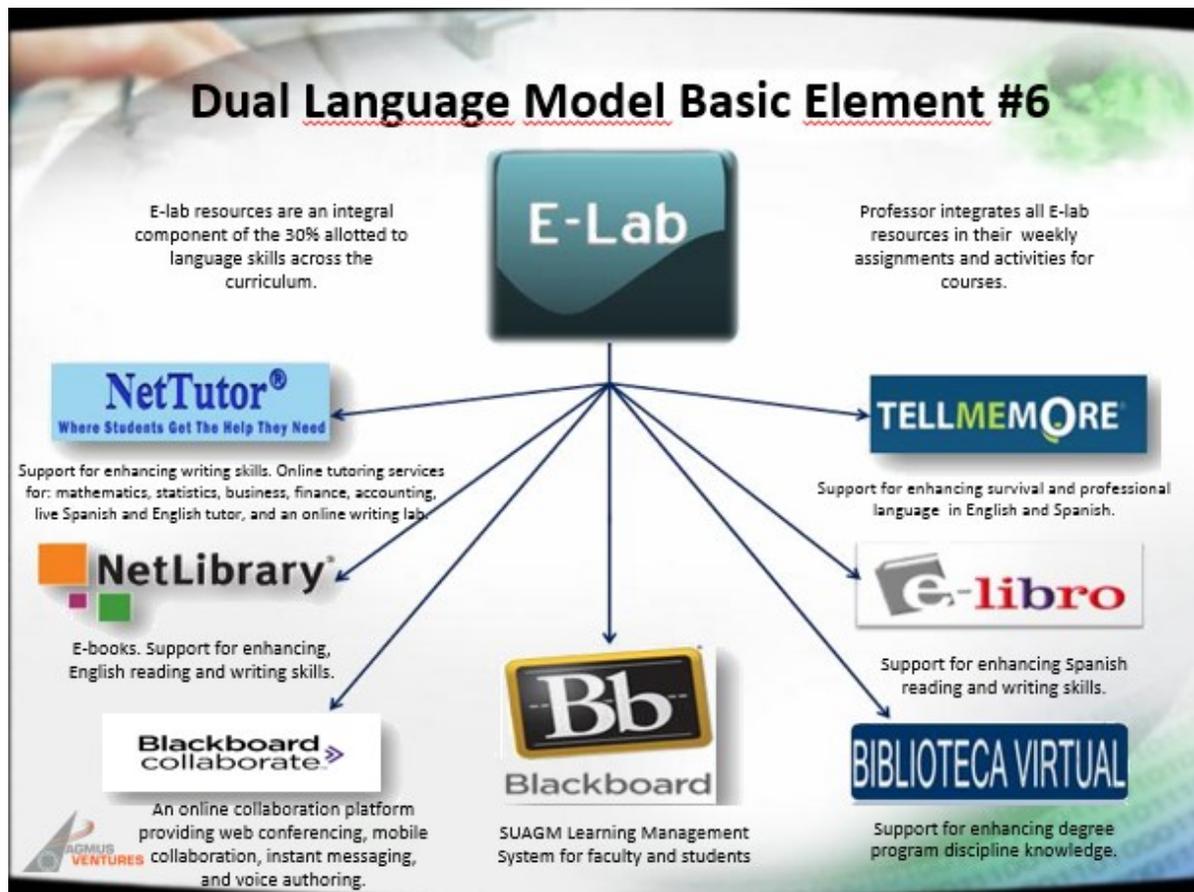
The system initially assesses students' knowledge and creates a learning path specifically tailored to each student's needs, thus allowing facilitators to measure every student's progress. Students can improve their pronunciation, grammar and listening skills, from beginner to advanced levels, with two different profiles: everyday language and business oriented language.

NetTutor is an online tutoring service which provides live tutoring for numerical and computer classes (scheduled hours apply). Students can post their questions for classes which do not offer live tutoring. These will be answered within 72 hours. The system also has a "Frequently Asked Questions" section available 24/7. NetTutor can be accessed remotely with an Internet connection. This service offers tutoring for the following subjects:

- English (available for all courses),
- Spanish (available for all courses),
- Statistics (student must be enrolled in the course),
- Mathematics (student must be enrolled in the course),
- Accounting (student must be enrolled in the course), and
- Computer Information Systems (student must be enrolled in the course).

Blackboard Collaborate is an electronic tool that, among other aspects, promotes the use of voice online, allowing students and the facilitator to interact and to develop academic content. Students use Blackboard Collaborate to participate in oral online discussion forums prepare oral presentations, send voice e-mails, and complete other assignments. The main voice application is Voice Authoring which includes the following tools:

- **Voice Board:** allows participants to post and listen to voice messages on discussion boards and to post oral and written comments.
- **Voice E-mail:** allows participants to send voice and written messages via e-mail.
- **Voice Podcaster:** facilitates the creation and distribution of participants' voice messages.



Apéndice E

Documentación del Laboratorio de Idiomas/E-Lab

Appendix E

Language Lab/E-Lab Documentation

Apéndice E Documentación del Laboratorio de Idiomas/E-Lab

Instrucciones: Cada estudiante llenará los siguientes formularios y los entregará al facilitador para que los considere como parte de los criterios de evaluación de la clase.

Sistema Universitario Ana G. Méndez

Registro de asistencia del Laboratorio de Idiomas/E-Lab

Nombre del estudiante: _____

Número de estudiante: _____

Curso: _____

Nombre del facilitador: _____

Semestre: _____ Periodo lectivo (PT): _____

Apéndice E Documentación del Laboratorio de Idiomas/E-Lab

Instrucciones: Cada estudiante debe llenar este formulario y enviarlo semanalmente al facilitador como parte de la evaluación de la clase, que está basada en las tareas que asignó el facilitador.

Áreas de oportunidad y asignaciones provistas por el facilitador	Fecha	Recursos electrónicos que usó y las tareas que completó	Laboratorio Sala de cómputos (AGM) Práctica fuera del campus (F)	Firma del representante de la facultad o del laboratorio
		Tell Me More		
		NetTutor		
		Herramientas de Blackboard Collaborate		
		Investigación electrónica (Biblioteca Virtual)		
		Actividades de las páginas electrónicas en inglés y español		

Total de horas: _____

Appendix E Language Lab/E-Lab Documentation

Instructions: Each student will complete the following forms and give them to the facilitator to be included as part of the assessment criteria for the class.

Ana G. Méndez University System**Language Lab/E-Lab
Attendance Log**

Student's Name: _____

Student's ID Number: _____

Course: _____

Facilitator's Name: _____

Semester: _____ **Part of Term (PT):** _____

Language Lab/E-Lab Documentation

Instructions: Each student should complete this form and submit it weekly to the facilitator as part of the class evaluation based on assignments given by the facilitator.

AREAS OF IMPROVEMENT AND ASSIGNMENTS PROVIDED BY FACILITATOR	DATE	ELECTRONIC RESOURCES USED AND TASKS COMPLETED	AGM CLASSROOM LAB. (L) OFF-CAMPUS PRACTICE (O)	STAFF/FACULTY SIGNATURE
		Tell Me More		
		NetTutor		
		Blackboard Collaborate Tools		
		Internet-Based Research (Virtual Library)		
		English and/or Spanish Websites Activities		

Total number of hours: _____

Apéndice F
Rúbrica de ensayo

Appendix F
Essay Rubric

Apéndice F

Rúbrica de ensayo

Los estudiantes y los facilitadores deben utilizar esta rúbrica para evaluar los ensayos.

Nombre del estudiante: _____

Fecha: _____ Tema: _____

Instrucciones: Por favor refiérase a los criterios que evalúa y déjese llevar por la escala, de manera que asigne los puntos que mejor reflejen la escritura del ensayo del alumno. Cinco corresponde a la máxima puntuación, mientras uno refleja la puntuación mínima. También puede escribir sus comentarios (opcional).

Escriba una “X” en el encasillado que aplique a cada criterio. Para obtener el total, sume los números correspondientes hacia abajo y luego hacia el lado. Utilice la escala evaluativa para determinar la calificación final.

Criterios	5	4	3	2	1	Comentarios (opcional)
Contenido						
1. Propósito: El propósito o argumento central del escritor es evidente al lector.						
2. Contenido: La presentación de información relevante y legítima apoya el propósito o argumento central claramente y demuestra un análisis profundo de un tema significativo. El lector adquiere percepciones importantes.						
3. Organización: Las ideas están organizadas de manera lógica para apoyar el propósito o argumento. Las ideas fluyen fácilmente entre sí y están claramente vinculadas. El lector sigue el razonamiento con facilidad.						
4. Cautiva al lector y mantiene su interés a través del trabajo.						
5. Pensamiento crítico: Critica el contexto del discurso académico en términos de las suposiciones del estudiante. Integra diferentes maneras epistemológicas y disciplinarias de aprendizaje e incluye evidencia de autorreflexión y autoevaluación.						
6. Formula conclusiones basadas en lo investigado.						
7. Demuestra que entiende las ideas significativas para alcanzar organizadamente un nivel alto de comprensión.						
Lenguaje						
8. Demuestra dominio del español, incluyendo el vocabulario académico, la sintaxis y el flujo de ideas.						
9. Usa correctamente la ortografía, puntuación y el estilo APA.						
10. Emplea un nivel de formalidad del idioma que es apropiado para el tipo de documento.						
Totales (70 % para contenido y 30 % para lenguaje)						Total de puntos

Escala evaluativa	(0-50)
5 - Excelente	45-50 puntos = A
4 - Bueno	40-44 puntos = B
3 - Satisfactorio	35-39 puntos = C
4 - Necesita mejorar	30-34 puntos = D
5 - Inaceptable	0-29 puntos = F

Firma del facilitador: _____ Fecha: _____

Appendix F

Essay Rubric

Student's Name: _____

Date: _____ Topic: _____

Students and facilitators are required to use this rubric to evaluate students' essays.

Instructions:

- Please refer to each criterion listed below in order to evaluate **students' essays**
- Apply the points that best reflect the student's essay writing as follows:
(5 = Highest, 1 = Lowest)
- Place an "X" in the box that applies for each criterion and feel free to write any comments.
- To obtain the **Final Total Score**, add the corresponding numbers down and then across.
- Use the **Grading Scale** to apply the final grade.

Criteria	5	4	3	2	1	Comments (optional)
Content						
1. Purpose: Writer's purpose or central argument is readily apparent to the reader.						
2. Content: Presentation of relevant and legitimate information clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.						
3. Organization: Ideas are arranged in a logical order to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. Reader can easily follow the line of reasoning.						
4. Writing is compelling. It hooks the reader and sustains interest throughout.						
5. Critical Thinking: Critiques context of the scholarly discourse in terms of the student's assumptions. Integrates different disciplinary and epistemological ways of learning and includes evidence of reflection and self-assessment.						
6. Draws conclusions based on research-based facts.						
7. Demonstrates a comprehensive grasp of significant ideas to reach a higher level of understanding in an organized manner.						
Language						
8. Demonstrates a command of the English language, including academic vocabulary, syntax, and flow of ideas.						
9. Uses spelling, punctuation, and APA style correctly.						
10. Uses a level of formality of language that is appropriate for the nature of the document.						
Totals (70% for content and 30% for language)						
						Total Points

Grading Scale	(0-50)
5 - Excellent	45-50 points = A
4 - Good	40-44 points = B
3 - Satisfactory	35-39 points = C
2 - Needs Improvement	30-34 points = D
1 - Unacceptable	0-29 points = F

Facilitator's Signature: _____

Date: _____

Apéndice G

Rúbrica de participación en clase

Appendix G

Class Participation Rubric

Apéndice G Rúbrica de participación en clase

Los estudiantes y los facilitadores deben utilizar esta rúbrica para evaluar la participación en clase.

Nombre del estudiante: _____ Fecha: _____

Tema: _____ Taller: _____

Instrucciones: Por favor refiérase a los criterios que evalúa y déjese llevar por la escala, de manera que asigne los puntos que mejor reflejen la participación en clase del alumno. Cinco corresponde a la máxima puntuación, mientras uno refleja la puntuación mínima. También puede escribir sus comentarios (opcional).

Escriba una “X” en el encasillado que aplique a cada criterio. Para obtener el total, sume los números correspondientes hacia abajo y luego hacia el lado. Utilice la escala evaluativa para determinar la calificación final.

Escala: 5 = Puntuación máxima 1 = Puntuación mínima	5	4	3	2	1	Comentarios (opcional)
Criterios de contenido						
1. Participación, recursos y herramientas de la clase y en línea: Participa activamente en todas las actividades de la clase, incluyendo las herramientas de Blackboard Collaborate y los foros de discusión.						
2. Iniciativa y creatividad: Demuestra iniciativa y creatividad en las actividades de la clase.						
3. Discusiones y comentarios (escritos y orales): Evidencia su interés en las discusiones que se presentan y expresa comentarios pertinentes, por escrito y oralmente, de manera oportuna.						
4. Publicación de trabajos y retroalimentación: Publica oportunamente el trabajo asignado, dando tiempo suficiente para recibir retroalimentación.						
5. Información adicional: Contribuye a la clase con material e información adicional.						
6. Atención y empatía: Demuestra atención y empatía hacia las opiniones y los argumentos de sus compañeros.						
7. Respeto sin prejuicios: Respeto las preguntas y planteamientos de los compañeros.						

Escala: 5 = Puntuación máxima 1 = Puntuación mínima		5	4	3	2	1	
Criterios de lenguaje							
8. Uso apropiado del español académico y técnico: Contribuye frecuentemente a las discusiones en clase y emplea el vocabulario académico y técnico, en español, con propiedad y corrección.							
9. Formulación y contestación de preguntas: Formula y contesta preguntas pertinentes al tema de la clase y utiliza el español con propiedad y corrección consistentemente.							
10. Expresividad y articulación: Habla claramente, sin errores gramaticales y pronuncia todos los términos correcta y precisamente.							
Totales (70 % de contenido y 30 % de lenguaje)							Total de puntos _____

Criterios de contenido (70 %)		Subtotales por criterio	
Participación en clase y en línea			
Iniciativa y creatividad			
Discusiones y comentarios (escritos y orales)			
Publicación de trabajos y retroalimentación			
Información adicional			
Atención y empatía			
Respeto sin prejuicios			
Criterios de lenguaje (30 %)			
Uso apropiado del vocabulario académico y técnico			
Formulación y contestación de preguntas			
Expresividad y articulación			
TOTAL (Sume todos los subtotales para determinar la puntuación y calificación final.)		Puntuación final: ___/50 Calificación: _____	

Escala evaluativa	(0-50)
5 - Excelente	45-50 puntos = A
4 - Bueno	40-44 puntos = B
3 - Satisfactorio	35-39 puntos = C
2 - Necesita mejorar	30-34 puntos = D
1 - Inaceptable	0-29 puntos = F

Firma del facilitador: _____ Fecha: _____

Appendix G Class Participation Rubric

Students and facilitators are required to use this rubric to evaluate students' class participation.

Student's Name: _____ Date: _____

Topic: _____ Workshop: _____

Instructions:

1. Please refer to each criterion listed below in order to evaluate the **students' class participation**.
2. Apply the points that best reflect the student's participation in class as follows:
(5 = Highest, 1 = Lowest)
3. Place an "X" in the box that applies for each criterion and feel free to write any comments.
4. To obtain the **Final Total Score**, add the corresponding numbers down and then across.
5. Use the **Grading Scale** to apply the final grade.

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
Content Criteria						
1. Participation in Class or Online with Tools/Resources: Participates actively in all class activities, including the Blackboard Collaborate Tools and the Discussion Board.						
2. Initiative and Creativity: Demonstrates initiative and creativity in class activities.						
3. Discussions and Oral/Written Comments: Demonstrates interest in class discussions by posting relevant written and oral comments in a timely manner.						
4. Uploads and Feedback: Uploads required work in a timely manner, allowing for sufficient time for feedback.						
5. Additional Information: Contributes to class with additional material and information.						
6. Attention and Empathy: Demonstrates attention and empathy towards classmates' opinions and contributions.						
7. Respectful and Non-judgmental: Shows respect towards classmates' questions and expositions.						

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
Language Criteria						
8. Proper Use of Academic and Technical Vocabulary: Contributes frequently to class discussions in English using proper and correct academic and technical vocabulary.						
9. Formulating and Responding to Questions: Formulates and responds to questions pertinent to the class topic correctly and consistently in English.						
10. Expressiveness/Articulation: Speaks clearly with no grammatical errors and pronounces all terms correctly and precisely.						
Totals (70% for Content and 30% for Language)						Total Points <hr/>

Content Criteria (70%)	Subtotals per Criterion
Participation in Class or Online with Tools/Resources	
Initiative and Creativity	
Discussions and Oral/Written Comments	
Uploads and Feedback	
Additional Information	
Attention and Empathy	
Respectful and Non-judgmental	
Language Criteria (30%)	
Proper Use of Academic and Technical Vocabulary	
Formulating and Responding to Questions	
Expressiveness/Articulation	
TOTAL (Add all the totals to obtain the final score and grade.)	Final Score: <u> </u>/50 Grade: <u> </u>

<u>Grading Scale</u>	(0-50)
5 - Excellent	45-50 points = A
4 - Good	40-44 points = B
3 - Satisfactory	35-39 points = C
2 - Needs Improvement	30-34 points = D
1 - Unacceptable	0-29 points = F

Facilitator's Signature: _____ **Date:** _____

Apéndice H

Rúbrica de presentación oral y audiovisual individual/grupal

Appendix H

Individual/Group Oral and Audiovisual Presentation Rubric

Apéndice H

Rúbrica de presentación oral y audiovisual individual/grupal **Los estudiantes y los facilitadores deben utilizar esta rúbrica para evaluar las destrezas de comunicación oral y las presentaciones audiovisuales.**

Nombre del estudiante: _____

Fecha: _____

Tema: _____

Taller: _____

Instrucciones: Por favor refiérase a los criterios que evalúa y déjese llevar por la escala, de manera que asigne los puntos que mejor reflejen la presentación oral o audiovisual individual/grupal. Cinco corresponde a la máxima puntuación, mientras uno refleja la puntuación mínima. También puede escribir sus comentarios (opcional).

Escriba una “X” en el encasillado que aplique a cada criterio. Para obtener el total, sume los números correspondientes hacia abajo y luego hacia el lado. Utilice la escala evaluativa para determinar la calificación final.

Escala: 5 = Puntuación máxima 1 = Puntuación mínima	5	4	3	2	1	Comentarios (opcional)
Criterios de contenido						
1. Objetivos, ideas y principios: Introduce el tema efectivamente e identifica los objetivos, principios y las ideas de la presentación oral/audiovisual.						
2. Coherencia y claridad: Organiza la presentación para que sea coherente y fácil de seguir. Proyecta consistentemente los conceptos con un enfoque claro.						
3. Dominio del contenido: Domina y explica el contenido apropiadamente, sin cometer errores.						
4. Vínculo con el material de la clase: Basa las ideas y argumentos en el material y los recursos de la clase.						
5. Captación de la audiencia: Captura la atención y el interés de la audiencia y promueve su participación, si aplica.						
6. Alto nivel de comprensión: Evidencia un alto y claro nivel de comprensión de las ideas significativas.						
7. Tipografía y diseño gráfico: La tipografía y el diseño gráfico cumplen eficazmente con su propósito y son apropiados para la audiencia.						

Escala: 5 = Puntuación máxima 1 = Puntuación mínima		5	4	3	2	1	
Criterios de lenguaje							
8. Destrezas lingüísticas: Domina las destrezas lingüísticas en español, por escrito y orales, incluyendo la sintaxis y el flujo de ideas.							
9. Vocabulario académico: Aplica el vocabulario académico eficaz y correctamente.							
10. Propiedad y corrección: Emplea la gramática correctamente. El texto no tiene errores.							
Totales (70 % de contenido y 30 % de lenguaje)							Total de puntos _____

Criterios de contenido (70 %)	Subtotales por criterio
Objetivos, ideas y principios	
Coherencia y claridad	
Dominio del contenido	
Vínculo con material de la clase	
Captación de la audiencia	
Alto nivel de comprensión	
Tipografía y diseño gráfico	
Criterios de lenguaje (30 %)	
Destrezas lingüísticas	
Vocabulario académico	
Propiedad y corrección	
TOTAL (Sume todos los subtotales para determinar la puntuación y calificación final.)	Puntuación final: <u> /50 </u> Calificación: _____

<u>Escala evaluativa</u>	(0-50)
5 - Excelente	45-50 puntos = A
4 - Bueno	40-44 puntos = B
3 - Satisfactorio	35-39 puntos = C
2 - Necesita mejorar	30-34 puntos = D
1 - Inaceptable	0-29 puntos = F

Al completar esta rúbrica, el facilitador también deberá completar **Apéndice N: *Speaking Rubric***.
Para obtener la nota final:

1. Suma el total de puntos del **Apéndice H: Rúbrica de presentación oral y audiovisual individual /grupal** y el total de puntos del **Apéndice N: *Speaking Rubric***.
2. Use la siguiente escala evaluativa para obtener la nota final.

<u>Escala evaluativa</u>	(0 - 75)
5 - Excelente	68 - 75 puntos = A
4 - Bueno	60 - 67 puntos = B
3 - Satisfactorio	53 - 59 puntos = C
2 - Necesita mejorar	45 - 52 puntos = D
1 - Inaceptable	0 - 44 puntos = F

Firma del facilitador: _____ Fecha: _____

Appendix H Individual/Group Oral and Audiovisual Presentation Rubric

Students and facilitators are required to use this rubric to evaluate students' oral and audiovisual presentations.

Student's Name: _____

Date: _____

Topic: _____

Workshop Number: _____

Instructions:

- Please refer to each criterion listed below in order to evaluate students' **individual/group oral/audiovisual presentations**.
- Apply the points that best reflect the student's presentation as follows: **(5 = Highest, 1 = Lowest)**.
- Place an "X" in the box that applies for each criterion and feel free to write any comments.
- To obtain the **Final Total Score**, add the corresponding numbers down and then across.
- Use the **Grading Scale** to apply the final grade.

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
Content Criteria						
1. Objectives, Ideas, and Principles: Presents an effective introduction to the topic, identifying the objectives, ideas, and principles that are included in the oral/audiovisual presentation.						
2. Coherence and Clarity: Presentation is organized and coherent and can be easily followed. Presentation projects the concepts in a comprehensible manner and reflects a clear and consistent focus.						
3. Content Mastery: Demonstrates mastery of the topic or subject of discussion and properly explains the content without incurring in errors.						
4. Resources/Material Support Presentation: Ideas and arguments of the oral/audiovisual presentation are well-supported by the resources and material presented or discussed in class.						
5. Captivated Audience: Captures the attention and interest of the audience and encourages participation, if applicable.						
6. High Level of Comprehension: Demonstrates a clear understanding of significant ideas and projects a high level of comprehension.						
7. Text Format and Visual Design: Text and visual design effectively fulfill their purpose and are appropriate for the audience.						

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)	
Language Criteria							
8. Oral and Written Proficiency: Demonstrates excellent oral and written linguistic skills in English, including syntax and flow of ideas.							
9. Academic/Technical Vocabulary: Applies academic/technical vocabulary effectively and correctly to convey the message.							
10. Conventions: Uses proper and correct grammar. Text is free of errors.							
Totals (70% for Content and 30% for Language)							Total Points _____

Content Criteria (70%)	Subtotals per Criterion
Objectives, Ideas, and Principles	
Coherence and Clarity	
Content Mastery	
Resources/Material Support Presentation	
Captivated Audience	
High Level of Comprehension	
Text Format and Visual Design	
Language Criteria (30%)	
Oral and Written Proficiency	
Academic Vocabulary	
Conventions	
TOTAL (Add all the subtotals to obtain the final score and grade.)	Final Score: ___/50 Grade: ___

Grading Scale	(0-50)
5 - Excellent	45-50 points = A
4 - Good	40-44 points = B
3 - Satisfactory	35-39 points = C
2 - Needs Improvement	30-34 points = D
1 - Unacceptable	0-29 points = F

After completing this rubric, the facilitator must also complete **Appendix N: Speaking Rubric**. To obtain the Final Grade:

1. Add the Total Points from **Appendix H: Individual/Group Oral and Audiovisual Presentation Rubric** and the Total Points from **Appendix N: Speaking Rubric**.
2. Use the grading scale provided below to obtain the Final Grade.

Grading Scale	(0 - 75)
5 - Excellent	68 - 75 points = A
4 - Good	60 - 67 points = B
3 - Satisfactory	53 - 59 points = C
2 - Needs Improvement	45 - 52 points = D
1 - Unacceptable	0 - 44 points = F

Facilitator's Signature: _____ **Date:** _____

Apéndice I
Autorreflexión

Appendix I
Self-Reflection

Apéndice I**Autorreflexión****Nombre del estudiante:** _____ **Fecha:** _____

Instrucciones: Complete la(s) pregunta(s) que determine el facilitador usando palabras, oraciones, dibujos o historias. El facilitador puede elegir otros temas para que complete la autorreflexión. Sea honesto y apunte ideas que sean importantes y valiosas para usted. Para evaluar cada autorreflexión, se utilizará el Apéndice C. En las siguientes páginas, encontrará una explicación de lo que es un diario reflexivo, sus beneficios, el formato y algunas preguntas adicionales. Léalo cuidadosamente antes de comenzar a escribir sus autorreflexiones.

1. ¿Qué conocimiento previo traje a la clase esta semana?
2. ¿Cuáles eran mis expectativas para esta semana? ¿Las cumplí?
3. ¿Cuál fue mi mayor logro esta semana, cómo lo aplicaré a mi vida personal o trabajo?
4. ¿Cuál fue mi mayor reto esta semana, qué pasos tomé o tomaré para superarlo?
5. ¿Cuál es la prioridad #1 que deseo realizar antes del próximo taller, cómo lo lograré?
6. ¿Cuáles fueron algunos conceptos, factores e ideas que yo descubrí/aprendí esta semana?
Recuerde que tal vez esté familiarizado con el concepto; trate de escribir algo nuevo sobre el mismo.
7. ¿En qué área específica necesito ayuda, qué puedo hacer para ayudarme a mí mismo?
8. ¿Alcancé mis metas esta semana? Si es así, ¿qué hice específicamente para ayudarme? Si no, ¿qué puedo hacer para mejorar este aspecto, qué haré de manera diferente la próxima vez?
9. ¿Qué hice específicamente para contribuir al aprendizaje de mis compañeros esta semana?
¿Qué aprendí de ellos?
10. ¿Sobre qué quiero aprender más y por qué?
11. ¿Cómo crecí, mejoré y me desarrollé esta semana? Sea específico; explique cómo aplicará esto a su vida personal o profesional.

Appendix I

Self-Reflection

Directions: Complete the question/questions below determined by the facilitator using words, sentences, pictures, or stories. The facilitator may specify other topics. Be honest and record ideas that are important and meaningful to you. Self-reflections will be evaluated using Appendix C: The Writing Process Six-Trait Analytic Writing Rubric. On the next page, you will find an explanation of what a reflective journal is, its benefits, format, and some additional questions. Read this carefully before working on your reflective journal.

1. What prior knowledge did I bring to the class this week?
2. What were my expectations for this week? Were they fulfilled?
3. What was my greatest accomplishment this week, and how will I apply it in my personal life or place of work?
4. What was my greatest challenge this week, and what steps did I take or will take to overcome it?
5. What is the #1 priority that I need to accomplish before the next workshop, and how will I achieve it?
6. What were some important concepts, factors and ideas that I discovered/learned this week? Remember that you may have already heard or known about the concept before; if so, try to write something new about it.
7. In what specific area do I still need help, and what can I do to help myself?
8. Did I reach my goals for this week? If so, what did I specifically do to help myself? If not, what can I do to improve, and what will I do differently next time?
9. What did I do specifically to contribute to my peers' learning this week? What did I learn from them?
10. What do I want to learn more about and why?
11. How did I grow, improve, and develop myself this week? Be specific. Explain how you will apply this to your personal or work life.

What Is a Reflective Journal?

A reflective journal is a steadily growing document where learners record their reflections and thoughts on what they are learning required for their degree area and application to real-life job situations.

Benefits

By keeping a record of their teaching and learning experiences, students are able to push themselves forward on their professional development journey. There's an old saying that states, "You don't know what you know until you've written it down." Several research studies have found this to be true. By writing what you've learned, you can track the progress you've made, and you can also begin to notice the gaps in your knowledge and skills as a dual language professional.

Format

You may write your journal in a free flowing essay form or respond to the following entries (questions) that may apply for a particular workshop session:

- Two main ideas/concepts I found particularly useful in this week's workshop are ...
- Some personal beliefs about teaching and learning that have changed as a result of this workshop are ...
- One concept I learned in this workshop which I may be able to apply in the future is ...
- Some issues that greatly interested me and that I would like to study in greater detail are ...
- I am still unsure about ...
- Some topics which, in my opinion, should have been covered but were not covered are ...
- Some learning strategies that I have used in the past and were reinforced by this workshop are ...
- Some particularly interesting facts I learned in this session are ...

Note: Use the Six-Trait Analytic Writing Rubric found in Appendix C for evaluation purposes.

Vijay Gambhir July 8, 2010

Adapted from: Learning Journals <http://www.audienceialogue.net/journal.html>

Apéndice J

Rúbrica de dramatización de roles

Appendix J

Role-playing Rubric

Apéndice J Rúbrica de dramatización de roles

Los estudiantes y los facilitadores deben utilizar esta rúbrica para evaluar las dramatizaciones de roles.

Nombre del estudiante: _____ Fecha: _____

Tema: _____ Taller: _____

Instrucciones: Por favor refiérase a los criterios que evalúa y déjese llevar por la escala, de manera que asigne los puntos que mejor reflejen la dramatización de roles. Cinco corresponde a la máxima puntuación, mientras uno refleja la puntuación mínima. También puede escribir sus comentarios (opcional).

Escriba una “X” en el encasillado que aplique a cada criterio. Para obtener el total, sume los números correspondientes hacia abajo y luego hacia el lado. Utilice la escala evaluativa para determinar la calificación final.

Escala: 5 = Puntuación máxima 1 = Puntuación mínima	5	4	3	2	1	Comentarios (opcional)
Criterios de contenido						
1. Objetivos y conceptos: Introduce los objetivos efectivamente y proyecta los conceptos de manera comprensible, a través de la presentación, el modelaje o la dramatización de roles.						
2. Captación de audiencia: Captura y mantiene la atención e interés del aprendiz del lenguaje inglés (ELL) al introducir la lección y a lo largo de la demostración.						
3. Coherencia y claridad: Presenta la lección organizada, lógica y coherentemente de manera que el ELL puede entenderla con facilidad.						
4. Dominio del material y desempeño: Domina el material y evidencia que comprende el contenido sin cometer errores. Se presenta relajado, bien preparado, seguro de sí mismo y no consulta sus apuntes.						
5. Interacción y evidencia de actividades educativas: Los ELL son el centro de la lección. La interacción entre los alumnos, y entre los estudiantes y el maestro, es significativa y eficaz durante toda la demostración. Las actividades comunicativas que se evidencian en la lección son auténticas, pertinentes y eficaces.						
6. Estrategias, procesos, proyección y técnicas: Implementa estrategias y procesos significativos de asesoramiento, que son apropiados para el grado y la edad, y están basados en las tareas. Demuestra eficazmente la proyección personal, postura corporal y las técnicas de manejo de la clase que mantienen a los estudiantes concentrados en sus tareas todo el tiempo, si aplica.						
7. Medios audiovisuales y tecnológicos: Utiliza los medios audiovisuales y tecnológicos correcta y eficazmente durante la demostración.						

Escala: 5 = Puntuación máxima 1 = Puntuación mínima	5	4	3	2	1	Comentarios (opcional)	
Criterios de lenguaje							
8. Destrezas lingüísticas: Demuestra habilidades lingüísticas, en español, incluyendo el vocabulario, la sintaxis y el flujo de ideas. Aplica el vocabulario académico eficaz y correctamente.							
9. Manejo de la voz: Pronuncia y entona apropiadamente y proyecta su voz de manera eficaz y clara.							
10. Propiedad y corrección: Usa la gramática con propiedad y corrección.							
Totales (70 % de contenido y 30 % de lenguaje)							Total puntos _____

Criterios de contenido (70 %)	Subtotales por criterio
Objetivos y conceptos	
Captación de audiencia	
Coherencia y claridad	
Dominio del material y desempeño	
Interacción y evidencia de actividades educativas	
Estrategias, procesos, proyección y técnicas	
Medios audiovisuales y tecnológicos	
Criterios de lenguaje (30 %)	
Destrezas lingüísticas	
Manejo de la voz	
Propiedad y corrección	
TOTAL (Sume todos los subtotales para determinar la puntuación y calificación final.)	Puntuación final: _____/50 Calificación: _____

Escala evaluativa	(0-50)
5 - Excelente	45-50 puntos = A
4 - Bueno	40-44 puntos = B
3 - Satisfactorio	35-39 puntos = C
2 – Necesita mejorar	30-34 puntos = D
1 - Inaceptable	0-29 puntos = F

Firma del facilitador: _____

Fecha: _____

Appendix J

Role-playing Rubric

Students and facilitators are required to use this rubric to evaluate students' role-playing.

Student's Name: _____ **Date:** _____

Topic: _____ **Workshop Number:** _____

Instructions:

1. Please refer to each criterion listed below when evaluating **students' role-playing**.
2. Apply the points that best reflect the student's role playing as follows:
(5 = Highest, 1 = Lowest)
3. Place an "X" in the box that applies for each criterion and feel free to write any comments.
4. To obtain the **Final Total Score**, add the corresponding numbers down and then across.
5. Use the **Grading Scale** to apply the final grade.

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
Content Criteria						
1. Objectives and Concepts: Introduces the objectives effectively through a presentation, modeling, or role playing that clearly demonstrates the concepts in a comprehensible manner.						
2. Captivated Audience: Captures the attention and interest of the English Language Learner (ELL) at the introduction of the lesson and maintains it throughout the duration of the lesson.						
3. Coherence and Clarity: Presents the lesson in an organized, logical, and coherent manner that can be easily understood by the ELL.						
4. Mastery of Content and Performance: Demonstrates mastery of the topic or subject of discussion by effectively demonstrating knowledge of content without incurring in errors. Appears relaxed, well-prepared, self-confident, and does not refer to notes.						
5. Interaction and Evidence of Educational Activities: ELLs are the center of the lesson. Interaction among the students and between students and teacher is meaningful and effective at all times during the lesson. Communicative activities demonstrated in the lesson are authentic, relevant, and effective.						
6. Strategies, Procedures, Projection, and Techniques: Implements meaningful, grade and age-appropriate strategies and task-based assessment procedures. Demonstrates effective personal projection, corporal posture, and effective classroom presentation/management techniques that keep the students on task at all times, if applicable.						
7. Audiovisual Aids and Technology: Uses audiovisual aids and technology properly and effectively during the demonstration.						

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
Language Criteria						
8. Linguistic Skills: Demonstrates linguistic skills in English, including vocabulary, syntax, and flow of ideas. Applies academic vocabulary effectively to convey the message.						
9. Voice: Uses correct pronunciation and intonation and projects his/her voice clearly and precisely.						
10. Conventions: Uses proper and correct grammar.						
Totals (70% for Content and 30% for Language)						Total Points <hr/>

Content Criteria (70%)	Subtotals per Criterion
Objectives and Concepts	
Captivated Audience	
Coherence and Clarity	
Mastery of Content and Performance	
Interaction and Evidence of Educational Activities	
Strategies, Procedures, Projection, and Techniques	
Audiovisual Aids and Technology	
Language Criteria (30%)	
Linguistic Skills	
Voice	
Conventions	
TOTAL (Add all the totals to obtain the final score and grade.)	Final Score: <u> /50</u> Grade: _____

<u>Grading Scale</u>	(0-50)
5 - Excellent	45-50 points = A
4 - Good	40-44 points = B
3 - Satisfactory	35-39 points = C
2 - Needs Improvement	30-34 points = D
1 - Unacceptable	0-29 points = F

Facilitator's Signature: _____ **Date:** _____

Appendix K
KWHLAQ CHART

APPENDIX K: KWHLAQ CHART

KWHLAQ Chart-21st. Century Style

K	W	H	L	A	Q
What do I know?	What do I want to know?	How do I find out?	What have I learned?	What action will I take?	What new Questions do I have?

This upgrade group instruction activity developed by Donna Ogle (1986) Re. Upgrade your KWL Chart to the 21st Century (2011, July 21) was retrieved from <http://langwitches.org/blog/2011/07/21/upgrade-your-kwl-chart-to-the-21st-century/>

Apéndice L
Rúbrica del foro de discusión escrita
Appendix L
Written Discussion Forum Rubric

Apéndice L Rúbrica del foro de discusión escrita

Tanto estudiantes como facilitadores deben utilizar esta rúbrica para evaluar los foros de discusión escrita.

Nombre del estudiante: _____ Fecha: _____ Tema: _____
 Taller: _____

Instrucciones: Por favor refiérase a los criterios que evalúa y déjese llevar por la escala, de manera que asigne los puntos que mejor reflejen el foro de discusión escrita. Cinco corresponde a la máxima puntuación, mientras uno refleja la puntuación mínima. También puede escribir sus comentarios (opcional).

Escriba una “X” en el encasillado que aplique a cada criterio. Para obtener el total, sume los números correspondientes hacia abajo y luego hacia el lado. Utilice la escala evaluativa para determinar la calificación final.

Crterios	5	4	3	2	1	Comentarios (opcional)
Contenido						
1. Propósito: El propósito o argumento central del escritor es evidente al lector.						
2. Contenido: La presentación de información es relevante, legítima y contesta las preguntas con precisión y argumentos claros que demuestran un análisis profundo del tema. El lector adquiere percepciones importantes.						
3. Organización: Las ideas están organizadas de manera lógica para apoyar el propósito o argumento. Fluyen fácilmente entre sí y están claramente vinculadas con las preguntas del foro. El lector sigue el razonamiento con facilidad.						
4. Cautiva al lector y mantiene su interés al contestar las preguntas.						
5. Pensamiento crítico: Critica el contexto del discurso académico en términos de las suposiciones del estudiante. Integra diferentes maneras epistemológicas y disciplinarias de saber.						
6. Formula conclusiones basadas en lo investigado.						
7. Demuestra que entiende las ideas significativas para alcanzar organizadamente un nivel alto de comprensión.						
Lenguaje						
8. Demuestra dominio del idioma español, incluyendo el vocabulario académico, la sintaxis y el flujo de ideas.						
9. Usa correctamente la ortografía, puntuación y el estilo APA.						
10. Emplea un nivel de formalidad del idioma que es apropiado para el tipo de documento.						
Totales (70 % para contenido y 30 % para lenguaje)						Total de puntos _____

Escala evaluativa	(0-50)
5 - Excelente	45-50 puntos = A
4 - Bueno	40-44 puntos = B
3 - Satisfactorio	35-39 puntos = C
2 - Necesita mejorar	30-34 puntos = D
1 - Inaceptable	0-29 puntos = F

Firma del facilitador: _____ Fecha: _____

Appendix L

Written Discussion Forum Rubric

Both students and facilitators must use this rubric to evaluate students' written discussion forums.

Student's Name: _____ Date: _____
 Topic: _____ Workshop Number: _____

Instructions:

1. Please refer to each criterion listed below when evaluating **students' written discussion forums**.
2. Apply the points that best reflect the student's written discussion forum as follows:
(5 = Highest, 1 = Lowest)
3. Place an "X" in the box that applies for each criterion, and feel free to write any comments.
4. To obtain the **Final Total Score**, add the corresponding numbers down and then across.
5. Use the **Grading Scale** to apply the final grade.

Criteria	5	4	3	2	1	Comments (optional)
Content						
1. Purpose: Writer's purpose or central argument is readily apparent to the reader.						
2. Content: Presentation of information is relevant and legitimate and answers questions precisely and with clear arguments which demonstrate an in-depth analysis of the topic. The reader acquires important perceptions.						
3. Organization: Ideas are arranged in a logical order to support the purpose or argument. They flow smoothly from one to another and are clearly linked to the forum questions. The reader can easily follow the lines of reasoning.						
4. The writing hooks the reader and sustains interest upon answering the questions.						
5. Critical Thinking: Critiques context of the academic discourse in terms of the student's assumptions. Integrates different disciplinary and epistemological ways of knowing.						
6. Draws conclusions based on research-based facts.						
7. Demonstrates a comprehensive grasp of significant ideas to reach a higher level of understanding in an organized manner.						
Language						
8. Demonstrates a command of the English language, including academic vocabulary, syntax, and flow of ideas.						
9. Uses spelling, punctuation, and APA style correctly.						
10. Uses a level of formality of language that is appropriate for the nature of the document.						
Totals (70% for content and 30% for language)						Total Points _____

Grading Scale	(0-50)
5 - Excellent	45-50 points = A
4 - Good	40-44 points = B
3 - Satisfactory	35-39 points = C
2 - Needs Improvement	30-34 points = D
1 - Unacceptable	0-29 points = F

Facilitator's Signature: _____ Date: _____

Apéndice M

Rúbrica del foro de discusión oral

Appendix M

Oral Discussion Forum Rubric

Apéndice M

Rúbrica del foro de discusión oral

Los estudiantes y los facilitadores deben utilizar esta rúbrica para evaluar los foros de discusión oral.

Nombre del estudiante: _____

Fecha: _____

Tema: _____

Taller: _____

Instrucciones: Por favor refiérase a los criterios que evalúa y déjese llevar por la escala, de manera que asigne los puntos que mejor reflejen el foro de discusión oral. Cinco corresponde a la máxima puntuación, mientras uno refleja la puntuación mínima. También puede escribir sus comentarios (opcional).

Escriba una “X” en el encasillado que aplique a cada criterio. Para obtener el total, sume los números correspondientes hacia abajo y luego hacia el lado. Utilice la escala evaluativa para determinar la calificación final.

Escala: 5 = Puntuación máxima 1 = Puntuación mínima	5	4	3	2	1	Comentarios (opcional)
Criterios de contenido						
1. Objetivos, ideas y principios: Introduce efectivamente las ideas del tema que discutirá.						
2. Coherencia y claridad: Organiza concisa, coherente y precisamente las ideas. La comunicación es coherente y fácil de seguir y proyecta consistentemente los conceptos con un enfoque claro.						
3. Dominio del contenido: Domina y explica el contenido apropiadamente, sin cometer errores.						
4. Vínculo con el material de la clase: Basa las ideas y argumentos en el material y los recursos de la clase.						
5. Captación de la audiencia: Captura la atención y el interés de la audiencia al emplear un tono adecuado que invita y promueve la participación.						
6. Manejo de la voz: Proyecta la voz claramente, con énfasis y un volumen adecuado. Controla hábilmente la velocidad, el ritmo, las pausas y la entonación.						
7. Alto nivel de comprensión: Evidencia un alto y claro nivel de comprensión de las ideas significativas que expresa.						

Escala: 5 = Puntuación máxima 1 = Puntuación mínima	5	4	3	2	1	
Criterios de lenguaje						
8. Destrezas lingüísticas: Domina las destrezas de comunicación oral en español, incluyendo la sintaxis y el flujo de ideas.						
9. Vocabulario académico: Aplica el vocabulario académico eficaz y correctamente.						
10. Propiedad y corrección: Emplea la gramática correctamente. El texto no tiene errores.						
Subtotales (70 % de contenido y 30 % de lenguaje)						Total de puntos _____

Criterios de contenido (70 %)	Subtotales por criterio
Objetivos, ideas y principios	
Coherencia y claridad	
Dominio del contenido	
Vínculo con material de la clase	
Captación de la audiencia	
Manejo de la voz	
Alto nivel de comprensión	
Criterios de lenguaje (30 %)	
Destrezas lingüísticas	
Vocabulario académico	
Propiedad y corrección	
TOTAL (Sume todos los subtotales para determinar la puntuación y calificación final.)	Puntuación final: <u> /50</u> Calificación: <u> </u>

<u>Escala evaluativa</u>	(0-50)
5 - Excelente	45-50 puntos = A
4 - Bueno	40-44 puntos = B
3 - Satisfactorio	35-39 puntos = C
2 - Necesita mejorar	30-34 puntos = D
1 - Inaceptable	0-29 puntos = F

Firma del facilitador: _____

Fecha: _____

Appendix M

Oral Discussion Forum Rubric

Students and facilitators are required to use this rubric to evaluate students’ oral discussion forums.

Student’s Name: _____

Date: _____

Topic: _____

Workshop Number: _____

Instructions:

1. Please refer to each criterion listed below when evaluating **students’ oral discussion forums**.
2. Apply the points that best reflect the student’s presentation/role playing as follows:
(5 = Highest, 1 = Lowest)
3. Place an “X” in the box that applies for each criterion and feel free to write any comments.
4. To obtain the **Final Total Score**, add the corresponding numbers down and then across.
5. Use the **Grading Scale** to apply the final grade.

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
Content Criteria						
1. Objectives, Ideas, and Principles: Presents an effective introduction to the ideas of the topic that will be discussed.						
2. Coherence and Clarity: Organizes the ideas in a concise, coherent, and precise manner. Communication is easy to follow and consistently projects the concepts with a clear focus.						
3. Content Mastery: Demonstrates mastery of the topic or subject of discussion and properly explains the content without incurring in errors.						
4. Class Resources/Material Support: Ideas and arguments are well-supported by the material and resources presented in class.						
5. Captivated Audience: Captures the attention and interest of the audience by using an appropriate tone which invites and encourages participation.						
6. Voice Control: Projects voice clearly, with appropriate stress and volume. Skillfully controls speed, rhythm, pauses, and intonation.						
7. High Level of Comprehension: Demonstrates a high and clear level of comprehension of the expressed significant ideas.						

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	
Language Criteria						
8. Linguistic skills: Demonstrates mastery of oral communication skills in English, including syntax and flow of ideas.						
9. Academic Vocabulary: Applies academic vocabulary effectively and correctly.						
10. Conventions: Uses correct grammar, and the text is free of errors.						
Subtotals (70% for content and 30% for language)						Total Points _____

Content Criteria (70%)	Subtotals per Criteria
Objectives, Ideas, and Principles	
Coherence and Clarity	
Content Mastery	
Class Resources/Material Support	
Captivated Audience	
Voice Control	
High Level of Comprehension	
Language Criteria (30%)	
Linguistic Skills	
Academic Vocabulary	
Conventions	
TOTAL (Add all the subtotals to obtain the final score and grade.)	Final Score: ___/50 Grade: _____

Grading Scale	(0-50)
5 - Excellent	45-50 points = A
4 - Good	40-44 points = B
3 - Satisfactory	35-39 points = C
2 - Needs Improvement	30-34 points = D
1 - Unacceptable	0-29 points = F

Facilitator's Signature: _____

Date: _____

Appendix N Speaking Rubric

Students and facilitators are required to use this rubric to evaluate students' speaking skills.

Student's Name: _____ Date: _____

Topic: _____ Workshop: _____

Instructions:

1. Please refer to each criterion listed below in order to evaluate the **student's speaking skills**.
2. Apply the points that best reflect the student's speaking skills as follows: **(5 = Highest, 1 = Lowest)**
3. Place an "X" in the box that applies for each criterion and feel free to write any comments.
4. To obtain the **Final Total Score**, add the corresponding numbers down and then across.
5. Use the **Grading Scale** to apply the final grade.

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
Criteria						
1. Body Language: Demonstrates appropriate nonverbal communication, where thoughts, intentions, or feelings are expressed by physical behaviors, including facial expressions, posture, gestures, movement, touch, and use of space.						
2. Eye Contact: Maintains visual contact with the audience and establishes a balance when consulting notes.						
3. Voice: Projects voice clearly, with appropriate emphasis, strength, volume, rhythm, and intonation; controls speed and pauses.						
4. Vocabulary: Uses appropriate vocabulary to adequately express ideas with a language that is clear, precise, and grammatically correct.						
5. Pronunciation: Pronounces words clearly, distinctly, and fluently; transmits message eloquently and coherently.						
TOTALS						Total Points _____

Grading Scale	(0 - 25)
5 - Excellent	23 - 25 points = A
4 - Good	20 - 22 points = B
3 - Satisfactory	18 - 19 points = C
2 - Needs Improvement	15 - 17 points = D
1 - Unacceptable	0 - 14 points = F

Facilitator's Signature: _____

Date: _____

Appendix O Listening Rubric

Students and facilitators are required to use this rubric to evaluate students' listening skills during targeted planned activities and tasks, such as listening to videos, PowerPoint presentations, oral presentations, discussion forums, and facilitator's readings, among others.

Student's Name: _____ **Date:** _____

Topic: _____ **Workshop:** _____

Instructions:

1. Please refer to each criterion listed below in order to evaluate the **student's speaking skills as indicated above.**
2. Apply the points that best reflect the student's listening skills as follows: **(5 = Highest, 1 = Lowest)**
3. Place an "X" in the box that applies for each criterion and feel free to write any comments.
4. To obtain the **Final Total Score**, add the corresponding numbers down and then across.
5. Use the **Grading Scale** to apply the final grade.

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
Criteria						
1. Attention: Focuses attention on the speaker's lips, facial expressions, gestures, and body language to gain greater insight into the topic.						
2. Feedback: Provides specific, user-friendly, and positive feedback that can help the speaker reach his/her goals, if applicable.						
3. Questions: Asks related and relevant questions, and seeks clarification when needed.						
4. Non-verbal Cues: Is aware of his/her own body language and is mindful that posture, demeanor, and facial expressions, such as a nod and a smile, are open and inviting, putting the speaker at ease.						
5. Understanding of Content: Demonstrates understanding by providing answers that are accurate and relevant to the ideas and information presented; includes specific details in his/her responses.						
6. Respect and Courtesy: Refrains from needlessly interrupting the speaker, avoids making assumptions, demonstrates empathy, and is non-judgmental; asserts his/her opinion respectfully.						
7. Response to Guided Questions: Demonstrates understanding by providing accurate, precise, and relevant answers to guiding questions provided by the facilitator.						
8. Paraphrasing: Paraphrases the speaker appropriately to verify that his/her interpretation is accurate.						
TOTALS						Total Points

Grading Scale	(0 - 40)
5 - Excellent	36 - 40 points = A
4 - Good	32 - 35 points = B
3 - Satisfactory	28 - 31 points = C
2 - Needs Improvement	24 - 27 points = D
1 - Unacceptable	0 - 23 points = F

Facilitator's Signature: _____ **Date:** _____

Appendix P Reading Comprehension Rubric

Students and facilitators are required to use this rubric to evaluate students' reading comprehension skills during targeted planned activities and tasks, such as reading books, articles, journals, colleagues' works, postings on written discussion forums, and information accessed on the Internet, among others.

Student's Name: _____ **Date:** _____
Topic: _____ **Workshop:** _____

Instructions:

1. Please refer to each criterion listed below in order to evaluate the **student's reading comprehension skills, as indicated above.**
2. Apply the points that best reflect the student's reading comprehension skills as follows: **(5 = Highest, 1 = Lowest)**
3. Place an "X" in the box that applies for each criterion and feel free to write any comments.
4. To obtain the **Final Total Score**, add the corresponding numbers down and then across.
5. Use the **Grading Scale** to apply the final grade.

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
Criteria						
1. Purpose: Establishes a clear and focused purpose prior to reading.						
2. Prior Knowledge: Makes numerous connections which activate prior knowledge; makes elaborate and valid text-to-self, text-to-text, and text-to-real world connections.						
3. Main Idea: Identifies a main idea and uses supporting details from the text to demonstrate an overall understanding.						
4. Text Features: Analyzes text features to facilitate comprehension and demonstrate understanding of the text; refers to text features and correlates their importance to the content of the text.						
5. Questioning: Consistently demonstrates understanding of questioning before, during, and after reading; asks challenging questions that demonstrate higher level thinking and raise issues to think about.						
6. Sensory Imagery: Provides elaborately visualized descriptions when expressing through writing, drawing, and/or discussion.						
7. Monitoring of Comprehension: Uses a variety of strategies (e.g. reread, adjust reading rate, use word parts and context clues) to monitor comprehension automatically and effectively to clarify confusion, answer questions about the text, and build meaning when comprehension breaks down.						

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
8. Predicting/Drawing Conclusions/ Making Inferences: Develops insightful predictions and conclusions that include connections between the text and the reader’s knowledge, beliefs, and ideas; recognizes subtle clues in selection to make valid inferences.						
9. Summarizing/Synthesizing: Summarizes in own words by connecting details, facts, and information from throughout the text, identifying main points and elaborating with evidence.						
10. Interpretation of Vocabulary: Decodes meanings of unfamiliar words by applying word structure, origin, and context clues						
11. Compare and Contrast: Analyzes similarities and differences by elaborating with well-chosen examples that demonstrate understanding of the text.						
12. Cause and Effect: Analyzes text and makes in-depth connections to interpret the relationship between cause and effect.						
13. Fact and Opinion: Expresses an opinion and uses specific evidence/facts to support the opinion and enhance interpretation of the text.						
14. Extends Information Beyond the Text: Consistently and accurately applies information in the text to own life, world, and/or profession.						
15. Evaluates Reasoning: Evaluates reasoning of ideas and themes and makes solid, defensible judgments about ideas and concepts related to the text.						
TOTALS						Total Points

Grading Scale	(0 - 75)
5 - Excellent	68 - 75 points = A
4 - Good	60 - 67 points = B
3 - Satisfactory	53 - 59 points = C
2 - Needs Improvement	45 - 52 points = D
1 - Unacceptable	0 - 44 points = F

Facilitator’s Signature: _____

Date: _____

Appendix Q

Recommended Books and Electronic Texts:

Adelman Reyes, S., & Crawford, J. (2011). *Diary of a bilingual school*. Portland, OR: Diversity Learning K12 LLC.
(ISBN-10: 0984731709; ISBN-13: 978-0984731701)

Adelman Reyes, S., & Kleyn, T. (2010). *Teaching in two languages: A guide for K-12 bilingual educators*. Thousand Oaks, CA: Corwin.
(ISBN-10: 1412978025; ISBN-13: 978-1412978026)

Ahearn, L. M. (2011). *Living language: An introduction to linguistic anthropology* (1st ed.). Chichester, West Sussex, UK: Wiley-Blackwell.
(ASIN: B004YK0K3E)

Akmajian, A., Demers, R. A., Farmer, A. K., & Harnish, R.M. (2010). *Linguistics: An introduction to language and communication* (6th ed.). Boston, MA: The MIT Press.
(ISBN-10: 9780262513708; ISBN-13: 978-0262513708)

Allington, R. (2011). *What really matters for struggling readers: Designing research based programs* (3rd ed.). Boston, MA: Pearson.
(ISBN-10: 0137057008; ISBN-13: 970137057009)

American Psychological Association. (2013). *Publication manual of the American Psychological Association* [Kindle Edition] (6th ed.). Washington, DC: Author.
(ASIN: B00CPUBEBM)

Andres, L. (2012). *Designing and doing survey research*. Thousand Oaks, CA: Sage Publications Ltd.
(ISBN-10: 1849208131; ISBN-13: 978-1849208130)

- Baker, C. (2011). *Foundations of bilingual education & bilingualism* Buffalo (5th ed.). Tonawanda, NY: Multilingual Matters.
(ISBN-10: 1847693555; ISBN-13: 978-1847693556)
- Basterra, M., Trumbull, E., & Solano-Flores, G. (2010). *Cultural validity in assessment: Addressing linguistic and cultural diversity (language, culture, and teaching series)*. New York, NY: Routledge.
(ISBN-10: 0415999804; ISBN-13: 978-0415999809)
- Bateman, B., & Lago, B. (2011). *Methods of language teaching*. New York, NY: Routledge.
(ISBN-10: 0415601010; ISBN-13: 978-0415601016)
- Bennett, C. I. (2010). *Comprehensive multicultural education: Theory and practice* (7th ed.). Boston, MA: Pearson
(ISBN-10: 0137042612; ISBN-13: 978-0137042616)
- Bigelow, M., & Enser-Kananen, J. (2014). *The Routledge handbook of educational linguistics (Routledge handbooks in applied linguistics)*. New York, NY: Routledge.
(ISBN-10: 0415531306; ISBN-13: 978-0415531306)
- Boyd-Bastone, P. (2013). *Helping English language learners meet the common core: Assessment and instructional strategies K-12*. New York, NY: Routledge.
(ISBN-10: 1596672374; ISBN-13: 978-1596672376)
- Bozon, A. (2012). *100 great EFL quizzes, puzzles and challenges*. United Kingdom: Crazy Chopstick Publications.
(ISBN-10: 0956796818; ISBN-13: 978-0956796813)

- Braine, G. (2010). *Nonnative speaker English teachers: Research, pedagogy, and professional growth (ESL & applied linguistics professional series)*. New York, NY: Routledge.
(ISBN-10: 041587632X; ISBN-13: 978-0415876322)
- Brown-Chidsey, R., & Andren, K. J. (2012). *Assessment for intervention, second edition: A problem-solving approach (2nd ed.)*. New York, NY: The Guilford Press.
(ISBN-10: 1462506879; ISBN-13: 978-1462506873)
- Brown, H. D., & Priyanvada, A. (2010). *Language assessment: Principles and classroom practices (2nd ed.)*. Boston, MA: Pearson.
(ISBN-10: 0138149313; ISBN-13: 978-0138149314)
- Burns, A., & Richards, J. C. (2012). *The Cambridge guide to pedagogy and practice in second language teaching*. Cambridge: Cambridge University Press.
(ISBN-10: 1107602009; ISBN-13: 978-1107602007)
- Carrillo, S. R. (2011). *How to reach and teach English language learners: Practical strategies to ensure success*. San Francisco, CA: Jossey-Bass.
(ISBN-10: 0470767618; ISBN-13: 978-0470767610)
- Carrillo, S. R. (2011). *How to reach and teach English language learners: Practical strategies to ensure success [E-book]* San Francisco, CA: Jossey-Bass.
(ISBN: 978-1-118-09816-5)
- Celce-Murcia, M., Brinton, D., & Snow, M. A. (2013). *Teaching English as a second or foreign language*. Boston, MA: National Geographic Learning.
(ISBN-10: 1111351694; ISBN-13: 978-1111351694)
- Chappuis, J., Stiggins, R. J., Chappuis, S., & Arter, J. A. (2011). *Classroom assessment for student learning: Doing it right – using it well (2nd ed.)*. Boston, MA: Pearson.
(ISBN-10: 0132685884; ISBN-13: 978-0132685887)

- Claire, E. (2012). *ESL teacher's activities kit part one*. Virginia Beach, VA: Eardley Publications.
(ASIN: BOO8E8YPUG)
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed.). New York, NY: Routledge.
(ISBN-10: 0415583365; ISBN-13: 978-0415583367)
- Colombo, M. (2011). *Teaching English language learners: 43 strategies for successful k 8 classrooms* (1st ed.). Thousand Oaks, CA: Sage Publications, Inc.
(ISBN-10: 1412980291; ISBN-13: 978-1412980296)
- Common Core. (2011). *Common core curriculum maps in English language arts: Grades K-5* (1st ed.). San Francisco, CA: Jossey-Bass.
(ISBN-10: 1118108221; ISBN-13: 978-1118108222)
- Common Core. (2011). *Common core curriculum maps in English language arts: Grades 6-8* (1st ed.). San Francisco, CA: Jossey-Bass.
(ISBN-10: 1118108213; ISBN-13: 978-1118108215)
- Common Core. (2011). *Common core curriculum maps in English language arts: Grades 9-12* (1st ed.). San Francisco, CA: Jossey-Bass.
(ISBN-10: 1118108205; ISBN-13: 978-1118108208)
- Coombe, C., Davidson, P., O'Sullivan, B., & Stoyhoff, S. (2012). *The Cambridge guide to second language assessment*. New York, NY: Cambridge University Press.
(ISBN-10: 1107017149; ISBN-13: 978-1107017146)

- Cotton, G. (2013). *Say anything to anyone, anywhere: 5 keys to successful cross cultural communication* (1st ed.). Hoboken, NJ: John Wiley & Sons.
(ISBN-10: 111842042X; ISBN-13: 978-1118420423)
- Cox, C. (2008). *Teaching language arts: A student-centered classroom*. Boston, MA: Pearson/Allyn and Bacon Publishers.
(ISBN-10: 0133066800; ISBN-13: 978-0133066807)
- Crawford, J. T. (2011). *Aligning your curriculum to the common core state standards*. Thousand Oaks, CA: Corwin.
(ISBN-10: 1452216479; ISBN-13: 978-1452216478)
- Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research plus MyEducationalLab with Pearson etext – Access card package* (4th ed.). Boston, MA: Pearson Education.
(ISBN-10: 0133018083; ISBN-13: 978-0133018080)
- Creswell, J. W. (2012). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.
(ISBN-10: 1412995302; ISBN-13: 978-1412995306)
- Creswell, J. W., & Plano Clark, V. L. (2010). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.
(ISBN-10: 1412975174; ISBN-13: 978-1412975179)
- Dechaine, R-M., Burton, S., & Vatikiotis-Bateson, E. (2012). *Linguistics for dummies* (1st ed.). Mississauga, Ontario: John Wiley & Sons.
(ISBN-10: 1118091698; ISBN-13: 978-1118091692)
- Denham, K., & Lobeck, A. (2012). *Linguistics for everyone: An introduction* (2nd ed.). Boston, MA: Cengage.
(ISBN-10: 1111344388; ISBN-13: 978-1111344382)

Department of Linguistics. (2011). *Language files: Materials for an introduction to language and linguistics* (11th ed.). Columbus, OH: Ohio State University Press. (ISBN-10: 081425179X; ISBN-13: 978-0814251799)

Díaz-Rico, L. T. (2011). *A course for teaching English learners* (2nd ed.). Boston, MA: Pearson. (ISBN-10: 0132490358; ISBN-13: 978-0132490351)

Díaz-Rico, L. T., & Weed, K. Z. (2013). *The crosscultural, language, and academic development handbook: A complete K-12 reference guide*. Boston, MA: Pearson. (ISBN-10: 0132855208; ISBN-13: 978-0132855204)

Dornvel, Z., & Ushioda, E. (2013). *Teaching and researching motivation (applied linguistics in action)* (2nd ed.). New York, NY: Routledge. (ASIN: B00GXBFOCS; ISBN-13: 978-1-408-20512)

Dove, M. G., & Honigsfeld, A. M. (2013). *Common core for the not-so-common learner, grades K- 5*. Thousand Oaks, CA: Corwin. (ISBN-10: 1452257825; ISBN-13: 978-1452257822)

Echevarria, J. J., & Graves, A. (2010). *Sheltered content instruction: Teaching English language learners with diverse abilities* (4th ed.). Boston, MA: Pearson. (ISBN-10: 0137056362; ISBN-13: 978-0137056361)

Echevarria, J. J., Vogt, M. J., & Short, D. (2012). *Making content comprehensible for English learners: The SIOP model* (4th ed.). Cambridge, UK: Pearson. (ISBN-10: 0132689723; ISBN-13: 978-0132689724)

- Fairbairn, S., & Jones-Vo, S. (2010). *Differentiating instruction and assessment for English language learners: A guide for K-12 teachers*. Philadelphia, PA: Caslon Publishing.
(ISBN-10: 1934000027; ISBN-13: 978-1934000021)
- Ferlazzo, L. (2010). *English language learners: Teaching strategies that work*. Santa Barbara, CA: Linworth.
(ISBN-10: 1586835246; ISBN-13: 978-1586835248)
- Ferlazzo, L., & Hull-Sypniewski, K. (2012). *The ESL/ELL teacher's survival guide: Ready to-use strategies, tools, and activities for teaching English language learners of all levels*. San Francisco, CA: Jossey-Bass.
(ISBN-10: 1118095677; ISBN-13: 978-1118095676)
- Fraenkel, J., Wallen, N., & Hyun, H. (2012). *How to design and evaluate research in education* (8th ed.). New York, NY: McGraw-Hill.
(ISBN-10: 0078097851; ISBN-13: 978-0078097850)
- Freeman, D. E., & Freeman, Y. (2011). *Between worlds: Access to second language acquisition* (3rd ed.). Portsmouth, NH: Heinemann.
(ISBN-10: 032503088X; ISBN-13: 978-0325030883)
- Garcia, O., Azkariah, Z., & Otcu, B. (2012). *Bilingual community education and multilingualism: Beyond heritage languages in a global city*. Bristol, UK: Multilingual Matters.
(ISBN-10: 184769800X; ISBN-13: 978-1847698001)
- Gay, L. G., Mills, G. E., & Airasian, P. W. (2012). *Educational research: Competencies for analysis and applications plus MyEducationLab with Pearson etext – Access card package* (10th ed.). Boston, MA: Pearson Education.
(ISBN-10: 0133018016; ISBN-13: 978-0133018011)

- Gebhard, J. G. (2013). *Teaching English as a foreign or second language: A teacher self development and methodology guide* [Kindle Edition]. Ann Arbor, MI: University of Michigan Press.
(ASIN: B00EHOQ040)
- Glatthorn, A. A., Boschee, F. A., Whitehead, B. M., & Boschee, B. F. (2011). *Curriculum leadership: Strategies for development and implementation* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.
(ISBN-10: 1412992192; ISBN-13: 978-1412992190)
- Glesne, C. (2010). *Becoming qualitative researchers: An introduction* (4th ed.). Boston, MA: Pearson.
(ISBN-10: 0137047975; ISBN-13: 978-0137047970)
- Goodwin, M., & Sommervoid, C. (2012). *Creativity, critical thinking, and communication: Strategies to increase students' skills*. Lanham, MD: R&L Education.
(ISBN-10: 1610487982; ISBN-13: 978-1610487986)
- Gottlieb, M. (2013). *Studyguide for assessing English language learners: Bridges from language proficiency to academic achievement* (1st ed.). New York: Cram 101.
(ISBN-10: 1490275606; ISBN-13: 978-1490275604)
- Gottlieb, M. (2011). *Common language assessment for English learners*. (Bloomington IN: Solution Tree.
(ISBN-10: 1935249576; ISBN-13: 978-1935249573)
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Approved Grading Scale

The approved grading scale replaces the existing grading scale of the module.

Five Week Courses

Evaluation Table

The final grade is based on the total points by workshop (30% for languages and 70% for the content area.) Average the final grade based on the criteria that appears to the left in the chart (the final grade represents 50% for the Spanish language and 50% for the English language.)

Criteria	Workshops	Points	Percentage
Attendance and Participation	1 to 5	100	10%
Language Lab and E-Lab (usage of E-Lab resources for homework and activities of the course according to the module or as provided by the facilitator.)	1 to 5	100	20%
Written Works (self-reflections, essays, paragraphs, and Others)*	1 to 5	100	10%
Individual/Group Oral Demonstrations, Role Plays, and Audiovisual Presentations*	As Determined by the Facilitator	100	10%
Digital Portfolio (based on the rubric in Appendix R of the <i>Digital Performance Portfolio Assessment Handbook</i>) (Students can access the handbook in Blackboard and use the rubrics available in the handbook or in the module appendix section as applicable.)	5	100	20%
Two Partial Tests, one in Workshop Three in Spanish and one in Workshop Five in English, during the last two hours of the class or One Final Exam in Workshop Five (50% in Spanish towards the end of the first two hours of the workshop and 50% in English at the beginning of the last two hours of the workshop.)	As Determined by the Facilitator	50 and 50 or 100	30%
Total		600 (maximum number of points)	100%

*Facilitators and students are required to use the rubrics provided in the Appendix Section of the course module for the evaluation of assignments and activities in each workshop. The facilitator will evaluate the activities of each workshop based on 30% for language activities and 70% for content activities. The activities must be at a college level in both languages to support the development of bilingual professionals. The final grade of the class must reflect 50% for activities in English and 50% for activities in Spanish.

Scale for the Final Course Grade

A = 100 - 90 B = 89 - 80 C = 79 - 70 D = 69 - 60 F = 59 or less

Cursos de 5 Semanas

Tabla de evaluación (cursos de 5 semanas)

La calificación final está basada en la acumulación de puntos por taller (30 % para idioma y 70 % para conocimientos en la disciplina). Calcule la calificación final basada en los criterios que aparecen al lado izquierdo de la tabla (la calificación final representa 50 % para el idioma español y 50 % para el idioma inglés).

Criterios	Talleres	Puntos	Porcentaje
Asistencia y participación	1 al 5	100	10 %
Laboratorio de Idiomas y el E-Lab (uso de los recursos del E-Lab para realizar asignaciones y actividades, según indique el módulo o el facilitador).	1 al 5	100	20 %
Trabajos escritos (autorreflexiones, ensayos, párrafos y otros)*	1 al 5	100	10 %
Demostraciones y presentaciones orales y audiovisuales individuales/grupales y dramatizaciones de roles*	Determinado por el facilitador	100	10 %
Portafolio digital (basado en la rúbrica del Apéndice R del <i>Digital Performance Portfolio Assessment Handbook</i>) (Vea el manual en Blackboard, use sus rúbricas y las de la sección de apéndices del módulo, según aplique).	5	100	20 %
Dos exámenes parciales, uno en el Taller Tres (español) y el otro en el Taller Cinco (inglés, en las últimas dos horas del taller) o un examen final en el Taller Cinco (50 % del examen en español, cuando están por concluir las primeras dos horas del taller y 50 % del examen en inglés al principio de las últimas dos horas del taller).	Determinado por el facilitador	50 y 50 o 100	30 %
Total		600 (puntuación máxima)	100 %

***Los facilitadores y estudiantes tienen que utilizar las rúbricas provistas en la sección de apéndices del módulo para evaluar las actividades y asignaciones de cada taller. El facilitador evaluará las actividades de cada taller, basado en el requisito del 30 % en actividades de idioma y el 70 % en actividades de contenido. Las actividades tienen que estar a la altura del nivel universitario, en ambos idiomas, para fomentar el desarrollo de profesionales bilingües. La calificación final del curso reflejará 50 % en las actividades del idioma inglés y 50 % en las de español.**

Escala para la calificación final del curso

A = 100 - 90 B = 89 - 80 C = 79 - 70 D = 69 - 60 F = 59 o menos

Eight or More Week Courses**Evaluation Table**

The final grade is based on the total points by workshop (30% for languages and 70% for the content area.) Average the final grade based on the criteria that appears to the left in the chart (the final grade represents 50% for the Spanish language and 50% for the English language.)

Criteria	Workshops	Points	Percentage
Attendance and Participation	1 to 8	100	10%
Language Lab and E-Lab (usage of E-Lab resources for homework and activities of the course according to the module or as provided by the facilitator)	1 to 8	100	20%
Written Works (self-reflections, essays, paragraphs, and others)*	1 to 8	100	10%
Individual/Group Oral Demonstrations, Role-Plays, and Audiovisual Presentations*	As Determined by the Facilitator	100	10%
Digital Portfolio (based on the rubric in Appendix R of the <i>Digital Performance Portfolio Assessment Handbook</i>) (Students can access the handbook in Blackboard and use the rubrics available in the handbook or in the module appendix section as applicable.)	8	100	20%
Two Partial Tests, one in Workshop Four in English and one in Workshop Seven in Spanish	4 and 7	50 and 50	30%
Total		600 (maximum number of points)	100%

*Facilitators and students are required to use the rubrics provided in the Appendix Section of the course module for the evaluation of assignments and activities in each workshop. The facilitator will evaluate the activities of each workshop based on 30% for language activities and 70% for content activities. The activities must be at a college level in both languages to support the development of bilingual professionals. The final grade of the class must reflect 50% for activities in English and 50% for activities in Spanish.

Scale for the Final Course Grade

A = 100 - 90 B = 89 - 80 C = 79 - 70 D = 69 - 60 F = 59 or less

Cursos de 8 o más semanas**Tabla de evaluación**

La calificación final está basada en la **acumulación** de puntos por taller (30 % para idioma y 70 % para conocimientos en la disciplina). Calcule la calificación final basada en los criterios que aparecen al lado izquierdo de la tabla (la calificación final representa 50 % para el idioma español y 50 % para el idioma inglés).

Criterios	Talleres	Puntos	Porcentaje
Asistencia y participación	1 al 8	100	10 %
Laboratorio de Idiomas y el E-Lab (uso de los recursos del E-Lab para realizar asignaciones y actividades, según indique el módulo o el facilitador).	1 al 8	100	20 %
Trabajos escritos (autorreflexiones, ensayos, párrafos y otros)*	1 al 8	100	10 %
Demostraciones y presentaciones orales y audiovisuales individuales/grupales y dramatizaciones de roles *	Determinado por el facilitador	100	10 %
Portafolio digital (basado en la rúbrica del Apéndice R del <i>Digital Performance Portfolio Assessment Handbook</i>) (Vea el manual en Blackboard, use sus rúbricas y las de la sección de apéndices del módulo, según aplique).	8	100	20 %
Dos exámenes parciales, uno en el Taller Cuatro en inglés y el otro en el Taller Siete en español	4 y 7	50 y 50	30 %
Total		600 (puntuación máxima)	100 %

***Los facilitadores y estudiantes tienen que utilizar las rúbricas provistas en la sección de apéndices del módulo para evaluar las actividades y asignaciones de cada taller. El facilitador evaluará las actividades de cada taller, basado en el requisito del 30 % en actividades de idioma y el 70 % en actividades de contenido. Las actividades tienen que estar a la altura del nivel universitario, en ambos idiomas, para fomentar el desarrollo de profesionales bilingües. La calificación final del curso reflejará 50 % en las actividades del idioma inglés y 50 % en las de español.**

Escala para la calificación final del curso

A = 100 - 90 B = 89 - 80 C = 79 - 70 D = 69 - 60 F = 59 o menos