

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

**TESL 522**

**(This course requires that Faculty and Students have a current IRB Certification)**

**THEORY AND PRACTICE OF TEACHING ESOL STUDENTS**

© Sistema Universitario Ana G. Méndez, 2012  
Derechos Reservados.  
© Ana G. Méndez University System, 2012. All rights reserved

**TABLE OF CONTENTS**

	<b>Page</b>
<b>STUDY GUIDE</b> .....	3
<b>WORKSHOP ONE</b> .....	29
<b>WORKSHOP TWO</b> .....	38
<b>WORKSHOP THREE</b> .....	46
<b>WORKSHOP FOUR</b> .....	54
<b>WORKSHOP FIVE</b> .....	61
<b>APPENDIX A</b> .....	64
<b>APPENDIX B</b> .....	66
<b>APPENDIX C</b> .....	67
<b>APPENDIX D</b> .....	69
<b>APPENDIX E</b> .....	71
<b>APPENDIX E</b> .....	71
<b>APPENDIX F</b> .....	73
<b>APPENDIX G</b> .....	75
<b>APPENDIX H</b> .....	77
<b>APPENDIX I</b> .....	79
<b>APPENDIX J</b> .....	81
<b>APPENDIX K</b> .....	83
<b>APPENDIX L</b> .....	84
<b>APPENDIX M</b> .....	86
<b>APPENDIX N</b> .....	88
<b>APPENDIX O</b> .....	90
<b>APPENDIX P</b> .....	91
<b>APPENDIX Q</b> .....	93
<b>APPENDIX R</b> .....	96
<b>APPENDIX S</b> .....	98
<b>APPENDIX T</b> .....	100
<b>APPENDIX U</b> .....	105
<b>APPENDIX V</b> .....	117
<b>APPENDIX W</b> .....	119

## STUDY GUIDE

**Course Title:** Theory and Practice of Teaching ESOL Students

**Code:** TESL 522

**Time Length:** Five weeks or as applicable

**Prerequisite:** None

**Description:**

This course has been designed for graduate students in the area of Guidance and Counseling and Educational Leadership to meet the requirements of the state of Florida regarding ESOL. This course presents an overall view of the historical and current approaches, methods, and techniques of teaching English to speakers of other languages. Additionally, successful classroom practices that address the needs of culturally diverse and language minority students will be analyzed. It addresses ESOL endorsement Departmental and TESOL Program Goals. The course is designed to provide students with information and skills concerning the education of students who have limited English proficiency (LEP). The course addresses recognizing the need for training in order to work with English Language Learners (ELLs) and focuses on cross cultural understanding and methods of teaching speakers of other languages.

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

**General Content Objectives:**

At the end of the course, students will:

- a. Demonstrate an understanding of the Educational Policy and Law affecting the ESOL student as well as the historical development of teaching of English to Speakers of Other Languages (ESOL).
- b. Demonstrate an understanding of cross-cultural communication and sensitivity.
- c. Demonstrate knowledge of language structure, use, and development.
- d. Demonstrate knowledge and understanding of second language acquisition theory and practice.
- e. Demonstrate an understanding of methods appropriate to the teaching of English to speakers of other languages (ESOL).
- f. Demonstrate knowledge and understanding of the methods, curriculum, and materials development appropriate for literacy and content area instruction in English to speakers of other languages.
- g. Demonstrate an understanding of ESOL student identification, assessment, testing, and evaluation.

**General Language Objectives:**

1. Listen: Listen for information on how to teach English Language Learners (ELL) students by means of academic lectures, oral presentations, and debates.
2. Speak: Communicate clearly in conversations, discussions, or debates related to teaching ESOL students.
3. Read: Carry out a brief review of research-based literature in the field of teaching ESOL students.

4. Write: Write academic documents related to the field of teaching ESOL students using proper grammar, spelling, and style.

**“Next Generation Sunshine State Standards”:**

- Standard 5: Fluency: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.
- Standard 6: Vocabulary development: The student uses multiple strategies to develop grade appropriate vocabulary.
- Standard 7: Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.

**Next Generation Sunshine State Standards: ESOL Performance Standards:**

- ESOL Performance Standard #1: Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree.
- ESOL Performance Standard #2: Recognize the major differences and similarities between the different cultural groups in the United States.
- ESOL Performance Standard #3: Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students.
- ESOL Performance Standard #4: Use knowledge of the cultural characteristics of Florida’s LEP population to enhance instruction.
- ESOL Performance Standard #14: Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.
- ESOL Performance Standard #18: Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.

- ESOL Performance Standard #20: Administer tests and interpret test results, applying basic measurement concepts.
- ESOL Performance Standard #22: Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.
- ESOL Performance Standard #23: Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.
- ESOL Performance Standard #24: Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice.

**Florida Educator Accomplished Practices:**

1. **Competency #1:** The professional teacher continually reviews and assesses data gathered from a variety of sources. These sources can include, but shall not be limited to, pretests, standardized tests, portfolios, anecdotal records, case studies, subject area inventories, cumulative records, and student services information. The professional teacher develops instructional plans that meet students' cognitive, social, linguistic, cultural, emotional, and physical needs.

**Skills:**

- 1.1. Recognizes students' readiness to learn and their individual learning needs and plans intervention strategies.
- 1.2. Recognizes students' behavioral problems, utilizes appropriate resources, and devises solutions.
- 1.3. Recognizes students exhibiting potentially disruptive behavior.

- 1.4. Assesses individual and group performance to provide instruction that meets students' needs in the cognitive, social, linguistic, cultural, emotional, and physical channels of development.
  - 1.5. Employs performance-based assessment strategies to determine students' performance of specified outcomes and to modify subsequent instruction.
  - 1.7. Modifies instruction based upon assessed student performance.
  - 1.9. Uses data from various informal and standardized instruments to plan instruction.
  - 1.10. Reviews assessment data concerning the students so as to determine their entry-level skills, deficiencies, academic and language development progress, and personal strengths.
  - 1.11. Communicates individual student progress based upon appropriate indicators to the student, families, and colleagues.
  - 1.12. Develops short- and long-term personal and professional goals relating to assessment.
2. **Competency #7:** Drawing upon well-established human development/learning theories and concepts and a variety of information about students, the professional teacher provides learning opportunities appropriate to student learning style, linguistic and cultural heritage, experiential background and developmental level.
- Skills:**
- 7.1. Can differentiate the developmental level of students using behaviors, writing, drawings, and other sources.

- 7.2. Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.
- 7.3. Builds a portfolio of activities used successfully to engage and motivate students at appropriate developmental levels.
- 7.4. Makes provisions for students' learning styles based on needs and developmental levels.
- 7.5. Can define, describe, and identify learning theories, subject matter structure, curriculum development, and student development processes; can recognize their use in lesson development; and can reflect upon that use.
- 7.6. Presents concepts and principles in a variety of ways and can describe how the methods relate to developmental levels.
- 7.7. Develops short- and long-term personal and professional goals relating to human development and learning.
3. **Competency #8:** The professional teacher has a basic understanding of the subjects she/he teaches and is beginning to understand that her/his subject is linked to other disciplines and can be applied in real-world "integrated settings." The teacher seeks out ways/sources to expand her/his knowledge. The commitment to learning about new knowledge includes keeping abreast of sources which will enhance teaching. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge.
- Skills:**
- 8.1. Communicates knowledge of subject matter in a manner that enables students to learn.

- 8.2. Uses her/his breadth of subject matter knowledge to interrelate topics from a variety of perspectives, interests, and points of view within the subject area.
  - 8.3. Uses the references, materials, and technologies of the subject field in developing learning activities for students.
  - 8.4. Maintains currency in her/his subject field.
  - 8.5. Uses her/his breadth of subject matter knowledge to collaborate with colleagues from other subject fields.
  - 8.6. Develops short- and long-term personal and professional goals relating to knowledge of subject matter.
4. **Competency #10:** The professional teacher sets high expectations for all students and uses concepts from a variety of concept areas. The professional teacher plans individually with students and with other teachers to design learning experiences that meet students' needs and interests. The teacher continues to seek advice/information from appropriate resources (including feedback), interprets the information, and modifies plans. Comprehensible instruction is implemented in a creative environment using varied and motivating strategies and multiple resources. Outcomes are assessed using traditional and alternative approaches. Upon reflection, the teacher continuously refines learning experiences.
- Skills:**
- 10.1. Confers with other teacher-leaders in order to use student performance outcomes, benchmarks, and evidence of adequate progress to plan lesson activities.

- 10.2. Plans and implements lessons connecting goals, learning activities, outcomes, and evaluation.
- 10.3. Plans activities that promote high standards through a climate which enhances and expects continuous improvement.
- 10.4. Provides comprehensible instruction based on performance standards required of students in Florida public schools.
- 10.5. Provides comprehensible instruction in effective learning procedures, study skills, and test-taking strategies.
- 10.6. Plans activities that utilize a variety of support and enrichment activities and materials.
- 10.7. Assists students in developing skills in accessing and interpreting information.
- 10.8. Assists students in using the resources available to them as she/he recognizes and builds upon student differences.
- 10.9. Modifies the visual and physical environments to correspond with the planned learning activity.
- 10.10. Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.
- 10.11. Learns to adapt plans while a lesson is in progress to take advantage of unexpected opportunities and address unexpected problems.
- 10.12. Plans and conducts lessons that are interdisciplinary and that use content from other subject areas.
- 10.13. Helps students develop concepts through a variety of methods.

10.14. Regularly reflects upon her/his own practice and modifies behavior based upon that reflection.

10.15. Cooperatively works with colleagues in planning instruction.

10.16. Uses community resources available at the school for classroom activities.

10.17. Develops short- and long-term personal and professional goals relating to planning.

**Reading Competencies:**

1. **Competency #1:** Foundations in language and cognition: Has substantive knowledge of language structure and function and cognition for each of the five major components of the reading process.

**Specific Indicator F:** Integration of the major reading components:

1.F.1. Identify language characteristics related to informal language and cognitive academic language.

1.F.2. Identify phonemic, semantic, and syntactic variability between English and other languages.

**Competency #2:** Foundations of Research-Based Practices: Understands the principles of scientifically based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery.

**Specific Indicator B:** Phonics:

2.B. Identify explicit, systematic instructional plans for scaffolding development from emergent through advanced phonics with words from both informal and

academic language (e.g., orthographic skills, phonetic and structural analysis: rules, patterns, and generalizations).

**Specific Indicator C: Fluency:**

2.C. Identify explicit, systematic instructional plans for scaffolding fluency development and reading endurance (e.g., rereading, self-timing, independent reading material, reader's theater, etc.)

**Specific Indicator D: Vocabulary:**

2.D. Identify explicit, systematic instructional plans for scaffolding vocabulary and concept development (e.g., common morphological roots, morphemic analysis, system of word relationships, semantic mapping, semantic analysis, analogies, etc.)

**Specific Indicator E: Comprehension:**

2.E. Identify explicit, systematic instructional plans for scaffolding development of comprehension skills and 4 cognition (e.g., key questioning strategies such as reciprocal teaching, analysis of relevance of details, prediction; "think-aloud" strategies, sentence manipulation, paraphrasing, etc.)

**Specific Indicator F: Integration of the major reading components:**

2.F.4. Identify research-based guidelines and selection tools for choosing literature and expository text appropriate to students' interests and independent reading proficiency.

2. **Competency #3: Foundations of Assessment:** Understands the role of assessments in guiding reading instruction and instructional decision making for reading progress of struggling readers.

**Specific Indicator:**

- 3.11. Identify interpretive issues that may arise when English language tests are used to assess reading growth in LEP students\*
- 3.12. Identify reading assessment techniques appropriate for diagnosing and monitoring reading progress of LEP students and students with disabilities in the area of reading.
3. **Competency #4:** Foundations of Differentiation: Has a broad knowledge of students from differing profiles, including students with disabilities and students from diverse populations.
  - 4.2. Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
  - 4.3. Identify language acquisition characteristics of learners from mainstream, students with exceptional needs, and diverse populations.
  - 4.4. Identify stages of reading development for diverse learners, including mainstream students, LEP students, and students with disabilities in reading.
  - 4.8. Identify strategies effective and more skilled readers use for word recognition and comprehension in contrast to those strategies used by beginning and/or struggling readers.
  - 4.9. Select appropriate materials that address cultural and linguistic differences.
4. **Competency #5:** Application of Differentiated Instruction has knowledge of effective, research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students, including students with disabilities and from diverse populations.

- 5.7. Apply research-based instructional practices for developing both general and specialized content area vocabulary.
- 5.10. Apply knowledge of language to instruction in working with LEP students that are at different levels of oral proficiency.
5. **Competency #6:** Demonstration of accomplishment and applies knowledge of reading development to reading instruction with sufficient evidence of increased student reading proficiency for struggling students, including students with disabilities and students from diverse populations.
- 6.10. Demonstrate knowledge of differentiated instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students.
- 6.11. Demonstrate instructional skill in working with LEP students that are at different levels of oral proficiency.

### **Recommended Texts and Resources**

- Díaz-Rico, L., & Weed, K. (2006). *The crosscultural, language, and academic development handbook: A complete k-12 reference guide*. Boston, MA: Pearson.
- Hamayan, E. (2006). *Assessing English Language Learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press. ISBN: 978-0-7619-8889-2.
- McEwan, E. (2007). *40 ways to support struggling readers in content classrooms, grades 6-12*. Thousand Oaks, CA: National Association of Secondary School Principals & Corwin Press. ISBN: 978-1-4129-5206-4.

- Ovando, C., & Combs, M. (2012). *Bilingual and ESL classrooms: Teaching in multicultural contexts*. (5<sup>th</sup>ed.). New York, NY: McGraw-Hill. ISBN: 978-0-07-337838-1
- Pappas, C., Kiefer, B., & Levstik, L. (1999). *An integrated language perspective in the elementary school: An action approach*. (3<sup>rd</sup>ed.). New York, NY: Addison Wesley Longman, Inc.
- Peregoy, S., & Boyle, O. (2008). *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners*. (5<sup>th</sup>ed.). Boston, MA: Pearson. ISBN: 978-0-205-59324-8.
- Reiss, J. (2012). *120 content strategies for English language learners: Teaching for academic success in secondary school*. (2<sup>nd</sup>ed.). Boston, MA: Pearson. ISBN: 978-0-13-247975-2

**Electronic book**

- Haynes, J., & Zacarian, D. (2010). *Teaching English language learners across the content areas*. USA: ASCD. E-book ISBN: 9781416610434

**Evaluation:**

- |                                       |     |
|---------------------------------------|-----|
| 1. Attendance and class participation | 5%  |
| 2. E-lab                              | 5%  |
| 3. Final Project Development Log      | 5%  |
| 4. Portfolio                          | 10% |
| 5. Concept Maps                       | 5%  |
| 6. Papers                             | 10% |
| 7. Projects:                          |     |

TESL 522 Theory and Practice of Teaching ESOL Students 16

a. Research on games in second language acquisition	5%
b. Cultural Project:	15%
i. Cultural Awareness Project:	
1. Cultural Interview	
2. Cultural Self Analysis	
3. Written Reflective Report	
ii. Chosen Country Culture Project	
c. School, Community, Home, and surrounding Community Integration Action Plan	10%
d. Parent Connection Project	5%
e. Thematic Unit	15%
8. SOLOM	5%
9. Clinical Experience Report	5%
TOTAL	100%

## **Description of Evaluation Process**

1. **Attendance and class participation** – (Workshops 1 – 5: English only)
  - a) Attendance to every workshop is mandatory to pass the class. Absences will affect the final grade. The following criteria will also be evaluated:
    - a. Mastery of the material discussed in class.
    - b. Completion of assigned work.
    - c. Turn in work on time.

2. **E-Lab (Language Lab) Requirements (Tell Me More, Net Tutor, Wimba Voice, Virtual Library, & Voice e-mail)**

Language Lab Minimum Requirement: Students must demonstrate that they have complied with at least 20 hours of language lab usage in English in this course. The facilitator may require a higher number of hours for language lab practice based on the language needs for listening, speaking, reading, and writing skills in English.

3. **Thematic Unit Development Log** – (Workshops 2, 3, and 4) (Appendix B)
  - a) The purpose of this log is to follow-up and to give students feedback during the process of development of the thematic unit.
  - b) It is a form of communication between the student and the facilitator to identify difficulties and document accomplishments.

4. **Portfolio** (Workshops 1 – 5)

Each student must prepare a digital portfolio. Prior to the first workshop, the facilitator must place the official *Digital Performance Portfolio Assessment Manual* on BlackBoard. During Workshop One, the facilitator must discuss, in detail, the process and expectations of the use of the digital portfolio to demonstrate linguistic

and academic progress to achieve the goal of becoming a dual language professional.

The portfolio must be submitted to the facilitator in Workshop Three for feedback

and in Workshop five for final evaluation.

5. **Concept Maps**(Workshops 1 and 2) (Appendix C)
  - a) Stages of second language acquisition (Workshop 1)
  - b) Stages of literacy development (Workshop 2)
6. **Papers**(Workshops 1, 4, and 5) (Appendixes D)
  - a) Ice-breaking essay (Workshop 1)
  - b) Expository paper: Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students (Workshop 4)
  - c) SOLOM essay (Workshop 5)
7. **Projects** (Workshops 2, 3, and 4) (Appendixes E, F, G, H, I, J, K, L, M, Q, R, and S)
  - a) Language Game: Demonstration and written report (Workshop 2)

Students will be divided in four groups to create a game that will help ELL's in the process of acquiring English as a second language. Each group will be assigned one of the four language skills, i.e., listening, speaking, reading, or writing. Students are to select a target group (e.g., elementary, middle, or high school) and clearly define the objectives of the game and intended outcome. They are to come to class ready to play the game. Question and answer session will follow after each group demonstrates the game. (Appendix E).
  - b) Cultural Project: (Workshop 3)
    - i. Cultural Awareness Project: Students will complete three tasks:

1. Cultural Interview: Students will interview a person whose first language is other than English. (Appendix F).
  2. Cultural Self Analysis: Students will also answer the same questions posed to the interviewee about his/her language and culture. (Appendix F).
  3. Reflect Written Report: Students will construct meaning of these two previous tasks in ways that support their learning with regards to diversity and the role of the teacher in teaching ELL's. (Appendix G).
- ii. Chosen Country Culture Project: Students will choose a country of their preference or interest and they will address various elements of the presentation of their country. In addition, they will prepare a written report, a brochure, include pictures and artifacts. (Appendixes H, I, and J).
- c) School, Community, Home, and Community Integration Action Plan. Written report and oral presentation (Workshop 4)
- Design activities to incorporate the school community, the home, and the surrounding community into what goes on at school or the classroom as to increase global understanding and knowledge of other countries around the world. (Appendixes J, K, and L).
- d) Parent Connection Project (Workshop 4)
- Students will complete the following five activities:
1. List the factors that affect parental involvement

2. Suggest at least three remedies to improve parental involvement
3. Write a list of possible home-school activities to reinforce classroom goals, objectives, and standards.
4. List at least three ways to include ESOL parents and community members in the education of their children.
5. Write an invitation to ESOL parents to participate in their children's class.

Students will prepare this assignment as a PowerPoint presentation to be delivered in class. (Appendix M).

- e) Thematic Unit: Written report and oral presentation (Workshops 2 through 5)
  - i. It is a requisite to use suggested strategies, creativity, and audiovisual material for the oral presentation, such as: simulations, drama, debates, academic competitions, news broadcast, video, interviews, among others.
  - ii. Each student will have 10 minutes for his/her oral presentation.  
(Appendixes Q, R, and S).
8. **SOLOM** (Workshop 4) (Appendixes J, O, and P)

Students will write three to four paragraphs on the results obtained from the interview. How is the SOLOM valuable to you as a future ESOL teacher in assessing this student? Make sure you include the questions asked during the interview with answers. Use appendix O to assess the interviewee's oral performance. The facilitator will use appendixes J and P to grade this activity.

9. **Clinical experience report** – (Workshop 4) (Appendixes J and N)

- a. Each student must complete eight (8) hours of clinical experience in the classroom, which must be strictly related to teaching English to English Language Learners.
- b. The report must include the following:
  - i. Cover page
  - ii. Introduction: Name and location of the school
  - iii. Grade(s) visited during the eight hours of clinical experience
  - iv. Description of the student population of the visited classrooms
  - v. Description and analysis of the observed ESOL teaching strategies
  - vi. Anecdotal of the adaptations/accommodations for English Language Learners (ELL's) in the classroom
  - vii. Conclusion
  - viii. Recommendations
  - ix. Log of attendance to the clinical experience session(s), which must be signed by the visited classroom teachers.
- c. Each student will prepare a written and oral report of the clinical experience(s) in English.
- d. This activity will be evaluated using the rubrics in Appendixes K and O.

**Scale**

A= 100 – 90 %

D= 69 – 60%

B= 89 – 80%

F= 59% or below

C= 79 – 70%

### **Description of Course Policies**

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

the work, or allow the student to make up the work and assign extra work to compensate for the missing class time.

Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and make-up work.

4. **If a student is absent to more than one workshop the facilitator will have the following options:**
  - e. **If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.**
  - f. **If the student misses three workshops, the facilitator may lower two grades based on the students existing grade.**
5. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation activity if he/she understands that an equivalent activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.
6. In cooperative learning activities, the group will be assessed for their final work. However, each member will have to collaborate to assure the success of the group and the assessment will be done collectively as well as individually.
7. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or

publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own. SafeAssign™, a Blackboard plagiarism deterrent service, will be used by the facilitators to verify students' ownership of written assignments. It is the student's responsibility to read the university's plagiarism policy. If you are a UT student, read Section 11.1 of the Student Manual, and if you belong to UMET or UNE, refer to Chapter 13, Sections 36 and 36.1 of the respective manuals.

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

8. If the Facilitator makes changes to the study guide, such changes should be discussed with and given to students in writing at the beginning of the first workshop.
9. The facilitator will establish a means of contacting students by providing an email address, phone number, hours to be contacted and days.
10. The use of cellular phones is prohibited during sessions; if there is a need to have one, it must be on vibrate or silent mode during class session.
11. Children or family members that are not registered in the course are not allowed to the classrooms.
12. All students are subject to the policies regarding behavior in the university community established by the institution and in this course.

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

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

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

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

Estos son sólo algunas de las muchas compañías donde puede comprar o alquilar libros.

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

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

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

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

Mrs. Evelyn Rivera Sobrado, Director of IRB Office (PR)

Tel. (787) 751-0178 Ext. 7196

Miss. Carmen Crespo, IRB Institutional Coordinator– UMET

Tel. (787) 766-1717 Ext. 6366

Sra. Josefina Melgar, IRB Institutional Coordinator – Turabo

Tel. (787) 743-7979 Ext.4126

Rebecca Cherry, Ph.D., IRB Institutional Coordinator - UNE

Tel. (787) 257-7373 Ext. 3936

## **Teaching Philosophy and Methodology**

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

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

There are several guiding principles of constructivism:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
2. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.

5. Evaluation should serve as a self-analysis tool.
6. Provide tools and environments that help learners interpret the multiple perspectives of the world.
7. Learning should be internally controlled and mediated by the learner.

## **WORKSHOP ONE**

### **Specific Content Objectives:**

At the end of Workshop One, students will

1. Recognize the need to provide services for English language learners (ELL's) and for relevant training (Meta Consent Decree).
2. Develop appropriate and positive expectations for students' progress in language learning in accord with the processes of first and second language acquisition, cognitive development, and age of the learner.
3. Adapt activities and procedures so they maximize second language acquisition and learning, taking into account similarities and differences between first and second language acquisition.

### **Specific Language Objectives**

At the end of Workshop One, students will:

1. Listen: Evaluate an oral presentation about the consent decree and take notes of the most important statutes of the decree.
2. Speak: Discuss the implications of the Meta Consent Decree on teachers, students, and parents in small groups.
3. Read: Classify the different second language acquisition theories using a comparative chart.
4. Write: Compose a narrative essay on the ice-breaking activity.

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

APA format

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

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

META ConsentDecree

<http://www.fldoe.org/aala/cdpage2.asp>

[http://www.fldoe.org/profdev/pdf/final\\_esol.pdf](http://www.fldoe.org/profdev/pdf/final_esol.pdf)

[http://cis.pasco.k12.fl.us/SpecialPrograms/esol/courses/esol\\_admin/Consent\\_Decree\\_Summary.pdf](http://cis.pasco.k12.fl.us/SpecialPrograms/esol/courses/esol_admin/Consent_Decree_Summary.pdf)

First language acquisition

<http://www.english.wisc.edu/rfyoung/333/CLA.pdf>

[http://www.timothyjpmason.com/WebPages/LangTeach/Licence/CM/OldLectures/L1\\_Introduction.htm](http://www.timothyjpmason.com/WebPages/LangTeach/Licence/CM/OldLectures/L1_Introduction.htm)

<http://pandora.cii.wvu.edu/vajda/ling201/test4materials/ChildLangAcquisition.htm>

<http://www.ling.ohio-state.edu/~welby/201/lg-acq.pdf>

Second language acquisition

<http://archive.ecml.at/documents/relresearch/projectseminarDN.pdf>

<http://www.asha.org/public/speech/development/second.htm>

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

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

<http://www.tr.wou.edu/eec/documents/Appendix%20D%20-%20Second%20Language%20Stages.pdf>

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

<http://homepage.ntlworld.com/vivian.c/SLA/L1%20and%20L2.htm>

**Assignments before the Workshop:**

1. Students will read the Meta Consent Decree and its implications in guiding the ESOL programs in Florida using the virtual library, peer-reviewed journals, the Internet, and other electronic resources. Take notes on the six major sections including background and lawsuits, and share their notes with their peers via e-mail or Wimba Voice. Be prepared for discussion regarding the mesh of statutes that guide the ESOL programs in Florida. (E-lab).
2. Students will read about the stages of second language acquisition, develop a concept map, and be prepared for analysis in class (Appendix C).
3. Students will have read the myths and misconceptions of second language acquisition and be prepared to participate of a jigsaw activity.
4. 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](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>.

**Key Vocabulary:**

1. English Language Learners
2. Limited English Proficient students
3. English as a Second Language students
4. META Consent Decree
5. First language acquisition
6. Second language acquisition

**List of Supplementary Materials for the Workshop:**

1. E-lab
2. Post-it notes
3. Concept map
4. Graphic organizer
5. Jigsaw activity
6. Information cards

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

<p><b>A. Preparation</b></p> <p><input type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Links to Background Knowledge</p> <p><input checked="" type="checkbox"/> Links to Past Learning</p> <p><input checked="" type="checkbox"/> Strategies Incorporated</p> <p>CALLA Strategies (Cognitive Academic Language Learning Approach)</p> <p><input checked="" type="checkbox"/> Cognitive</p> <p><input checked="" type="checkbox"/> Meta-cognitive</p> <p><input checked="" type="checkbox"/> Social/Affective</p> <p><b>C. Grouping Options</b></p> <p><input checked="" type="checkbox"/> Whole Class</p> <p><input checked="" type="checkbox"/> Small Groups</p> <p><input checked="" type="checkbox"/> Partners</p> <p><input checked="" type="checkbox"/> Independent Work</p> <p><b>E. Application</b></p> <p><input checked="" type="checkbox"/> Hands-on</p> <p><input checked="" type="checkbox"/> Meaningful/Relevant</p> <p><input checked="" type="checkbox"/> Rigorous</p> <p><input checked="" type="checkbox"/> Link to Objectives</p> <p><input checked="" type="checkbox"/> Promote Engagement</p>	<p><b>B. Scaffolding</b></p> <p><input checked="" type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Independent Practice</p> <p><input type="checkbox"/> Comprehensible Input</p> <p><input checked="" type="checkbox"/> Writing</p> <p><b>D. Integration of Processes</b></p> <p><input checked="" type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Reading</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Activities:**

1. Facilitator and students will carry out an icebreaking activity. The facilitator will have various post-it notes face down on a table. Each note will have the name of different languages. Students will take a post-it note, and place it on their shirt without looking at it. Students will then mingle in a circle in the middle of the room. They cannot tell another student what language they have posted on their note. They can attempt to talk or communicate with that student by either using gestures or the language stated in the note. The intended outcome will be to make students aware of how an ESOL student may feel when in a classroom of English speaking students.
2. After giving students enough time, the facilitator will bring the groups back together and discuss the feelings they experienced while trying to communicate.
3. Students will write a short essay of their experience during the ice breaking activity, the awareness that came about, and the implications of the activity in regards to teachers and other school personnel (Appendix D).
4. Students will fill out information cards. The facilitator will give students the contact information needed for them to contact him/her.
5. The facilitator will then choose a student representative.
6. The group will discuss the course objectives, assessments, policies, and expectations of the course.
7. The facilitator will discuss the major sections of the Meta Consent Decree as well as the background and the law suits behind the decree.
8. Students will then be divided into six small groups. They will discuss the six major sections covered in the consent decree. Students will use their notes and

- build a graphic organizer in which they will point out the major sections of the decree, and will state the implications that these major sections have on teachers and other stakeholders involved in the education task. A student will report to the rest of the class. (E-lab).
9. A discussion will follow on some of the major theories of second language acquisition and the implications they have on ESL teaching.
  10. Each group will have the responsibility of stating the most important aspects of each stage of the process of second language acquisition and will explain the implications that each stage has on ESL and content-area teachers. Students may use their creativity to present the information by creating a concept map (Appendix C), a skit, a concrete poem, or an acrostic.
  11. Students will choose a team member to report the information to the rest of the group.
  12. Student will discuss the myths and misconceptions of second language acquisition. The class will be divided into two teams (A and B). After giving enough time to study the myths and misconceptions of second language acquisition, team A presents a myth and will defend it, while team B will disagree on the myth and explains why they disagree. Teams will takes turn until all the myths have been discussed.
  13. The facilitator will explain the *Digital Performance Portfolio Assessment Manual*. Students will start working on their portfolios.

14. Students will open a TELL ME MORE account with the Learning Resource Specialist of the campus and start working on their English language skills for at least 20 hours during the course. It will be part of the final grade.
15. 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.

**Assessment:**

1. Students will complete an insightful self-reflection process on the Meta Consent Decree, statutes, and its implications. They are to send it to the facilitator via e-mail 24 hours after the class. The self-reflection must include a clear understanding of the decree and its application in the field of second language acquisition.
2. Students will build a concept map on the stages of second language acquisition (Appendix C).
3. Students will write a two-page essay on the ice-breaking activity and the awareness that came about, and the implications of the activity in regards to teachers and other school personnel. (Appendix D).
4. Students will participate in a debate about the myths and misconceptions of second language acquisition.

**Lesson Wrap-Up:**

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

## **WORKSHOP TWO**

### **Specific Content Objectives:**

At the end of Workshop Two, students will

1. Analyze the stages of the process of literacy development.
2. Describe the similarities in the processes of language acquisition and literacy development.
3. Utilize instructional approaches and techniques that integrate language and curricular content learning.
4. Develop strategies that infuse multicultural information throughout the curriculum.
5. Plan a comprehensive thematic unit considering the language needs of English Language Learners.

### **Specific Language Objectives**

At the end of Workshop Two, students will:

1. Listen: Be attentive to information on the stages of literacy development in small group discussions.
2. Speak: Debate the advantages and disadvantages of CALLA and SIOP for instruction in the content areas.
3. Read: Analyze texts on planning of thematic units using a graphic organizer.
4. Write: Develop effective content and language objectives of a lesson plan.

**Electronic Links (URLs):**

APA format

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

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

Literacy development

<http://www.eduplace.com/rdg/res/literacy/>

<http://www.bankstreet.edu/literacyguide/early>

<http://www.netc.org/focus/challenges/literacy.php>

[http://www.eec.state.ma.us/docs1/prof\\_devel/literacy\\_development\\_training.pdf](http://www.eec.state.ma.us/docs1/prof_devel/literacy_development_training.pdf)

Literacy development for English Language Learners

[http://www.shastacoe.org/uploaded/Dept/is/general/Teacher\\_Section/English\\_Language\\_Learners.pdf](http://www.shastacoe.org/uploaded/Dept/is/general/Teacher_Section/English_Language_Learners.pdf)

[http://www.idra.org/Podcasts/Resources/Early\\_Literacy\\_Development\\_for\\_English\\_Language\\_Learners/](http://www.idra.org/Podcasts/Resources/Early_Literacy_Development_for_English_Language_Learners/)

<http://www.colorincolorado.org/article/12924>

[http://www.alliance.brown.edu/pubs/adlit/adell\\_litdv1.pdf](http://www.alliance.brown.edu/pubs/adlit/adell_litdv1.pdf)

Thematic unit planning

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

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

<http://www.okaloosa.k12.fl.us/technology/standards/teacher/unitplan.html>

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

<http://racc.edu/Academics/programs/pdf/ECEHowToUnitPlanning.pdf>

**Assignments before the Workshop:**

1. Students will search for and read information on the connection of language and literacy development on the virtual library, the Internet, peer-reviewed journals, and other electronic resources. Then, students will share their findings by e-mail or using Wimba Voice, prepare a concept map with the information of the stages of literacy development, and be prepared for further discussion and analysis in class. (E-lab)
2. Students will prepare a poster with information on the CALLA Approach and the SIOP model. Be prepared for sharing and discussion in class.
3. Students will search for information on the importance of games in the second language acquisition process. Be prepared to participate in a round-table discussion (appendix E) and hand in an expository paper on the assigned topic (appendix D).
4. Students will watch the video entitled *Literacy Development* posted at: <http://www.youtube.com/watch?v=c8A38PdipDc> and answer the following questions:
  - ✓ What did you learn about literacy development?
  - ✓ Choose one of the activities/strategies described in the video and adapt it for ELL students.

**Key Vocabulary:**

1. Literacy
2. CALLA Approach
3. SIOP Model

**List of Supplementary Materials for the Workshop:**

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

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

**A. Preparation**

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

**B. Scaffolding**

- Modeling
- Guided Practice
- Independent Practice
- Comprehensible Input

CALLA Strategies  
(Cognitive Academic Language Learning Approach)

- Cognitive
- Meta-cognitive
- Social/Affective

**C. Grouping Options**

- Whole Class
- Small Groups
- Partners
- Independent Work

**D. Integration of Processes**

- Listening
- Speaking
- Reading
- Writing

**E. Application**

- Hands-on
- Meaningful/Relevant
- Rigorous
- Link to Objectives
- Promote Engagement

**Activities:**

1. Facilitator will ask students to recall the most important points discussed during the last workshop.
2. As an introductory activity, students will be divided in groups of four to discuss the content of their expository papers about the use of games in second language acquisition. Then, each group will choose one member to participate as a panelist in the round-table discussion (appendix E). Finally, students will hand in their papers to the facilitator (appendix D).
3. Facilitator will ask students if they know what literacy is. Students will be divided into small groups to discuss their concept maps. Then, each group will present a concept map (Appendix C) that expresses what literacy is based on the information studied prior to this workshop. (E-lab).
4. Once they have presented their concept maps, the facilitator will introduce the topic of “Stages of Literacy Development”.
5. Students will be divided into groups where each group will be assigned a literacy stage to discuss. When presenting these stages, each group must also discuss the implications that each stage has on teachers of ELL students.
6. After having discussed the stages of literacy development, the facilitator will discuss with students the connection between language and literacy and the similarities that language acquisition and literacy development share.
7. Students will develop a list of implications that these similarities have on ELL teachers.

8. Students will work in pairs to discuss and share their answers to the video with the rest of the class. Each pair will provide at least one example of how to adapt an instructional activity for ELLs.
9. Facilitator and students will discuss the importance of teaching language through content to ELL students and will discuss the CALLA Approach and SIOP Model used for teaching language through content.
10. Facilitator and students will also discuss the importance of planning thematic units to teach ELL students. Using the sample thematic unit plan on (Appendixes Q, R, and S), students will develop a thematic unit plan following the information obtained on learning language through content and thematic planning. The thematic unit to be planned should be for a week of lessons and must follow the steps of both CALLA and SIOP.
11. Students will be divided into small groups or individually as appropriate, and will plan a thematic unit on one specific topic to be used across language arts, mathematics, science, social studies, and fine arts.
12. Students will meet for the rest of the time left for this workshop to plan their thematic unit and the facilitator will provide guidance as needed.
13. Students will inform the facilitator of their progress on the development of their thematic units for feedback and guidance.
14. Students will continue working on their portfolios.
15. Students will continue working on their English language skills using e-lab for at least 20 hours during the course. It will be part of the final grade.

**Assessment:**

1. Students will complete the self-reflection process on the content of the workshop (See self-reflection section on the *Digital Performance Portfolio Assessment Manual*) and the thematic unit development log (Appendix B), and send them to the facilitator via e-mail no later than 72 hours after this workshop.
2. Paired students will turn in an expository paper on the use of games to help ELL's with their process of second language acquisition. (Appendix E).
3. In small groups, students will develop a list of implications that language acquisition and literacy development have in common.
4. Students will discuss the implications that each stage of literacy development has on teachers of ELL students.

**Lesson Wrap-Up:**

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

### **WORKSHOP THREE**

#### **Specific Content Objectives:**

At the end of Workshop Three, students will:

1. Demonstrate an awareness of the extent to which culture permeates every aspect of our being: thinking, feeling, valuing, and interacting with others.
2. Distinguish between visible surface characteristics of culture and the many subtle invisible manifestations of culture known as deep culture.
3. Examine the characteristics of one's own culture and how it influences our interactions with and expectations for students.
4. Recognize the stages of cultural adaptation for newcomers to any culture and demonstrate awareness of the behavioral characteristics that may be associated with each stage of adjustment, which often appear as classroom problems.
5. Differentiate specific cultures from a wide cultural diversity in classrooms without bias.
6. Design a comprehensive thematic unit taking into account English Language Learners (ELL's).

#### **Specific Language Objectives:**

At the end of Workshop Three, students will:

1. Listen: Discern the different stages of cultural adjustment in an oral presentation and take notes for further discussion.
2. Speak: Discuss how cultural diversity can benefit/hinder the instructional activities for ELL's.

3. Read: Summarize developmentally appropriate activities in a thematic unit for ELL's.
4. Write: Elaborate a reflective report related to cultural awareness using a specific template.

**Electronic Links (URLs):**

APA format

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

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

Culture

[http://anthro.palomar.edu/culture/culture\\_1.htm](http://anthro.palomar.edu/culture/culture_1.htm)

<http://courses.washington.edu/anth457/cultadap.htm>

[http://www.nasponline.org/conventions/handouts2010/unstated/NASP2010\\_SEL%20for%20ELL.pdf](http://www.nasponline.org/conventions/handouts2010/unstated/NASP2010_SEL%20for%20ELL.pdf)

<http://www.teslcanadajournal.ca/index.php/tesl/article/view/888/707>

<http://www.nea.org/assets/docs/HE/ELLtrainingflyer.pdf>

<http://www.teachingenglish.org.uk/think/articles/making-culture-happen-english-language-classroom>

<http://www.asha.org/uploadedFiles/practice/multicultural/issues/TalkingPtsCulturalNorms.pdf>

**Assignments before the Workshop:**

1. Students must search for and read information on culture, cultural diversity, and cultural adjustment on the virtual library, the Internet, peer-reviewed journals, and other electronic resources. Then, students will develop concept maps with their findings, and be prepared for discussion in class.
2. Students will brainstorm how cultural diversity can be used in classroom instruction and be advantageous for all students.
3. Groups must complete the Cultural Project and be ready to present it in class. Component A–Cultural Interview– will be carried out on the Discussion Board with one of their class peers and completed at least 72 hours prior to Workshop Three. Component B – Cultural Self Analysis – must be completed at least 48 hours prior to Workshop Three. And Component C – Written Reflective Report – must be completed at least 24 hours prior to Workshop Three. Be ready to hand in your written reflective report to the facilitator for grading. (Appendixes F and G).
4. You must be ready to present the third component of the project –The Chosen Country Culture Project– by means of a PowerPoint presentation and hand in a written report (Appendixes H, I, and J).
5. Bring your portfolio and your progress on the thematic unit project.

**Key Vocabulary:**

1. Culture
2. Cultural adaptation
3. Cultural adjustment
4. Cultural awareness
5. Cultural diversity

**List of Supplementary Materials for the Workshop**

1. Concept map
2. E-lab
3. PowerPoint presentation

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

**A. Preparation**

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

**CALLA Strategies**

(Cognitive Academic Language Learning Approach)

- X Cognitive
- X Meta-cognitive
- X Social/Affective

**C. Grouping Options**

- X Whole Class
- X Small Groups
- X Partners
- X Independent Work

**B. Scaffolding**

- X Modeling
- X Guided Practice
- X Independent Practice
- X Comprehensible Input

**D. Integration of Processes**

- X Listening
- X Speaking
- X Reading
- X Writing

**E. Application**

- X Hands-on
- X Meaningful/Relevant
- X Rigorous
- X Link to Objectives
- X Promote Engagement

**Activities:**

1. Facilitator and students will briefly review the activities and content discussed during the last workshop.
2. Students will be divided into groups of three or four and each group will discuss their concept maps, and present the best map to the class. (E-lab).
3. Students will be introduced to the elements of deep and surface culture by presenting them with the iceberg concept of these two elements of culture.
4. Once they have discussed the iceberg and the concept of deep and surface culture, students will be divided into groups of three or four, where they will be assigned two aspects of culture (e.g. religion and folklore). They will then reflect on their culture and identify the elements of that particular aspect that is part of the surface and deep culture (e.g. the way their culture celebrates different things in their countries).
5. Once each group has discussed the cultural aspect assigned to them, they will present to the rest of the class with the guidance from the facilitator.
6. The facilitator will divide the class into four groups and each group will be assigned a stage of cultural adjustment.
7. The stages of cultural adjustment will be discussed in groups. Then, each group will be assigned a stage and they will prepare a role play. Finally, they will role play for the class.
8. The facilitator will guide a discussion at the end of all presentations to discuss the implications of knowing this information as an ELL teacher, and content-area teacher, and personnel involved at the schools.

9. They will also discuss how cultural diversity can benefit the instructional activities that go on in the classrooms and the overall school culture.
10. Cultural Project: Part I: Components A, B, C: Students will share their experiences at self-assessing their own cultural awareness and administering this assessment to one of their peers on the Discussion Board (Appendixes F and G).
11. Cultural Project: Part II: Students will have 10 minutes to make a brief presentation of the chosen country culture project to class. They must hand in a written report of the chosen country culture project and be ready to deliver a brief oral presentation (Appendixes H, I, and J).
12. Students will inform the facilitator of their progress on the development of their thematic units for feedback and guidance.
13. Students will continue working on their portfolios and submit them to the facilitator for feedback.
14. Students will continue working on their English language skills using e-lab for at least 20 hours during the course. It will be part of the final grade.

**Assessment:**

1. Students will complete the self-reflection process on the content of the workshop (See self-reflection section on the *Digital Performance Portfolio Assessment Manual*) and the thematic unit development log (Appendix B), and send them to the facilitator via e-mail no later than 72 hours after this workshop.
2. In groups, students will role play one of the stages of cultural adjustment.

3. Students will write a two-page expository paper explaining how to create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of ELL students. (Appendix D).
4. Students will orally explain how they structured and designed their cultural project and how it will be beneficial for their culturally diverse students. (Appendixes F, G, H, I, and J).

### **Lesson Wrap-Up**

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

## **WORKSHOP FOUR**

### **Specific Content Objectives:**

At the end of Workshop Four, students will:

1. Understand and accept the influence that home, school, and community relationships have on academic achievement and school adjustment of students.
2. Utilize student and parent background characteristics to promote effective parental involvement.
3. Develop strategies and activities that promote parent, school, and community relationships with the classroom.
4. Develop a comprehensive thematic unit considering the needs of English Language Learners.

### **Specific Language Objectives**

At the end of Workshop Four, students will:

1. Listen: Analyze the content of the drafted thematic units designed by the students and take notes.
2. Speak: Discuss the implications that the influence of home, school, and community has on students.
3. Read: Analyze the factors that affect parental involvement in instruction of ELL's.
4. Write: Develop an action plan incorporating the school community, the home, and the surrounding community involved in school activities.

**Electronic Links (URLs):**

APA format

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

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

Home, school, community

[http://www.michigan.gov/documents/mde/3-7\\_wrapper\\_single\\_231883\\_7.pdf](http://www.michigan.gov/documents/mde/3-7_wrapper_single_231883_7.pdf)

<http://theellconsortium.wikispaces.com/Strategies+for+Supporting+ELL+Families+and+Communities>

[http://educationnorthwest.org/webfm\\_send/1039](http://educationnorthwest.org/webfm_send/1039)

Parental involvement

[http://greatlakescenter.org/docs/Policy\\_Briefs/Arias\\_ELL.pdf](http://greatlakescenter.org/docs/Policy_Briefs/Arias_ELL.pdf)

[http://www.nccrest.org/Briefs/PractitionerBrief\\_BuildingCollaboration.pdf](http://www.nccrest.org/Briefs/PractitionerBrief_BuildingCollaboration.pdf)

**Assignments before the Workshop:**

1. Students will search for information on incorporating the school community, the home, and the surrounding community into the classroom activities for the success of ELLs on the virtual library, Internet, peer-reviewed journals, and other electronic resources. Then, they will share their findings via e-mail or Wimba Voice, and draw a concept map on how the school community, the home, and the surrounding community.

2. Watch the three sections of the video series entitled *Welcome Parents* posted at:

<http://www.youtube.com/watch?v=KCzkn6JtRU&feature=related>

[http://www.youtube.com/watch?v=37sYgBs\\_z4M&feature=related](http://www.youtube.com/watch?v=37sYgBs_z4M&feature=related)

[http://www.youtube.com/watch?v=IvMa\\_KbD2qQ&feature=related](http://www.youtube.com/watch?v=IvMa_KbD2qQ&feature=related)

and answer the following questions:

- ✓ What are some of the stereotypes of minority parents?
- ✓ What are some of the fears that parents have in parent-teacher conferences?  
Why?
- ✓ How can parents surmount their fears of communication?
- ✓ How can parents' and students' cultural backgrounds benefit the school community and consequently the learning process in the classroom?

3. Develop the Parent Connection Project in small groups previously assigned by the facilitator, and prepare a PowerPoint presentation to be delivered in class (Appendix M).
4. Bring your progress on the thematic unit.
5. Complete your Clinical Experience written report and oral presentation.

**Key Vocabulary:**

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

**List of Supplementary Materials for the Workshop**

1. Concept map
2. E-lab
3. Video

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

**A. Preparation**

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

**B. Scaffolding**

- Modeling
- Guided Practice
- Independent Practice
- Comprehensible Input

CALLA Strategies  
(Cognitive Academic Language Learning Approach)

- Cognitive
- Meta-cognitive
- Social/Affective

**C. Grouping Options**

- Whole Class
- Small Groups
- Partners
- Independent Work

**D. Integration of Processes**

- Listening
- Speaking
- Reading
- Writing

**E. Application**

- Hands-on
- Meaningful/Relevant
- Rigorous
- Link to Objectives
- Promote Engagement

**Activities:**

1. Facilitator and students will review the most important points discussed in workshop three.
2. Facilitator will discuss the topic of how the school, the home, and the surrounding community can benefit ELL's in the classroom and the school in general.
3. Students will meet in pairs to discuss the concept maps they have brought. A group discussion will follow. (E-lab).
4. Facilitator and students will discuss the guidelines for an action plan that students must design as a course requirement. Students will be assigned to design an action plan to encourage and promote the school community, the home, and the surrounding community to get involved in school activities. This action plan is to be turned in during the next workshop. (Appendixes J, K, and L)
5. Using a PowerPoint presentation, the facilitator will introduce the concept of parental involvement in children's education.
6. Students will brainstorm innovative ways of parental involvement in schools. Further discussion will follow.
7. Students will demonstrate the ideas they have previously brainstormed as how to promote parent, school, and community relationships with the classroom.
8. In small groups, students will discuss their answers to the video questions. Then, students will share their findings with the class.
9. Groups will deliver their PowerPoint presentations on the Parent Connection Project (Appendix M). Further discussion and analysis of the project may follow.
10. Using a round-table discussion, a panel of five students will analyze different ideas on how to create a positive classroom environment to accommodate the various

learning styles and cultural backgrounds of students. Their peers will be the audience. There will be a question-and-answer session. The facilitator will act as the moderator.

11. After the discussion, students will write an expository paper on how to create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students (Appendix D).
12. Students will share their clinical experiences in mini oral presentations (5 minutes or shorter), and turn in the written report (Appendixes J and N).
13. Students will inform the facilitator of their progress on the development of their thematic units for feedback and guidance.
14. Students will continue working on their portfolios.
15. Students will continue working on their English language skills using e-lab for at least 20 hours during the course. It will be part of the final grade.

**Assessment:**

1. Students will complete the self-reflection process on the content of the workshop (See self-reflection section on the *Digital Performance Portfolio Assessment Manual*) and the thematic unit development log (Appendix B), and send them to the facilitator via e-mail no later than 72 hours after this workshop.
2. Students, in small groups, will deliver a PowerPoint presentation on the Parent Connection Project (Appendix M). Then, the facilitator will lead a group discussion on how parents and students from diverse cultural backgrounds could benefit the school community and consequently the learning process in the classroom.

3. Students will write and design an action plan. (Appendixes L and M).
4. Students will make brief oral presentations on ideas to incorporate the school community, the home, and the surrounding community in the activities that go on in the classroom and what implications these have on ESOL teachers and other stakeholders involved (Appendix K).

**Lesson Wrap-Up:**

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

## **WORKSHOP FIVE**

### **Specific Content Objectives:**

At the end of Workshop Five, students will

1. Evaluate the role and function of assessment in the education of ELL's.
2. Analyze various assessment techniques and instruments designed to measure ELL students' academic progress.
3. Adapt various assessment instruments to measure ELL students' academic progress.
4. Deliver the comprehensive thematic unit considering the needs of ELL's.

### **Specific Language Objectives**

At the end of Workshop Five, students will:

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

**Electronic Links (URLs):**

APA format

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

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

Assessment

[http://www.lmu.edu/about/services/academicplanning/assessment/Overview\\_of\\_Assessment.htm](http://www.lmu.edu/about/services/academicplanning/assessment/Overview_of_Assessment.htm)

Assessment of English Language Learners

[http://www.ets.org/Media/About\\_ETS/pdf/ELL\\_Guidelines.pdf](http://www.ets.org/Media/About_ETS/pdf/ELL_Guidelines.pdf)

<http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Pre->

[k\\_education/Assessment%20for%20Young%20ELLs-Pew%208-11-07-Final.pdf](http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Pre-education/Assessment%20for%20Young%20ELLs-Pew%208-11-07-Final.pdf)

[http://www.cse.ucla.edu/products/policy/cresst\\_policy4.pdf](http://www.cse.ucla.edu/products/policy/cresst_policy4.pdf)

<http://www.fldoe.org/aala/cella.asp>

**Assignments before the Workshop:**

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

**Key Vocabulary:**

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

**List of Supplementary Materials for the Workshop**

- |                               |                      |
|-------------------------------|----------------------|
| 1. Digital index cards        | 5. Thematic unit     |
| 2. E-lab                      | 6. Comparative chart |
| 3. Concept map                | 7. Demonstration     |
| 4. SOLOM interview and rubric |                      |

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

<p><b>A. Preparation</b> ___ Adaptation of Content <u>X</u> Links to Background Knowledge <u>X</u> Links to Past Learning <u>X</u> Strategies Incorporated</p> <p>CALLA Strategies (Cognitive Academic Language Learning Approach) <u>X</u> Cognitive <u>X</u> Meta-cognitive <u>X</u> Social/Affective</p> <p><b>C. Grouping Options</b> <u>X</u> Whole Class <u>X</u> Small Groups <u>X</u> Partners <u>X</u> Independent Work</p>	<p><b>B. Scaffolding</b> <u>X</u> Modeling <u>X</u> Guided Practice <u>X</u> Independent Practice ___ Comprehensible Input</p> <p><b>D. Integration of Processes</b> <u>X</u> Listening <u>X</u> Speaking <u>X</u> Reading</p> <p><b>E. Application</b> <u>X</u> Hands-on <u>X</u> Meaningful/Relevant <u>X</u> Rigorous <u>X</u> Link to Objectives <u>X</u> Promote Engagement</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Activities:**

1. Class will be divided in small groups and work on a concept map with the information printed on their digital index cards. Each group will present their concept maps on one of the following: assessment, authentic assessment, performance assessment, testing accommodations, and scaffolding. A further discussion will follow on each of the topics above.
2. Using a PowerPoint presentation, the facilitator will explain the definition of assessment, the assessment cycle, and the assessment implications in measuring the ELL's English proficiency and overall academic progress.
3. Using their comparative charts, students will discuss the different types of assessment and the purpose or use of each assessment.
4. A discussion will also take place on the implications of standardized tests and ESL students, including the difference of norm-referenced and criterion-referenced tests.
5. Students will be introduced to the SOLOM. The SOLOM is used as an informal assessment to have a general idea of students' language proficiency level. Students will then be assigned to interview a Language Learner and perform the SOLOM. After that, students will analyze and report the results to the tested student together with some ideas for improvement (Appendixes J, O, and P).
6. Students will write three to four paragraphs on the SOLOM results obtained from the interview, and send this assignment to the facilitator via e-mail no later than 24 hours after Workshop Five. How is the SOLOM valuable to you as a future ESOL teacher in assessing this student? Make sure you include the questions asked during the interview with answers. (Appendixes O and P).

7. Once students have a grasp of how assessment impacts ESL students and having discussed the different types of assessments that could be used, students will present the assessment plan that will complement the Thematic Unit Lesson Plan developed during workshops two through five (Appendixes Q, R, and S).
8. Students will demonstrate one of the lesson plans included in the thematic unit. Use of multiple intelligences, creativity, audio-visual aids, and other instructional resources must be emphasized during the presentation (Appendixes Q, R, and S).
9. At the end of every presentation students must hand in a written report of the thematic unit to the facilitator showing the development of all the stages of the thematic unit: planning, design, development, and assessment (Appendixes Q, R, and S).
10. Students will complete and hand in their portfolios to the facilitator for grading. For details on how to assemble your portfolio, refer to the *Digital Performance Portfolio Assessment Manual*.
11. Students will work on their English language skills using e-lab for at least 20 hours during the course. It will be part of the final grade.

**Assessment:**

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

**Lesson Wrap-Up:**

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

## **Appendixes**

**Appendix A:**

**Attendance and Participation Rubric**

Name: \_\_\_\_\_

Criteria	Value Points	Student Score
Student is always prompt and attends ALL workshops on time. Never late.	1 point	
Student proactively contributes to class by offering ideas and asking questions in every workshop.	1 point	
Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	1 point	
Student never displays disruptive, offensive, and/or defying behavior during class.	1 point	
Student is always prepared for class with assignments and required class materials, and his/her comments show excellent understanding of primary and secondary sources.	1 point	
Student meets all requirements for submissions of assignments and projects in a timely manner.	1 point	
Student always follows instructions and shows real engagement in all workshop activities.	1 point	
Student works as part of a team, mentors others in the team, and assists others in understanding the material. S/He leads and follows eagerly and appropriately.	1 point	

Student exhibits an extremely conscientious and spirited desire to learn the material, and enhances the learning of others in every workshop.	1 point	
Student complies with and shows evidence of at least 20 hours of usage of e-lab per course.	1 point	
Total Points	10 points	<hr style="width: 100px; margin: auto;"/> Total

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

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

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

**Appendix B**

**Thematic Unit Development Log**

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

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

**Appendix C**

**Concept Map Rubric**

Name/Group \_\_\_\_\_

Topic: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Adequate</b>	<b>Marginal</b>	<b>No credit; it is unacceptable to review</b>
Structure	Non-linear structure that provides a very complete picture of your ideas.	Non-linear structure that provides a complete picture of your ideas.	Non-linear structure that provides a picture of your ideas.	Non-linear structure that shows some relationships between ideas.	Inappropriate structure.
Relationships	Relative importance of ideas is indicated and both simple and complex relationships are very effectively mapped.	Relative importance of ideas is indicated and relationships are very effectively mapped.	Relative importance of ideas is indicated and relationships are mapped.	Importance is evident but not very distinctive; relations are somewhat clear but lacking.	No differentiation between ideas; no evidence of meaningful relationships.
Exploratory	Map shows complex thinking about the meaningful relationships between ideas, themes, and the framework.	Map shows effective thinking about the meaningful relationships between ideas, themes, and the framework.	Map shows definite thinking about relationships between ideas, themes, and the framework.	Map shows some thinking about relationships between ideas, themes, and the framework.	Thinking process is not clear.
Communication	Information is presented clearly and allows for a high level of understanding.	Information is presented clearly and allows for a good level of understanding.	Information is presented clearly and allows for a basic level of understanding.	Information is presented and some understanding can be gained.	Information is not clear, very difficult to understand.

Facilitator's Signature: \_\_\_\_\_

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

- Excellent: 2.50 points
- Good: 2.00 points
- Fair: 1.50 point
- Needs improvement: 1.00 point

Source:

Retrieved from <http://dmc.umn.edu/activities/mindmap/assessment.pdf>

**Appendix D**

**Expository Paper Rubric**

Name/Group members: \_\_\_\_\_

Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria	Value Points	Student Score
	Content	
Introductory content is clear and well stated.	1 point	
Major or relevant details are exposed in the essay.	1 point	
Communicates ideas based on research-based facts only. Topic sentences are supported by supporting details containing research-based results and data. Multiple and appropriate citations are included.	1 point	
The information presented in the essay are based on the latest educational research and properly validated.	1 point	
Establish a writer's relationship with the subject, providing a clear perspective on the presented subject matter and engaging the audience attention.	1 point	
Draws conclusions based on research-based facts only, which are cited properly throughout the document.	1 point	
Demonstrates a comprehensive grasp of significant ideas to reach a higher level of understanding in an organizational manner.	1 point	

	Language	
Demonstrates a command of standard English (vocabulary, syntax and flow of ideas).	1 point	
Includes a rich and varied sentence elaboration.	1 point	
Uses spelling, punctuation, capitalization, and APA format correctly. The essay is typed.	1 point	
Total Points	70% of content + 30% of language	<u>                    </u> Total score:

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

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

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

**Appendix E**

**Round-Table Discussion Rubric**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student Score</b>
	<b>Content</b>	
Participants offer an in-depth and solid analysis of the discussed content and the dialogue flows smoothly during the discussion.	1 point	
Participants –through their comments– show deep knowledge of the discussed topic and a high level of understanding of questions asked by the audience.	1 point	
Participants are appropriately prepared for discussion – with notes taken from their reading and passages or textbooks properly highlighted about the topic in discussion.	1 point	
Participants, through their comments, show that they are paying close attention to what other participants say about the topic.	1 point	
Participants provide explanations and follow up to enrich discussion.	1 point	
Participants’ observations are usually related to ideas or arguments presented in this discussion.	1 point	
Participants show a professional attitude and posture during the discussion.	1 point	
	<b>Language</b>	

TESL 522 Theory and Practice of Teaching ESOL Students 72

Participants show good use of the standard English language (vocabulary, syntax and flow of ideas).	1 point	
Participants use appropriate intonation in making remarks and good projection of the voice toward the audience.	1 point	
Given a controversial topic during discussion, participants show a persuasive argument to support their points of view about it.	1 point	
Total	10 pts. ( 70% content & 30% language)	<hr style="width: 100px; margin: auto;"/> Total Score

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

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

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

**Appendix F:**

**CULTURAL PROJECT**

**Part I: Cultural Awareness Project:**

**Component A: Cultural Interview**

Use the following questions to interview the selected person.

General

1. Where were you born?
2. What are you called at home?

Family

3. Who do you consider “family?” Who among these live at home?
4. Who does what or who is responsible for different things in your house?

Communication

5. What languages are spoken in your house? By whom? How often is each language used?
6. What languages are written?
7. Do the family members “code-switch” depending of the occasion?
8. Who may talk to whom? When? Where? About what?

Discipline

9. What is discipline? What counts as discipline in terms of the culture, and what doesn't?
10. How is the behavior of children traditionally controlled, to what extent, and in what domains?

Education

11. What do you think is the purpose of education?
12. What do you think is the role of language in learning and teaching?

Work and Play

13. What ranges of behaviors are considered “work” and what are considered “play?”
14. What kinds of work are important and why?
15. What is the purpose of play?

Time and Space

16. What beliefs or values are associated with concepts of time?
17. How important is punctuality? Speed of performance when taking a test?

Expectations and Aspirations

18. How is success defined?

19. What significance does adherence to the traditional culture of the group have for the individual's potential achievement?
20. What significance does the acquisition of the majority culture and the English language have?
21. Do your parents expect and desire assimilation of children to the dominant culture as a result of education and acquisition of English?

How did you obtain answers to the sample questions?

---

---

---

### **Component B: Cultural Self Analysis**

Students will ask themselves the same questions posed to the interviewed person whose language is other than English for self-analysis of their own language and culture.

### **Component C: Written Reflective Report**

Students will write a reflective report in which they will construct meaning of these two previous tasks (Components A and B) in ways that support their learning with regards to diversity and the role of the teacher in teaching ELL's.

**Appendix G**

**Written Reflective Report Rubric**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student Score</b>
<b>Content</b>		
Introductory/conclusion statements are clear and well stated.	1 point	
Major or relevant details (cultural interview: specific questions used, and cultural self-analysis,) are exposed in thereflective report.	1 point	
The student explains in detail the sequence of thought he or she used when working on this project. Provides a detailed analysis of how an awareness of his/her thinking has enhanced performance.	1 point	
Sentences are cohesive and ideas flow as the essay is read.	1 point	
The student explains the reasoning behind differing points of view and considers and discusses alternative views rationally and impartially. The student thinks flexibly and objectively.	1 point	
The student interprets information (collected from the interviewee and him/herself) in accurate and highly insightful ways. Cites readings and prior experiences and explains how these references extend and refine insights of interview results.	1 point	

The student clearly identifies and explains the social, political, and/or professional implications of the information and insights.	1 point	
<b>Language</b>		
Demonstrates a command of standard English (vocabulary, syntax and flow of ideas)	1 point	
Includes a rich and varied sentence elaboration.	1 point	
Uses spelling, punctuation, capitalization, and APA format correctly. The report is typed.	1 point	
<b>Total Points</b>	70% content + 30% language	Student's total Score: _____

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

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

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

## Appendix H

### CULTURAL PROJECT

#### Part II: Chosen Country Culture Project Guidelines

1. Students will choose a country of their preference or interest.
2. The following elements must be present in the presentation of the country chosen:
3. Cultural aspects of the country (religion, major celebrations, festivities, etc)
4. Educational aspects of the country (education requirements, how they perceive education, etc)
5. Demographic facts of the country (find data that states the poverty rate of this country, job offerings, how many people in the family work, etc)
6. Food (talk about the foods that they eat, for special celebrations, etc)
7. National anthem, symbol, flag, etc
8. Any other important fact you may consider important to understand the cultural diversity ESL students bring into the classrooms.
9. Prepare a written document to be turned in to the facilitator, including:
  - a. Title page
  - b. Introduction
  - c. Content of the project
  - d. Conclusion
  - e. References where you obtained the information from
  - f. Use the latest edition of APA style
  - g. Prepare a brochure with most important details to hand out to your classmates.

10. Prepare a brief oral presentation of the project. The use of technology (e.g., PowerPoint) is required.
11. Include pictures of the different cultural aspects of the chosen country (e.g., food, dances, native attire, monuments, etc.).
12. You may bring ethnic food from the country presented, or artifacts that pertain to its culture.

**Appendix I**

**Country Culture Project Rubric**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student Score</b>
<b>Content</b>		
Student presented project on time	1 point	
Cultural aspects of country were presented	1 point	
Educational aspects of country were presented	1 point	
Demographic facts of country were presented	1 point	
Student used creativity in presenting project, used visuals, and other objects to present project	1 point	
Written copy was presented and meet all requirements (Title page, introduction, content and conclusion)	1 point	
Brochures were handed in to classmates (include most important details as established in project guidelines)	1 point	
<b>Language</b>		
Demonstrates a command of standard English (vocabulary, syntax, and flow of ideas)	1 point	
Includes a rich and varied sentence elaboration.	1 point	

Uses spelling, punctuation, capitalization, and APA format correctly. The report is typed.	1 point	
<b>Total Points</b>	70% of content + 30% of language	Student's Total Score: _____

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

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

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

**Appendix J**

**Oral Presentation Rubric**

Name/Group members: \_\_\_\_\_

Topic: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria	Value Points	Student's Score
	Presentation	
Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	1 point	
Movements seem fluid and help the audience visualize	1 point	
Student displays relaxed, self-confident nature about self, with no mistakes.	1 point	
Student uses a clear voice with a good projection and intonation.	1 point	
Student demonstrates full knowledge by answer all questions with explanations and elaborations.	1 point	
Student presents information in logical, interesting sequence which audience can follow	1 point	
Demonstrates a strong, positive feeling about topic during entire presentation	1 point	
	Language	
Demonstrates a command of standard English (vocabulary, syntax and flow of ideas)	1 point	
Uses correct pronunciation of the language.	1 point	

TESL 522 Theory and Practice of Teaching ESOL Students 82

The tone of the presentation is appropriate.	1 point	
Total Points	70% content + 30% language	<u>                    </u> Total score:

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

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

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

**Appendix K**

**Action Plan Guidelines**

Design an action plan that addresses the need of incorporating the school community, the home, and the surrounding community into what goes on at school or the classroom, so as to benefit ESL students obtain as many benefits as possible and to enrich the learning experiences provided to them. This will also benefit other students in general as well as the whole school community. Use the following chart as a guideline or sample to develop your action plan:

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

**Appendix L**

**Action Plan Written Report Rubric**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student Score</b>
<b>Content</b>		
Action plan is properly identified.	1 point	
Goal is clearly stated and it is understood.	1 point	
Objectives are clearly stated and directly related to the goal.	1 point	
Implementation components are clearly identified.	1 point	
Evaluation components are clearly identified.	1 point	
Steps are well organized and make sense.	1 point	
Activities chosen are relevant to the goal and objectives.	1 point	
<b>Language</b>		
Key concepts / vocabulary words are properly and correctly used.	1 point	
Grammar, punctuation, and syntax are correct.	1 point	
Action Plan is typed and submitted on time.	1 point	
<b>Total Points</b>	70% of content + 30% of language	Student's Total Score: _____

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

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

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

**Appendix M**

**Parent Connection Project Rubric – A PowerPoint Presentation**

*Content - Writing*

Score	Evaluation Criteria
	All material is in publishable form; that is, it is thoroughly proof-read and without careless errors.
	All your information is well researched, well written, well organized and in your own voice.
	Material shows strong understanding of major ideas and displays critical thinking in placement of text, sequencing of pages, and page composition.
	Presentation has a title page.
	Presentation has a bibliography which follows the APA citation rules.

*Content - Technical*

Score	Evaluation Criteria
	The presentation includes a minimum of 10 slides.
	The presentation includes a variety of text fields, graphics, sounds and transitions.
	The presentation has a professional look with an overall graphical theme that appeals to the audience, compliments the information, and each slide is visually neat incorporating a variety of layouts.
	Each slide uses text, graphics, sounds and transitions that communicate and compliment information being shared.
	The presentation visually depicts material and appeals to audience.

*Communication*

Score	Evaluation Criteria
	Did you use a different form to communicate to the group during your presentation other than simply screen reading?
	You used each slide as a lead-in to a wealth of additional information you have on the topic.
	You maintained eye contact with group and modulated your voice in addition to your visual on-screen sharing.
	At conclusion of your sharing you checked for understanding via questions or oral quiz, etc.
	You utilized your allotted time effectively.

*Technical Organization*

Score	Evaluation Criteria
	You have also made a backup copy of your presentation to assure against any disaster.

	Each member of the audience has been given a handout of your presentation which includes an area to take notes.
--	-----------------------------------------------------------------------------------------------------------------

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

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

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

**Appendix N**

**Written Report Rubric**

Name/Group: \_\_\_\_\_

Topic: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria	Value Points	Student Score
	Content	
Thesis is clear & well stated.	1 point	
Major or relevant details are exposed in essay.	1 point	
Accurately explains and develops thesis and its implications based on research studies that support the author's ideas about the topic, providing exact data and precise examples.	1 point	
Analysis of the topic is comprehensive and clear.	1 point	
Draw conclusions based on research-based facts only.	1 point	
Establish a writer's relationship with the subject, providing a clear perspective on the presented subject matter and engaging the audience attention.	1 point	
Demonstrate a comprehensive grasp of significant ideas to reach a higher level of understanding in an organizational manner.	1 point	
	Language	

Demonstrates a command of standard English (vocabulary, syntax and flow of ideas)	1 point	
Includes a rich and varied sentence elaboration.	1 point	
Uses spelling, punctuation, capitalization, and APA format correctly. The report is typed.	1 point	
Total Points	70% content + 30% language	Total score:

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

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

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

**Appendix O:SOLOM - Student Oral Language Observation Matrix**

Student's Name:					
Language Rated:			Grade:	Date(s):	
School:			Teacher:	Total Score(s):	
	<b>A. Comprehension</b>	<b>B. Fluency</b>	<b>C. Vocabulary</b>	<b>D. Pronunciation</b>	<b>E. Grammar</b>
1	Cannot be said to understand even simple conversation.	Speech is as halting and fragmentary as to make conversation virtually impossible.	Vocabulary limitations so extreme as to make conversation virtually impossible.	Pronunciation problems so severe as to make speech virtually impossible.	Errors in grammar and word order so severe as to make speech virtually unintelligible.
2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Usually hesitant; often forced into silence by language limitations.	Misuse of words and very limited vocabulary make comprehension quite difficult.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make himself/herself understood.	Grammar and word order errors make comprehending difficult. Must often rephrase and/or restrict himself/herself to basic patterns.
3	Understands most of what is said at slower-than normal speed with repetitions.	Speech in everyday conversation and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Makes frequent errors of grammar and word order, which occasionally obscure meaning.
4	Understands nearly everything at normal speech, although occasional repetition may be necessary.	Speech in conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate patterns.	Occasionally makes grammatical and/or word-order errors which do not obscure meaning.
5	Understands everyday conversation and normal classroom discussions without difficulty.	Speech in everyday conversation and classroom discussions is approximating that of a native speaker.	Use of vocabulary and idioms approximates that of a native speaker.	Pronunciation and intonation approximates that of a native speaker.	Grammatical usage and word order approximates that of a native speaker.
Score					

**Appendix P**

**SOLOM Activity Evaluation Rubric**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student Score</b>
<b>Content</b>		
Student turned in the reflection on time	1 point	
Analysis made related directly to the topic	1 point	
Student included an introductory statement before presenting analysis	1 point	
Ideas are presented in a cohesive and organized manner	1 point	
Analysis presents all elements of the SOLOM	1 point	
A conclusion is added at the end where student presents his professional stand point and implications	1 point	
Document reflects the objective of the assignment	1 point	
<b>Language</b>		
Document is written using technical vocabulary pertaining to TESOL in an appropriate and correct manner	1 point	
Student uses correct choice of verbs and are conjugated correctly	1 point	
Document has minimal or no grammatical and syntax errors	1 point	
<b>Total Points</b>	70% content + 30% language	Total Score: _____

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

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

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

## Appendix Q

### Thematic Unit Plan Outline

#### Integrated Instruction Unit Plan with ESOL Modifications

**Content Area:** (Subject to be taught.)

**Grade:** (Grade level of ESOL student.)

**Lesson Theme:** (Specific to content area.)

**Length of Unit:** (One week recommended for this assignment)

**Objectives:**

**A. Language/Literacy:** (Identify language/literacy objectives)

**B. Content:** (Identify content objectives)

**Sunshine State Standards**

(<http://www.firn.edu/doe/curric/prek12/frame2.htm>)

**Components of Unit Plan:**

1. Content specific vocabulary:

(Identify the specific vocabulary of the lesson. Do not include more than twenty words at one time. Introduce the vocabulary through the use of pictures, realia, demonstrations, charts, games, etc.)

2. Materials (include adapted texts; supplementary, modified, and/or unconventional materials): (Provide pictures, real objects, and reading passage (adapted).)

3. Strategies for developing higher order thinking skills:

(Plan activities that develop convergent and divergent thinking skills, e.g., predicting, differentiating, and summarizing.)

4. Multicultural education strategies:

(Promote an understanding and appreciation of the cultural diversity of the United States. Provide students with the opportunity to view concepts, issues, events and themes from the perspective of diverse cultural groups, and promote positive social changes within a community network.)

5. Learning strategies:(Design activities which relate directly to learning tasks and often involve direct manipulation or transformation of learning materials, e.g. advance organization.)

6. Personal experiences:

(Provide any missing background knowledge and the cultural framework for the learner.)

7. Procedures (identify how ELL students from each level of English language proficiency will participate {i.e., Pre-Production, Early Production, Speech Emergence, Intermediate Fluency}):

(List the specific steps you will use to present the material, including specific ESOL strategies, methodology, preview and follow-up activities, which provide opportunities for students to apply new concepts and skills.)

- a. Anticipatory Set (Preview/Background/Prior Knowledge/Motivation Steps):

(Identify your ESOL teacher strategies in ***bold and italicized type***)

Modifications for ELL Levels:

- 1.
- 2.
- 3.
- 4.

- b. During (Instructional Steps):

(Identify your ESOL teacher strategies in ***bold and italicized type***)

Modifications for ELL Levels:

- 1.
- 2.
- 3.
- 4.

- c. Follow-up (Practice Steps):

(Identify your ESOL teacher strategies in ***bold and italicized type***)

Modifications for ELL Levels:

- 1.
- 2.
- 3.
- 4.

8. Parent support activities:

(Provide an activity that parents can do with their children to reinforce the concepts learned in the lesson. This might include work or activity sheets, field trips, discussions, experiments, etc.)

9. Evaluation:

(Develop alternative classroom assessment instruments such as oral interviews, charts, checklists, student self-ratings, writing samples, portfolios, cooperative evaluation activities, etc. Remember to assess knowledge of content and not language proficiency.)

Modifications for ELL Levels:

1. Pre-Production -
2. Early Production -
3. Speech Emergence -
4. Intermediate Fluency -

**Appendix R**

**Rubric to Assess Thematic Unit Plan – Written Report**

Group members: \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student Score</b>
<b>Content</b>		
All components of the Unit Plan are present including modifications ELL's	1 point	
Language and content objectives are clearly stated and well written	1 point	
Student provides a clear list of materials to be used	1 point	
Steps are clearly stated and understood; they follow a sequence	1 point	
Multicultural activities, personal experiences and learning strategies are clearly stated	1 point	
Alternative Assessment instruments are provided	1 point	
Guidelines and ELL modifications for conducting Unit Plan assessments are clearly stated	1 point	
<b>Language</b>		
Technical vocabulary is accurately and correctly used	1 point	
Grammar/syntax & the use of verbs are appropriate and correct	1 point	
The Thematic Unit is submitted on time.	1 point	
<b>Total Points</b>	70% of content + 30% of language	Student's Total Score: _____

1. Thematic Unit must be planned for a week of lessons and must follow the steps of CALLA & SIOP.
2. Students will be divided in groups. Each group will have a different theme.
3. Each group must provide hard copies of their Thematic Units to all students in class.
4. Twenty minute presentations unless otherwise determined by the facilitator.

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

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

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

**Appendix S**

**Class Demonstration Rubric**

Student: \_\_\_\_\_

Technique modeled: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student's Score</b>
	<b>Presentation/Content</b>	
Student holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	1 point	
Demonstration meets stated purpose very clearly, showing control and organization.	1 point	
All aspects are outstanding and creative, making the product a definite contribution to the targeted area.	1 point	
For scope of subject, very original, in addition to appropriate, using a variety of authentic-only resources.	1 point	
Excellent knowledge of procedure; effective delivery; time limit observed.	1 point	
Interaction between ELLs-ELLs, ELLs-teacher, teacher-ELLs is fluent and effective at all times of the demonstration.	1 point	
Outstanding use of technology and/or visual aids helped ELLs grasp full understanding of the content delivered through the technique.	1 point	
	<b>Language</b>	

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

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

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

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

**Appendix T**

**NATIONAL PROFICIENCY LEVELS FOR DIFFERENTIATED INSTRUCTION**

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

**“Can Do” Listening Rubric**

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

### “Can Do” Speaking Rubric

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

**“Can Do” Reading Rubric**

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

**“Can Do” Writing Rubric**

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

**APPENDIX U**

**CLINICAL SCHOOL EXPERIENCE OBSERVATION TOOL**



**CLINICAL SCHOOL EXPERIENCE OBSERVATION TOOL**

**Part I: Matrix: Florida Educator Accomplished Practices (FEAPs)**

Student Intern: \_\_\_\_\_ School: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

Professional FEAP Competencies	Classroom Observation of Competencies (Total of 4 Hours)		Observation Notes: Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	Observed (√)	Not Observed (√)	
<b><u>#1 Quality of Instruction</u></b>			
The effective educator consistently:			
a) models and promotes the importance of education and academic achievement to all students;			
b) plans and designs lessons to achieve student mastery;			
c) selects appropriate strategies to be used as formative assessments to monitor learning;			
d) uses diagnostic student data to design instruction			
e) develops learning experiences that require students to demonstrate a variety of relevant skills and competencies;			

Instructions: The student must place a checkmark (√) under the heading for **Observed** or **Not-Observed** for each Educator Accomplished Practice Competency (10 pages).



Student Intern Name:

Date:

Professional FEAP Competencies	Classroom Observation of Competencies (Total of 4 Hours)		Observation Notes: Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	Observed (√)	Not Observed (√)	
f) appropriately sequences lessons and concepts to ensure coherence and required prior knowledge;			
g) uses higher-order questioning techniques;			
h) uses varied instructional strategies and resources, including appropriate technology, to teach for student understanding;			
i) delivers engaging, challenging, and relevant lessons;			
j) differentiates instruction based on an assessment of student learning needs and a recognition of individual differences in students;			
k) respects and embraces students' cultural and family background;			
l) demonstrates behaviors that are consistent with fairness and equity;			



Student Intern Name:

Date:

<b>Professional FEAP Competencies</b>	<b>Classroom Observation of Competencies (Total of 4 Hours)</b>  Observed (√) <u>Not</u> Observed (√)		<b>Observation Notes:</b> Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
m) utilizes student feedback to monitor instructional needs;			
n) demonstrates behaviors that are consistent with fairness and equity;			
o) utilizes student feedback to monitor instructional needs.			
<b>#2 Knowledge of Subject Matter</b> The effective educator consistently:			
a) demonstrates deep and comprehensive knowledge of the subject taught;			
b) identifies and modifies instruction to respond to gaps in students' subject matter knowledge;			
c) provides instruction to address preconceptions or misconceptions;			



Student Intern Name:

Date:

<b>Professional FEAP Competencies</b>	<b>Classroom Observation of Competencies (Total of 4 Hours)</b>  <b>Observed (√)</b> <b>Not Observed (√)</b>		<b>Observation Notes:</b> Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
d) designs and modifies instruction to deepen students' understanding of content area and advance student learning;			
e) selects and sequences engaging, relevant, standards-based content, and then designs and teaches lessons that are relevant to students' learning needs;			
f) relates and integrates the subject matter with other disciplines during instruction.			
<b><u>#3 Continuous Improvement</u></b>  <b>The effective educator consistently:</b>			
a) engages in targeted professional growth opportunities and reflective practices;			



Student Intern Name:

Date:

Professional FEAP Competencies	Classroom Observation of Competencies (Total of 4 Hours)		Observation Notes: Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course..
	Observed (√)	Not Observed (√)	
b) uses a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes and to adjust planning and practice;			
c) designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;			
d) examines and uses data-informed research to improve instruction and student achievement;			
e) implements knowledge and skills learned in professional development in the teaching and learning process.			



Student Intern Name:

Date:

Professional FEAP Competencies	Classroom Observation of Competencies (Total of 4 Hours)		Observation Notes: Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	Observed (√)	Not Observed (√)	
<b>#4 Learning Environment</b>			
The effective educator consistently:			
a) integrates learning activities that incorporate current information and communication technologies;			
b) adapts learning environment to accommodate the differing needs and diversity of students;			
c) utilizes current and emerging assistive technologies that enable students to achieve their educational goals;			
d) creates and maintains an atmosphere of respect for all areas of diversity.			



Student Intern Name:

Date:

Professional FEAP Competencies	Classroom Observation of Competencies (Total of 4 Hours)		Observation Notes: Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	Observed (√)	Not Observed (√)	
<b>#5 Assessment</b>  The effective educator consistently:			
a) analyzes and uses data from multiple assessments and measures to diagnose students' learning needs, inform instruction based on those needs, and drive the learning process;			
b) designs and aligns formative and summative assessments that match learning objectives and lead to mastery;			
c) uses a variety of assessment tools to monitor student progress, achievement and learning gains;			
d) modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;			



Student Intern Name:

Date:

Professional FEAP Competencies	Classroom Observation of Competencies (Total of 4 Hours)		Observation Notes: Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	Observed (√)	Not Observed (√)	
e) shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);			
f) employs technology to organize and integrate assessment information.			
<b>#6 Communication</b>  The effective educator consistently:			
a) conveys high expectations;			
b) supports, encourages, and provides immediate and specific feedback to students to promote student achievement;			
c) models and teaches clear, acceptable oral and written communication skills;			



Student Intern Name:

Date:

<b>Professional FEAP Competencies</b>	<b>Classroom Observation of Competencies (Total of 4 Hours)</b>  Observed (√) <u>Not Observed</u> (√)		<b>Observation Notes:</b> Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
d) fosters two-way communication with students and parent/caregiver(s); and			
e) collaborates with the home, school, and larger communities to support student learning and continuous improvement.			
<b><u>Professional Responsibility and Ethical Conduct</u></b> The effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, by fulfilling the expected obligations to students, the public and the education profession.			



**School Site Supervising Teacher:** \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

---

---

**Internship Course Facilitator:** \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

---

---

**Student Intern:** \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments \_\_\_\_\_



School for Professional Studies  
Florida Campuses

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

**Student Intern:**

**School:**

**Date:**

Place a checkmark (✓) under the appropriate activity or type of meeting you participated in during your School Clinical Experience at the assigned school. You must comply with a minimum of <u>four</u> hours for this requirement.								
IEP Meeting	LEP Committee Meeting	RTI Meeting	Faculty Meeting	Parent/Teacher Conference	Grade Level Meeting	Department Meeting	Other:	Total Hours

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

Education course.

---



---



---



---



---

Internship Course Facilitator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Intern's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CODES:** IEP=Individual Education Program, LEP=Limited English Proficient Program, RTI=Response to Intervention

**APPENDIX V**

**CLINICAL SCHOOL EXPERIENCE OBSERVATION FEEDBACK FORM**



School for Professional Studies  
Florida Campuses

**CLASSROOM OBSERVATION FEEDBACK FORM**

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

**ESOL COMPETENCIES**

(Check ALL that are observed)

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

**ACCOMPLISHED PRACTICES**

(Check ALL that are observed)

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

Exemplary Practices

Reflective Comments

Observer's Name: \_\_\_\_\_

Observer's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Comments:

**APPENDIX W**  
**THE WRITING PROCESS**  
**6-TRAITS WRITING RUBRIC**

## Appendix W Six-Traits of Writing Rubric

Student's Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Facilitator: \_\_\_\_\_ Course: \_\_\_\_\_  
Assignment: \_\_\_\_\_

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

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

Final Score: \_\_\_\_\_

**Scoring Scale: (36-0)**

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

## Six Traits for Analytic Writing Rubrics

### Trait #1: Idea and Content

#### Criteria per Level

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

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

- 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
- clarity, focus, and control.
- 6
- main idea(s) that stand out.
  - supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support
  - a thorough, balanced, in-depth explanation/ exploration of the topic; the writing makes connections and shares insights.
  - content and selected details that are well suited to audience and purpose.
- 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
- clarity, focus, and control.
- 5
- main idea(s) that stand out.
  - supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support.
  - a thorough, balanced explanation/exploration of the topic; the writing makes connections and shares insights.
  - content and selected details that are well-suited to audience and purpose.
- 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
- an easily identifiable purpose.
- 4
- clear main idea(s)
  - supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support.
  - a topic that is explored/explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present.
  - content and selected details that are relevant, but perhaps not consistently well chosen for audience and purpose.
- 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
- an easily identifiable purpose and main idea(s).
- 3
- predictable or overly-obvious main ideas or plot; conclusions or main points seem to echo observations heard elsewhere.
  - support that is attempted; but developmental details that are often limited in scope, uneven, somewhat off-topic, predictable, or overly general.
  - details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information.
  - difficulties when moving from general observations to specifics.
- Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by
- 2
- a purpose and main idea(s) that may require extensive inferences by the reader.
  - minimal development; insufficient details.
  - irrelevant details that clutter the text.
  - extensive repetition of detail.
- The writing lacks a central idea or purpose. The writing is characterized by
- 1
- ideas that are extremely limited or simply unclear.
  - attempts at development that are minimal or non-existent; the paper is too short to demonstrate the development of an idea.

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

## Trait #2: Organization

### Criteria per Level

- 6 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
- effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow.
  - a strong, inviting beginning that draws the reader in and a strong satisfying sense of resolution or closure.
  - smooth, effective transitions among all elements (sentences, paragraphs, and ideas).
  - details that fit where placed
- 5 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.
- effective sequencing; the organizational structure fits the topic, and the writing is easy to follow.
  - an inviting beginning that draws the reader in and a satisfying sense of resolution or closure.
  - smooth, effective transitions among all elements (sentences, paragraphs, and ideas).
  - details that fit where placed. .
- 4 Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by
- clear sequencing.
  - an organization that may be predictable.
  - a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety.
  - a body that is easy to follow with details that fit where placed.
  - transitions that may be stilted or formulaic.
  - organization which helps the reader, despite some weaknesses.
- 3 An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by
- attempts at sequencing, but the order or the relationship among ideas may occasionally be unclear.
  - a beginning and an ending which, although present, are either undeveloped or too obvious (e.g. "My topic is...", "These are all the reasons that...")
  - transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused.
  - a structure that is skeletal or too rigid.
  - placement of details that may not always be effective.
  - organization which lapses in some places, but helps the reader in others.
- 2 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
- some attempts at sequencing, but the order or the relationship among ideas is frequently unclear.
  - a missing or extremely undeveloped beginning, body, and/or ending.
  - a lack of transitions, or when present, ineffective or overused.
  - a lack of an effective organizational structure.
  - details that seem to be randomly placed, leaving the reader frequently confused.
- 1 The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by
- a lack of effective sequencing.
  - a failure to provide an identifiable beginning, body and/or ending.
  - a lack of transitions.
  - pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly.
  - a lack of organization which ultimately obscures or distorts the main point.

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

**Trait #3: Voice**

**Criteria per Level**

- 6 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
- an effective level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.).
  - an exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction.
  - a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.
- 5 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
- an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively or interesting. Technical writing may require greater distance.).
  - a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction.
  - a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.
- 4 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
- a questionable or inconsistent level of closeness to or distance from the audience.
  - a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places.
  - liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff.
- 3 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
- a limited sense of audience; the writer’s awareness of the reader is unclear.
  - an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later and the writing become somewhat mechanical.
  - a limited ability to shift to a more objective voice when necessary.
- 2 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
- little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical.
  - a voice that is likely to be overly informal and personal.
  - a lack of audience awareness; there is little sense of “writing to be read.”
  - little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer.
- 1 The writing seems to lack a sense of involvement or commitment. The writing is characterized by
- no engagement of the writer; the writing is flat and lifeless.
  - a lack of audience awareness; there is no sense of “writing to be read.”
  - no hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader.

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

### Trait #4: Word Choice

#### Criteria per Level

- 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
- 6
- accurate, strong, specific words; powerful words energize the writing.
  - fresh, original expression; slang, if used, seems purposeful and is effective.
  - vocabulary that is striking and varied, but that is natural and not overdone.
  - ordinary words used in an unusual way.
  - words that evoke strong images; figurative language may be used.
- 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
- 5
- accurate, specific words; word choices energize the writing.
  - fresh, vivid expression; slang, if used, seems purposeful and is effective.
  - vocabulary that may be striking and varied, but that is natural and not overdone.
  - ordinary words used in an unusual way.
  - words that evoke clear images; figurative language may be used
- 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
- 4
- words that work but do not particularly energize the writing.
  - expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective.
  - attempts at colorful language that may occasionally seem overdone.
  - occasional overuse of technical language or jargon.
  - rare experiments with language; however, the writing may have some fine moments and generally avoids clichés.
- 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
- 3
- words that work, but that rarely capture the reader’s interest.
  - expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective.
  - attempts at colorful language that seem overdone or forced.
  - words that are accurate for the most part, although misused words may occasionally appear, technical language or jargon may be overused or inappropriately used.
  - reliance on clichés and overused expressions.
- Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by
- 2
- words that are colorless, flat or imprecise.
  - monotonous repetition or overwhelming reliance on worn expressions that repeatedly distract from the message.
  - images that are fuzzy or absent altogether.
- 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
- 1
- general, vague words that fail to communicate.
  - an extremely limited range of words.
  - words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong.

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

## Trait #5: Sentence Fluency

### Criteria per Level

- 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
- 6
- a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next.
  - extensive variation in sentence structure, length, and beginnings that add interest to the text.
  - sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas.
  - varied sentence patterns that create an effective combination of power and grace.
  - strong control over sentence structure; fragments, if used at all, work well.
  - stylistic control; dialogue, if used, sounds natural.
- 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
- 5
- a natural, fluent sound; it glides along with one sentence flowing into the next.
  - variation in sentence structure, length, and beginnings that add interest to the text.
  - sentence structure that enhances meaning.
  - control over sentence structure; fragments, if used at all, work well.
  - stylistic control; dialogue, if used sounds natural.
- 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
- 4
- a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace.
  - some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact.
  - strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective.
  - occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural.
- 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
- 3
- some passages that invite fluid oral reading; however, others do not.
  - some variety in sentences structure, length, and beginnings, although the writer falls into repetitive sentence patterns.
  - good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective.
  - sentences which, although functional, lack energy.
  - lapses in stylistic control; dialogue, if used, may sound stilted or unnatural.
- 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
- 2
- significant portions of the text that are difficult to follow or read aloud.
  - sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object).
  - a significant number of awkward, choppy, or rambling constructions.
- The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by
- 1
- text that does not invite—and may not even permit—smooth oral reading.
  - confusing word order that is often jarring and irregular.
  - sentence structure that frequently obscures meaning.
  - sentences that are disjointed, confusing, or rambling.

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

## Trait #6: Conventions

### Criteria per Level

- 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
- 6**
- strong control of conventions; manipulation of conventions may occur for stylistic effect.
  - strong, effective use of punctuation that guides the reader through the text.
  - correct spelling, even of more difficult words.
  - paragraph breaks that reinforce the organizational structure.
  - correct grammar and usage that contribute to clarity and style.
  - skill in using a wide range of conventions in a sufficiently long and complex piece.
  - little or no need for editing.
- 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
- 5**
- strong control of conventions.
  - effective use of punctuation that guides the reader through the text.
  - correct spelling, even of more difficult words.
  - paragraph breaks that reinforce the organizational structure.
  - correct capitalization; errors, if any, are minor.
  - correct grammar and usage that contribute to clarity and style.
  - skill in using a wide range of conventions in a sufficiently long and complex piece.
  - little need for editing.
- 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
- 4**
- control over conventions used, although a wide range is not demonstrated.
  - correct end-of-sentence punctuation, internal punctuation may sometimes be incorrect.
  - spelling that is usually correct, especially on common words.
  - basically sound paragraph breaks that reinforce the organizational structure.
  - correct capitalization; errors, if any, are minor.
  - occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader.
  - moderate need for editing.
- 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
- 3**
- some control over basic conventions; the text may be too simple to reveal mastery.
  - end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors.
  - spelling errors that distract the reader; misspelling of common words occurs.
  - paragraphs that sometimes run together or begin at ineffective places.
  - capitalization errors.
  - errors in grammar and usage that do not block meaning but do distract the reader.
  - significant need for editing.
- The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by
- 2**
- little control over basic conventions.
  - many end-of-sentence punctuation errors; internal punctuation contains frequent errors.
  - spelling errors that frequently distract the reader; misspelling of common words often occurs.
  - paragraphs that often run together or begin in ineffective places.
  - capitalization that is inconsistent or often incorrect.
  - errors in grammar and usage that interfere with readability and meaning.
  - substantial need for editing.
- 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
- 1**
- very limited skill in using conventions.
  - basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect.
  - frequent spelling errors that significantly impair readability.
  - paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text.
  - capitalization that appears to be random.
  - a need for extensive editing.

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

## TESL 522 Theory and Practice of Teaching ESOL Students 127

Advanced  
(9 – 10 pts)

- Writing is clear and focused on a narrowed topic. Details are relevant and accurate, and they support the main ideas. Reader's questions are answered
- Writing has a clear introduction that's hooks the reader and conclusion that leaves a lasting impression. Use of transitions helps the reader to connect ideas. Reading flows and not dull.
- Words used in the writing are specific and accurate. Vivid verbs and modifying words are present. Words used enhance the meaning of the writing.
- There is a variety in length and structure of the sentences. The style of sentences varies on how they begin. Sentences create fluency and rhythm.
- Excellent control of spelling, punctuation capitalization and other writing conventions.
- Strategic writing skills are fully developed.