EDCI 519: METHODS OF TEACHING MULTILINGUAL STUDENTS  

PROFESSOR: Dr. Marjorie Hall Haley  
Office Hours: Wed 4:00 PM  By Appt  
E-MAIL: mhaley@gmu.edu or mhaley@infionline.net  
Office: Robinson A-315  
TELEPHONE: (703) 993-8710

PRINCE WILLIAM CAMPUS – BULL RUN HALL, RM 248  
TIME: Wednesday 4:30-7:10 PM

A. COURSE DESCRIPTION

EDCI 519 is designed to examine past and present approaches, methods, and techniques for teaching English as a Second Language (ESL) in bilingual and ESL classrooms. Participants will analyze program models and methods of instruction for English language learners; demonstrate teaching approaches based on second language learning research, develop lesson and unit planning skills, and evaluate materials and resources available in the field. Prerequisite: EDCI 516

B. COURSE OUTCOMES

This course is aligned with TESOL/NCATE Standards for PK-12 Teacher Education. Students completing EDCI 519 will....

(1.) Examine major concepts, theories, methods/approaches, and research related to the nature and acquisition of language to construct learning environments that support ESOL students language and literacy development.
(2.) Examine major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students’ cultural identities.
(3.) Know, understand and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating the 4 language skills, and choosing and adapting classroom resources. This includes learning to develop a lesson plan that shows evidence of scaffolded, differentiated, and multi-level instruction.
(4.) Plan and demonstrate 2 mini lessons: based on a method/approach or on an instructional strategy.
(5.) Locate and examine multimedia resources in the field of bilingual/ESL education.
(6.) Understand issues of assessment and use standards-based assessment with ESOL students.
(7.) Will attend or present at one professional development activity.
### C. Relationship to Program Goals and Professional Organizations

<table>
<thead>
<tr>
<th>Course Student Outcomes (above)</th>
<th>TESOL/NCATE Standards Domain</th>
<th>INTASC Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1a 1b</td>
<td>P1</td>
</tr>
<tr>
<td>2</td>
<td>2a 2b</td>
<td>P2 P3</td>
</tr>
<tr>
<td>3</td>
<td>3a 3b 3c</td>
<td>P4 P7</td>
</tr>
<tr>
<td>4</td>
<td>3a 3b 3c</td>
<td>P4 P6 P7 P9</td>
</tr>
<tr>
<td>5</td>
<td>3c</td>
<td>P6</td>
</tr>
<tr>
<td>6</td>
<td>4a 4c</td>
<td>P8</td>
</tr>
<tr>
<td>7</td>
<td>5c</td>
<td>P10</td>
</tr>
</tbody>
</table>

Key: TESOL/NCATE Standards and Domains
INTASC = Standards for Licensing Beginning Teachers, where P = principles

The EDCI 519 relationship to the GSE program goals include:

1. **Knowledge base for teaching in the second language classroom.** Learn the fundamental concepts of the knowledge base pertaining to ESL, English as a second dialect, and the teaching of other second and foreign languages; second language acquisition, psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.

2. **Utilization of research.** EDCI 519 students should be able to understand and critically evaluate second language learning theories and engage in systematic investigation of the knowledge base to inform their own or others teaching practices.

3. **Classroom teaching.** EDCI 519 students should be able to plan and manage a second language class effectively and be able to evaluate and selectively apply a range of teaching strategies as appropriate to their students needs and characteristics. For this purpose, they will need to be able to assess different teaching situations and changing conditions in culturally and linguistically diverse classrooms, so as to select appropriate teaching procedures and adapt to teaching students with differing learning styles and cultural backgrounds.

4. **Curriculum.** Students will develop the skills needed to design, implement second language teaching strategies.

The EDCI 519 relationship to National and State Standards include:
ESL Standards for P-12 Teacher Education Programs
The ESL Standards for Pre-K-12 Students
Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
National Board for Professional Teaching Standards (NBPTS)
Virginia Standards of Learning (SOLs)
The EDCI 519 relationship to professional organizations include:

EDCI 519 follows the guidelines and recommendations made by the Teachers of English for Speakers of Other Languages (TESOL), the American Council on the Teaching of Foreign Languages (ACTFL), the National Association for Bilingual Education (NABE), and the National Association for Multicultural Education (NAME). ACTFL and TESOL, along with NABE and NAME, are the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations. They embrace and celebrate cultural and ethnic diversity as a national strength that enriches a society and rejects the view that diversity threatens the fabric of a society. TESOL and ACTFL have the more specialized mission of developing the expertise of their members and other educators involved in teaching world languages, to help them foster an effective learning environment while accomplishing the goal of effective communication in diverse settings and oral and written language proficiency while respecting individuals rights and needs.

D. COURSE DELIVERY

This course is highly interactive by design. It is predicated upon learning by doing and discovery learning. Assessment is based on performance-based assignments. This class will be engaged in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, student-led micro teaching simulations, guest speakers, peer feedback, videos, multimedia, and reflection.

E. Required Textbook:


Companion website: http://www.ablongman.com/hallhaley1e

F. Course Requirements:

1. Field experience and paper 20 points
2. Two teaching simulations - one based on a particular method/strategy and one on a specific technique/skill 25 points
3. Tech Project – Mid Term 20 points
4. Final Project – Unit Lesson Plan 20 points
5. Class attendance and Participation 15 points

- Using the designated ratings scale, requirements 1-5 will be added to calculate a final course grade.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0-100 points</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-92.9 points</td>
</tr>
<tr>
<td>B+</td>
<td>88.0-89.9 points</td>
</tr>
<tr>
<td>B</td>
<td>83.0-87.9 points</td>
</tr>
<tr>
<td>B- or below</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

3
Students will be expected to...

1. Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities.
2. Complete all assignments on time.
3. Purchase and maintain a three-ring binder which will be used for all course materials and should be brought to class every day.

G. GSE Syllabus Statements of Expectations
The Graduate School of Education (GSE) expects that all students abide by the following:
Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Resources
Haley/Atkins website http://gse.gmu.edu/facultystaff/profiles/mhaley/exemplars.htm
http://www.pen.k12.va.us/VDOE/Instruction/Language
http://www.tesol.org
http://www.ncbe.gwu
http://discoveryschool.com/teachingtools.html
http://www.quia.com
http://www.cal.org/ericcll

ESL/Language Arts
Schackne Online – Language Teaching (ESL-EFL Resources) (http://www.schackne.com/Languageteaching.htm)

History/Social Studies
History/Social Studies Web Site for K-12 Teachers (http://www.execpc.com/~dboals/boals.html)

Science/Mathematics
TheExploratorium’sTenCoolSites (http://www.exploratorium.org/learning_studio/sciencesites.html)
FCPS Elementary Science Curriculum Resource Guide (http://www.fcps.edu/DIS/OEIASC/essscience/essciences.htm)
## Class Assignments for EDCI 519

<table>
<thead>
<tr>
<th>Project</th>
<th>Goal</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Field Experience:</strong>&lt;br&gt;Pre-Service Teachers – Field Experience Logs&lt;br&gt;In-Service Teachers – Videotape and written commentary</td>
<td>Pre-Service: To observe the application of Bilingual/ESL teaching strategies and methods embodied in the classroom procedures of the cooperating teachers. To learn and become familiar with innovative practices.&lt;br&gt;In-Service: Videotape should portray how you apply various strategies and give a glimpse of the learning environment. Videotape is to provide as authentic and complete a view of your teaching as possible. A videotape is an indication of how you interact with students, the climate you create in the classroom, the ways in which you engage students in learning.</td>
<td>20 Points</td>
<td></td>
</tr>
<tr>
<td><strong>Two Teaching Simulations</strong></td>
<td>Simulate a teaching method/approach and one instructional strategy, using lesson plan template provided.</td>
<td>25 Points</td>
<td>Dates selected</td>
</tr>
<tr>
<td><strong>Tech Project</strong></td>
<td>Option A: to use the World Wide Web as a primary resource for locating and analyzing materials and activities to be used with English Language Learners.&lt;br&gt;Option B: to create a multimedia resource that will inform teachers about its implications for teaching.&lt;br&gt;Option C: See Professor Haley</td>
<td>20 Points</td>
<td></td>
</tr>
<tr>
<td><strong>Final Project</strong></td>
<td>Create a unit lesson plan covering 5 days. Plan must include preparation, presentation, practice, evaluation, and expansion.</td>
<td>20 Points</td>
<td>Last Class</td>
</tr>
<tr>
<td><strong>Class Attendance and Participation</strong></td>
<td>Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities.</td>
<td>15 Points</td>
<td>Every class</td>
</tr>
</tbody>
</table>
## H. COURSE SCHEDULE

### EDCI 519 Fall 2005 Schedule

<table>
<thead>
<tr>
<th>Sept 7</th>
<th>Introduction/Orientation – Domain 1: Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week (1)</strong></td>
<td>Language / Language Learning / Language Acquisition Weeks 1-2 (Standard 1.b)</td>
</tr>
<tr>
<td><strong>Assignment #1 for next class:</strong> (1) Read Preface pp. xv-xix AND Chapter 1, “How Languages are Learned and Acquired”. Answer comprehension questions from pp. 349-350.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) Send Dr. Haley an e-mail message indicating your accurate e-mail. Remember to identify yourself in the message box! (3) Go to <a href="http://www.tesol.org/assoc/k12standards/index.html">http://www.tesol.org/assoc/k12standards/index.html</a> and copy those pages of ESL Standards for Pre-K 12 Students for the grade level you expect to teach or are teaching. Take a look at the ESL Standards for P-12 Teacher Education Programs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sept 14</th>
<th>LANGUAGE ACQUISITION – Domain 1: LANGUAGE Domain 2: CULTURE Domain 5: PROFESSIONALISM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment #2 for next class:</strong> (1) Read Chapter 2, “A Critique of Methods and Approaches in Language Teaching” and answer questions, pp. 34, 41, 58.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) Create a brochure or 1-page Helpful Hints for mainstream teachers “Tips for Working with English Language Learners” (Standard 5c).</td>
</tr>
</tbody>
</table>
### Sept 21 – Methods and Approaches – Domain 3: Planning Instruction

**Week (3)**
A critique of methods and approaches. Ways to incorporate content-based interactive teaching. Diverse notions of language as social action and power.

**Assignment #3 for next class:**
1. **Chapter 3**, “Planning for The Standards-based Classroom” and answer questions pp. 87, 357.
2. (2) Bring in a copy of your state or local standards – In-service teachers only!
3. (3) Using a set of Standards, Nat’l, State, or Local, create three performance-based objectives for PreK-3, Grades 4-8, or Grades 9-12
4. Create a “TO DO” List of things to be done to start a school year.

### Sept 28 – Planning for the Standards-based Classroom – Domain 3: Planning Instruction

**Week (4)**
PowerPoint: “Differentiation of Instruction” and “No Child Left Behind”

**Assignment # 4 for next class:**
1. (1) Read Chapter 4, “Evaluating and Creating Interactive Assessment” and answer questions, pp. 359-360.
2. (2) Use one of the performance objectives from previous assignment and create an assessment activity. Scaffold this assessment for beginner, Intermediate, and advanced proficiency level learners.

### Oct 5 – Assessment – Domain 4: Assessment

**Week (5)**
Review Chapter 4. PowerPoint: “Assessment for ELLs”

**Informal Teaching Demonstration**

**Assignment # 5 for next class:**
1. (1) Chapter 5, “Interactive Listening and Reading” (2) Create a content-based Listening and Reading Activity for ESL pull out with at least three literacy and oral language proficiency levels.

### Oct 12 – Listening and Reading – Domain 1: Language Domain 2: Culture

**Week (6)**

**Informal Teaching Demonstration**

**Assignment #6 for next class:**
1. (1) Chapter 9, “Integrating Technology in an Interactive Content-based Classroom” and answer questions on pp. 306, 322, 328.
OCT 19 - INTEGRATING TECHNOLOGY – DOMAIN 3:
PLANNING/MANAGING INSTRUCTION

Week (7)
Instructions/Directions for Site Visit will be given by Dr. Haley!

Students Must Sign up for Formal Teaching Demonstration!!!
Assignment for next class: (1) Mid Term Project Due – One segment to be presented in class.

OCT 26

Week (8)
Mid Term Projects Presented in Class

NOV 2 –

Week (9)
Assignment #7 for next class: Chapter 6, “Foregrounding Oral Communication” and answer questions p. 191.

Nov 9 – Oral Communication Skills – Domain 1: Language
Possible Site visit

Domain 2: Culture
Week (10)
Informal Teaching Demonstration
Assignment #8 for next class: (1) Handout from Dr. Haley – Article from ESL Magazine (2) Chapter 8, “An Interactive Approach for Working with Diverse Learners” and answer questions on pp. 370-373.
<table>
<thead>
<tr>
<th><strong>NOV 16</strong> – <strong>WORKING WITH DIVERSE LEARNERS – DOMAINS 2, 3, 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week (11)</strong> Learner-centered instruction. Pedagogical implications for working with diverse learners. The Theory of Multiple Intelligences. Working with Diverse Learners: Culturally &amp; Linguistically Diverse Students PowerPoint: CLiDES. Review Chpt 8 and article. Video: Valuing Diverse Learners Assignment for next class: Field Experience Reports and Field Experience Videotapes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>NOV 23 – NO FORMAL CLASS: VIRTUAL MEETING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week (12)</strong> Virtual Class this week. Optional Scavenger Hunt at Borders! Teaching Demonstrations’ Groups will meet to prepare.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>NOV 30</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week (13)</strong> Teaching Demonstrations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DEC 7</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week (14)</strong> Teaching Demonstrations Assignment: All work due,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DEC 14</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week (15)</strong> Optional Class, if necessary Assignment: All work due!</td>
</tr>
<tr>
<td>CLASS</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>#1</td>
</tr>
<tr>
<td>#2</td>
</tr>
<tr>
<td>#3</td>
</tr>
<tr>
<td>#4</td>
</tr>
<tr>
<td>#5</td>
</tr>
<tr>
<td>#6</td>
</tr>
<tr>
<td>#7</td>
</tr>
<tr>
<td>#8</td>
</tr>
<tr>
<td>#9</td>
</tr>
<tr>
<td>#10</td>
</tr>
<tr>
<td>#11</td>
</tr>
<tr>
<td>#12</td>
</tr>
<tr>
<td>#13</td>
</tr>
<tr>
<td>#14</td>
</tr>
<tr>
<td>#15</td>
</tr>
</tbody>
</table>
GUIDELINES, TEMPLATES, & RUBRICS

FORMAL TEACHING DEMONSTRATIONS

Note: Instructions will be given in class for “informal” teaching demonstrations.

Methods/Approaches

- Total Physical Response (TPR)
- Natural Approach (Terrell and Krashen)
- Direct Method (such as Berlitz, Jespersen, de Sauze)
- Cognitive Academic Language Learning Approach (CALLA)
- Total Physical Response Storytelling (TPRS)
- Audiolinguistic Method (ALM)

Instructional Strategies

- Cooperative Learning
- Information Gap/Jigsaw or Other Interactive Activities
- Grouping
- Computer Assisted Language Learning
- Alternative Forms of Assessment
- Content-based Instruction (CBI)

GUIDELINES FOR METHODS AND STRATEGIES TEACHING DEMONSTRATIONS

1. Prepare a lesson plan, using page 1 of the template provided. Page two of the lesson plan is to be completed after your teaching simulation and submitted to Professor Haley the following day. Read at least three articles on the method or approach you have chosen. Try to find at least one source by the original developer of the method/approach/strategy.

2. You will work in groups or pairs for your teaching demonstration. You have 30 minutes. Plan your time carefully. You have a maximum of 15-20 minutes to teach. You may take another 5-10 minutes to provide background information about the method/approach/strategy and discuss your handout. The class will take 10 minutes at the end of your demonstration to give you feedback and ask questions.

3. The demonstration may include:
   - Background information about the method
   - The type of class your particular demonstration is intended for, e.g., level of proficiency, grade level, type of class, etc.
   - Skills you are teaching and basic objectives of the lesson
   - Special teacher-made materials; props and realia are strongly encouraged
   - Possible follow-up activities to the lesson you have presented
   - How you might conduct assessment of the lesson you have presented, if appropriate
   - Others you can think of....

4. BE CREATIVE!

5. Try to spend less time talking about the method/approach/strategy, more time demonstrating it. You may decide to introduce your lesson by describing the method first or you may wish to immerse us in the experience and explain after the demonstration.
6. We will be your students. You may assign us whatever roles and ages you wish.

7. As a team, you may try any combination of team teaching, or each of you may demonstrate a separate activity. If you wish, you may divide teaching responsibilities by proficiency level of students. Remember that you do not have a lot of time (maximum 30 minutes).

8. Prepare a handout for the class that includes your lesson plan. It might be a summary of some points you have made or it might be sharing something from the lesson you have developed that class members might like to use in their own teaching.

EVALUATION of your teaching demonstration will be based upon the following criteria:

- Quality and accuracy of lesson plan
- An accurate summary of the method chosen
- Faithfulness to the general philosophy and techniques of the method chosen
- Evidence of preparation
- Use of teacher-developed materials
- Flexibility in response to students’ spontaneity
- Efficient use of time
- Class rapport, warmth, and enthusiasm of teacher
- Creativity
- Usefulness of Handout
Sample Lesson Plan
ENGLISH AS A SECOND LANGUAGE

Teacher_________________________ School_________________________
Grade(s)_________ Proficiency Level(s)_________ Program Model__________
Content:________________________

PLANNING PHASE

Performance Objectives
1.
2.
3.

Lesson Outline:

National/State/Local Standards:________________________________________

TEACHING PHASE
(1) Preparation
Warm-up Activity:____________________________________________________
Language Goals: How is instruction scaffolded and differentiated for a multilevel ELLs?

(2) Presentation
Activities:
  a. Beginning
  b. Early Production
  c. Intermediate/Advanced

Four Skills
Listening Activity:________________________
Speaking Activity:________________________
Reading Activity:________________________
Writing Activity:________________________

(3) Practice
  a.
  b.
  c.

(4) Evaluation

(5) Expansion/Extension
Methods/Approaches/Strategies

Other Activities:
Follow-up:
Assessment:
Homework:
Technology:
Materials:
Closure:

REFLECTION PHASE

Efforts to Accommodate:
  Visual learners_________________________
  Auditory learners______________________
  Tactile learners_______________________
  Specials needs learners________________

What worked well?________________________

What didn’t work well?____________________

What will you do differently as a result of this plan?_______

How might this lesson be improved?______________

One important thing I learned was_________________

Created by: Dr. Marjorie Hall Haley - 2001 - George Mason University
**Methods of Teaching in Multilingual Settings**

**Formal Teaching Demonstration**

Presenter(s): 

<table>
<thead>
<tr>
<th>Method/Strategy</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality/Accuracy of Lesson Plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usefulness of Handout</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accurate Summary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>True to Method/Strategy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of Preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of Teacher-Developed Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexibility in Response to Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Efficient Use of Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class rapport, warmth, enthusiasm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

**Recommendations:**
Guidelines for Informal Teaching Demonstration

1. Given a specific program model and topic/theme, you and your partner(s) will prepare and present a **15 minute** content-based lesson in class. At the end of your demonstration the class will take 5 minutes to ask questions and give feedback.

2. You and your partner(s) will sign up for a specific date to prepare and present your lesson. You will not however be given a program model or topic/theme in advance; this information will be given to you on the night of your demonstration.

3. It will be your responsibility to bring the necessary materials (markers, pens, transparencies, sentence strips, poster paper, etc), visuals, and manipulatives for your demonstration.

4. You will be given class time to create a simple agenda, performance objectives, a warm-up and one other activity of your choice.

5. When preparing your lesson, you will need to consider students’ diverse learning styles, multiple intelligences and proficiency levels. How can you differentiate instruction so that all students’ diverse needs and proficiency levels are accommodated?

6. You and your partner(s) may choose one, two or any combination of methods/approaches/strategies to present your lesson.

7. We will be your students. You and your partner(s) can assign us different proficiency levels and ages.

8. Teaching responsibilities can be divided, or you may wish to team teach.

**EVALUATION** of your teaching demonstration will be based upon the following criteria:

- Evidence of differentiated instruction
- Efficient use of time
- Class rapport, warmth, and enthusiasm of teacher
- Creativity
GUIDELINES FOR FIELD EXPERIENCE – PRE-SERVICE TEACHERS
COURSE TITLE: Methods of Teaching Multilingual Students (EDCI 519)
INSTRUCTOR: Dr. Marjorie Hall Haley

COURSE DESCRIPTION:
Study of theories and methods of Bilingual/ESL teaching, with practical application to the classroom. Field experience required for those seeking initial teacher certification.

FIELD EXPERIENCE OBJECTIVES: PRE-SERVICE TEACHERS
1. To observe the application of Bilingual/ESL teaching strategies and methods embodied in the classroom procedures of the cooperating teachers at K-16 levels.
2. To select one of the recommended Field-based Experiences listed in each chapter of the text.
3. To learn and become familiar with successful and innovative practices.
4. To gain valuable insight into student responses to each type of activity.
5. To get to know students at a given age and grade, areas of strength and weakness, and general learning pace.
6. To become familiar with special Bilingual/ESL resources and activities in the particular school:
   (a) computer laboratory (where used), its functioning, specific tapes (or software) available for use;
   (b) films, tapes, slides, records, or any other multimedia relating to language;
   (c) special Bilingual/ESL classrooms, i.e., electronic, transition immersion, self contained, as well as those decorated with posters, interactive bulletin boards, and learning centers.

Method: As a requirement of the GMU Graduate School of Education, participants will engage in an on-site school-based field experience. Students will engage in observations, interactions with students and in teacher interviews in the school setting. A short written report, due by the end of the semester should consist of three principle parts and be a total of 3-4 pages, single-spaced, 12 pt font, in length. Guidelines and suggested report format are listed below

Part I -- INTRODUCTION – Use this section to introduce where you observed, demographics of the school community, etc. Follow the list below as a guidepost for things you may wish to observe. It is not necessary to try and cover all 20 items.

1. Observe how the teacher handles multiple learning styles
2. Seating arrangements
3. Discipline problems
4. Daily routine
5. What percentage of time is devoted to each of the 4 skills?
6. Describe the way the teacher began the class. Did it lead into the lesson effectively? Why or why not?
7. Combined classes
8. Homework – how was it assigned and checked?
9. Amount, if any of students’ L1 used
10. Variety of activities
11. Use of daily lesson plan
12. Use of visuals and/or technology
13. Works with accelerated and slower students
14. Use of textbook(s)
15. Classroom appearance
16. How the teacher creates a community of learners
17. Were the objectives of the day’s lesson given to the students? If yes, what were the objectives and how were they given?
18.Was the atmosphere conducive to motivating students to participate actively? Explain.
19. How did the teacher keep the students on task?
20. Describe the rapport between teacher and students

Deleted: efore
PART II – INTERVIEWS WITH TEACHER(S) – plan to conduct at least one interview with a teacher. Use the following questions as guides (add your own as appropriate).

1. What instructional approaches work well for this age group?
2. In terms of classroom management, what strategies are most effective for your students?
3. What are some effective methods/strategies/assessments for working with students from many different countries?
4. What are the areas of weakness or difficulty for students at your grade level and what do you do to overcome these difficulties?
5. In what ways do you assess student progress?
6. How would you describe your teaching style?
7. How has your teaching style changed since you started your career?
8. What do you (or your school) do to build partnerships with the ESOL students’ families?
9. How would you go about establishing better communication with the parents of ELLs?

PART III – REFLECTION - Summarize your learning from each observation and interview. This provides you the opportunity to connect theory to practice. As you think and write about these school-based experiences, refer to the course content, readings, and discussions. Synthesize this information and apply it to the class content as well as your future (or current status) as an ESL or Bilingual teacher.

*************************************************** *********************

SUGGESTED ACTIVITIES FOR FIELD EXPERIENCE:

1. Work with individual students or small groups to gain confidence and make some initial contact with students.

Note: Pay strict attention to the above guidelines. Remember, you are a guest in these schools and classrooms. Appropriate attire and conduct are mandatory. Professional courtesy is essential. If you must cancel a scheduled visit, call as soon as possible to let the teacher know.

These teachers are not on display. They have willingly agreed to make themselves available to you. Try to be helpful and lend assistance where possible. This is to be an interactive experience - not passive.
In-Service Teachers Field Experience

Guidelines for Videotaping

IN-SERVICE TEACHERS ONLY

In-service: Videotape - - two 15-minute clips of you and your class during a period of instruction. The videotape should portray how you apply various strategies and give a glimpse of the learning environment. Of particular importance is that you demonstrate the following: instructional strategies, classroom management, assessment, differentiated instruction, and how to accommodate multiple proficiency and literacy levels.

It is important to remember that the purpose of the videotape is to provide as authentic and complete a view of your teaching as possible. A videotape is an indication of how you interact with students, the climate you create in the classroom, the ways in which you engage students in learning. A picture is “worth a thousand words” in conveying to others how you practice your profession, the decisions you make, and your relationships with students.

It is normal to find the initial experience with a video camera uncomfortable. We do not see ourselves quite the way others see us, and the difference can be a shock. It takes some getting used to, and practice is the only remedy. The same can be said of students; only multiple opportunities with a video camera will enable students to behave naturally in its presence. Therefore, it is highly advisable to practice with a video camera. Place the camera and tripod where the camera will receive a good picture of the entire classroom. Tape several lessons and watch them alone. You will become accustomed to how you look and sound and you will begin to notice what the students are doing and how their learning could be improved.

Practical matters
Permission You will need a parental permission slip for each student who might appear on your tape. You may ask your school for such a form or use the one provided. If possible, you should secure a blanket permission slip from the parents or legal guardians of all your students to cover taping as needed. Explain to the parents or legal guardians that you are using the tapes for discussions with other teachers about the best ways to teach and that the students will never be identified by their full names in the tape. Try and help them understand that the videotape is not about the student, but is intended for professional discussion. If, for some reason, a student’s parents refuse to grant permission, you will have to take care that he or she is seated out of the camera’s range.

Equipment - - Use the best videotaping equipment available when making your videotape. This also includes your choice of videotape. Previously used tapes from home may be worn or may contain other material and will not provide the best quality for you. Make sure that the equipment has a sensitive microphone so that all voices are easily discernible.
Analysis of Videotape: Answer the following questions:

1. What connections with prior experience were visible in the video?
2. What kinds of activities did you use to help students discover and explore connections to other academic disciplines and to their own lives?
3. What were any unexpected changes that you had to make to your planned instruction during this lesson? What prompted the change(s)?
4. What instructional challenge(s) are presented for achieving your goals for this lesson?
5. How did you provide appropriate feedback to these students throughout the sequence of instruction?
6. What is the extent of classroom involvement (e.g., are the same students doing all the talking?)
7. Are the students engaged in the lesson? How can you tell? What do students’ facial expressions and body language tell you about your instruction?
8. What kinds of questions do you ask? Can all questions be answered with a single word? How long do you wait for responses? Do you ask students to explain and/or defend a particular answer? Do you ask students to compare or evaluate alternative interpretations or strategies?
9. Were there any opportunities for students to ask questions? How would you categorize the students’ questions (e.g., did they indicate confusion and a need for clarification or understanding and extension)?
10. What roles (e.g., expert, facilitator, co-learner) did you play in the videotape? Was each role appropriate for the situation?
11. What kinds of tasks did you ask students to do? Did you capitalize on their previous knowledge and experiences?
12. What instructional opportunities did you take advantage of? Why?
13. What evidence did you see of the students taking intellectual risks? Does the class look safe as an environment for getting something wrong? Do students talk to each other as well as to you?
14. Do you push students to task risks, to speculate, to offer conjectures about possible approaches, strategies, and interpretations?
15. Were the learning goals for the lesson achieved? Did you adjust the lesson so your goals could be achieved by every student? What are the evidences for your answers, both in the videotape and from other sources?
16. Explain how your design and execution of this lesson affected the achievement of your instructional goals. (Your response might include – but is not limited to – such things as the anticipation and handling of student misconceptions, the unexpected questions from students, the unanticipated opportunity for learning that you captured, or your planned strategy and its outcomes in the lesson.)
17. What do you do to include parents?
18. What do you do to educate your colleagues?
Reflection on the Videotape: Answer the following questions:

1. What in the instructional sequence worked well in advancing student learning? If anything did not work as well as you expected, how would you change it? Cite specific evidence from the videotape.
2. What would you do differently, if you were given the opportunity to teach this particular lesson again with these students, and why?
3. How does this segment reflect a classroom climate that supports language learning?

Videotape: Your videotape must

1. Have voices that are audible
2. Be no longer than 30 minutes.
3. Be either digital or standard VHS format

****************************************************************************
Permission to Use Student Materials and Image in Videotape

As a student in the Graduate School of Education at George Mason University I am requesting permission to use student materials and image in a videotape that will be used for discussion about the best ways to teach foreign/second languages. Students will never be identified by their names in the tape. This videotape is not about the students, but is intended for professional development.

________________________________________________________________________
Teacher’s Signature

________________________________________________________________________
Student’s Name

________________________________________________________________________
Parent(s) or Legal Guardian(s) Signature

Marjorie Hall Haley, PhD
Associate Professor
mhaley@gmu.edu
(703) 993-8710
GUIDELINES FOR MID-TERM PROJECT

**Option A:**
*Using The Internet and Its Resources Successfully*

**Objectives:**
This project will provide you with the opportunity to use the World Wide Web/Internet as a primary resource for locating and analyzing materials and activities to be used with second language learners.

Participate in the creative process of developing strategies and gathering materials and resources for teaching communicatively.

**Tasks:**
1. Identify and critique curriculum materials and resources available on the Internet.
2. Locate materials pertaining to PreK-12 student populations. Identify age, grade, and language proficiency appropriateness.
3. Select no fewer than five (5) URL web sites on the Internet.
4. Write a two-page, double-spaced analysis for each of the five sites (critique) of your findings. This should include methodology and curriculum approaches. Samples of suggested materials will be useful.
5. In your analysis, mention how these sites will be of particular use to you, i.e., with whom, age, level of proficiency, grade, etc.
6. Include one or two pages from the web sites that help demonstrate their usefulness.

**Evaluation:**
1. Critiques are clear, concise, and will help enhance methodology.
2. Web sites selected represent a wide variety.
3. Reference is made to content of this course to support analysis.
4. Analyses include usefulness as well as limitations.
Option B: Using Technology to Enhance the Second Language Classroom

Video tape, HyperStudio, PowerPoint, Clip Art, or Other Technology-based Project

1. Prepare a 30-minute videotape, electronic game/grammar book, Web Page, PowerPoint slide presentation, or other type of technology-based project on a course outline topic of your choice and apply it to a teaching setting. The purpose of the project is to focus on one topic and inform teachers about its implications for teaching.

2. Describe the teacher/student population and their needs.

3. Prepare a printed guide to your product to help a novice use it.

4. Refer to course topics to add support to this project.

5. Submit your project on both diskette and in paper format.

Deleted: 6. Projects are due week after semester (fall/spring) break
Follow the outline below for planning a unit/lesson plan that is specific to your own current or future teaching circumstance. This plan should cover 5 days (1 separate lesson plan for each day) and each day’s plan must include preparation, presentation, practice, evaluation, expansion, and scaffolded (multilevel) instruction. Use the lesson plan template provided in the syllabus. Choose one theme or topic and the level/age/grade/content you want to teach. Include this in the title. Define the program model, i.e., pull out, push in, sheltered, immersion, etc.

TESOL/NCATE Standard 3a: Know, understand and apply concepts, research, and best practices to plan instruction in a supporting learning environment for ESL students. Serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

TESOL/NCATE Standard 3c: Are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

PLANNING PHASE

Identify Performance Objectives
1. 
2. 
3. 

Lesson Outline
Content
National/State/Local Standards

TEACHING PHASE

Preparation
Warm-up activity
Prior knowledge

Language Goals (How is instruction scaffolded and differentiated for multilevel ELLs?)

Presentation
Activities – Days 1-5
Four skills: listening, speaking, reading, writing
Multilevel: Beginning/Preproduction, Early Production/Speech Emergent, Intermediate/Advanced

Practice
1. 
2. 

25
Evaluation
1.
2.

Expansion/Extension
1.
2.

Methods/Approaches/Strategies

Other Activities:
Follow-up
Assessment
Homework assignments
Use of technology
Materials used
Closure
Part I - Introduction

Introduce where you observed, demographics of school community, etc.

Teacher Action Research – In-Service Teachers

1 = Does not meet requirements  2 = Meets requirements  3 = Exceeds requirements

Introduction including rationale
<table>
<thead>
<tr>
<th>Points</th>
<th>Unsatisfactory (F)</th>
<th>Minimal (C)</th>
<th>Competent (B)</th>
<th>Ex</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>• Does not identify and critique curriculum materials and resources available on the Internet</td>
<td>• Partially identifies and critiques curriculum materials and resources available on the Internet</td>
<td>• Identifies and critiques curriculum materials and resources available on the Internet</td>
<td>• Clearly identifies curriculum resources the Internet</td>
</tr>
<tr>
<td></td>
<td>• Does not locate materials pertaining to preK-12 student populations</td>
<td>• Locates some materials pertaining to preK-12 student populations</td>
<td>• Locates materials pertaining to preK-12 student populations</td>
<td>• Locates materials pertaining to preK-12 student populations</td>
</tr>
<tr>
<td></td>
<td>• Does not identify only age, grade or language proficiency appropriateness</td>
<td>• Identifies only age, grade or language proficiency appropriateness</td>
<td>• Partially identifies age, grade and language proficiency appropriateness</td>
<td>• Clearly identifies language appropriateness</td>
</tr>
<tr>
<td></td>
<td>• Does not select 5 URL web sites on the Internet</td>
<td>• Selects less than 5 URL web sites on the Internet</td>
<td>• Selects 5 URL web sites on the Internet</td>
<td>• Selects URL web sites representing a wide variety on the Internet</td>
</tr>
<tr>
<td></td>
<td>• Does not write a two-page analysis of findings</td>
<td>• Writes less than a two-page analysis of findings</td>
<td>• Writes a two-page analysis of findings including usefulness of each web site as well as limitations</td>
<td>• Writes a two-page analysis including usefulness of each web site as well as limitations</td>
</tr>
<tr>
<td></td>
<td>• Does not mention usefulness of sites (i.e. with whom, age, level of proficiency, grade, etc.)</td>
<td>• Mentions only one or no aspect of usefulness of sites (i.e. with whom, age, level of proficiency, grade, etc.)</td>
<td>• Partially mentions usefulness of sites (i.e. with whom, age, level of proficiency, grade, etc.)</td>
<td>• Clearly mentions sites (i.e. age, level grade, etc)</td>
</tr>
<tr>
<td></td>
<td>• Does not include one page from each web site to help demonstrate</td>
<td>• Does not include one page from each web site to help demonstrate</td>
<td>• Includes one page from each web site to help demonstrate</td>
<td>• Includes pages from to help demonstrate usefulnes</td>
</tr>
<tr>
<td></td>
<td>• No reference is made to content of course to support analysis</td>
<td>• No reference is made to content of course to support analysis</td>
<td>• Partial reference is made to content of course to support analysis</td>
<td>• Reference content of support analysis</td>
</tr>
<tr>
<td>Points</td>
<td>Unsatisfactory (F)</td>
<td>Minimal (C)</td>
<td>Competent (B)</td>
<td>Excel (A)</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------</td>
<td>-------------</td>
<td>---------------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| 20     | - Does not prepare a 30 minute videotape, electronic game/grammar book, presentation or other type of technology based project  
- Project is not based on a course outline topic  
- Project does not apply to a teaching setting  
- Does not describe teacher/student population and their needs  
- Does not prepare a printed guide to product to help a novice use it  
- Does not refer to course topics to add support to project  
- Does not submit project on either diskette or paper format | - Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology based project  
- Project is not based on a course outline topic  
- Project seldom applies to a teaching setting  
- Does not clearly describe the teacher/student population and their needs  
- Partially prepares a printed guide to product to help a novice use it  
- Does not refer to course topics to add support to project  
- Submits project on either diskette or paper format | - Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology based project  
- Project is partially based on a course outline topic  
- Project partially applies to a teaching setting  
- Partially describes the teacher/student population and their needs  
- Partially prepares a printed guide to product to help a novice use it  
- Partially refers to course topics to add support to project  
- Submits project on diskette and paper format | - Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology based project  
- Project is based on a course outline topic  
- Project applies to a teaching setting  
- Describes the teacher/student population and their needs  
- Preps a printed guide to product to help a novice use it  
- Refers to course topics to add support to project  
- Submits project on both diskette and paper format |
<table>
<thead>
<tr>
<th>Points</th>
<th>Unsatisfactory (F)</th>
<th>Minimal (C)</th>
<th>Competent (B)</th>
<th>Exceed (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Did not meet requirements</td>
<td>Met some requirements</td>
<td>Demonstrates some knowledge of understanding concepts, research, and best practices in planning instruction in a supporting learning environment for ESL students</td>
<td>Met all requirements</td>
</tr>
<tr>
<td></td>
<td>Did not demonstrate knowledge of understanding concepts, research, and best practices in planning instruction in a supporting learning environment for ESL students</td>
<td>Demonstrates limited knowledge of understanding concepts, research, and best practices in planning instruction in a supporting learning environment for ESL students</td>
<td>Demonstrates knowledge and understanding of concepts, research, and best practices in planning instruction in a supporting learning environment for ESL students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plan does not provide for scaffolded multilevel learners from diverse backgrounds</td>
<td>Plan provides for limited multilevel learners from diverse backgrounds</td>
<td>Plan provides for some multilevel learners from diverse backgrounds</td>
<td>Plan uses limited standards-based ESL content-based curriculum</td>
</tr>
<tr>
<td></td>
<td>Lesson plan does not cover five days</td>
<td>Limited lesson plan does not completely cover five days with separate lessons for each day</td>
<td>Lesson plan partially covers five days with separate lessons for each day</td>
<td>Covers five separate lessons for each day</td>
</tr>
<tr>
<td></td>
<td>Lesson plans for each day are not included</td>
<td>Limited lesson plan for each day</td>
<td>Partially includes lesson plan for each day</td>
<td>Includes lesson plan for each day</td>
</tr>
<tr>
<td></td>
<td>Did not use lesson plan template</td>
<td>Limited explanation of prepartion, presentation, evaluation for each day</td>
<td>Partially explains preparation, presentation, evaluation for each day</td>
<td>Clearly explains preparation, presentation, evaluation and practice expansion for each day</td>
</tr>
<tr>
<td></td>
<td>Did not explain theme or topic</td>
<td>Limited use of Lesson plan template</td>
<td>Lesson plan template is used</td>
<td>Lesson plan template is used</td>
</tr>
<tr>
<td></td>
<td>Did not explain level/age/grade/content in lesson plan</td>
<td>Limited explanation of theme or topic</td>
<td>Theme or topic is explained</td>
<td>Theme or topic is clearly explained</td>
</tr>
</tbody>
</table>

**Notes:**
- **Final Project Unit Lesson Plan**
- **Points:** 20
- **Unsatisfactory (F):**
  - Did not meet requirements
  - Did not demonstrate knowledge of understanding concepts, research, and best practices in planning instruction in a supporting learning environment for ESL students
  - Plan does not provide for scaffolded multilevel learners from diverse backgrounds
  - Lesson plan does not cover five days
  - Lesson plans for each day are not included
  - Did not use lesson plan template
  - Did not explain theme or topic
  - Did not explain level/age/grade/content in lesson plan
- **Minimal (C):**
  - Met some requirements
  - Demonstrates limited knowledge of understanding concepts, research, and best practices in planning instruction in a supporting learning environment for ESL students
  - Plan provides for limited multilevel learners from diverse backgrounds
  - Limited lesson plan; does not completely cover five days with separate lessons for each day
  - Limited lesson plan for each day
  - Limited explanation of preparation, presentation, evaluation for each day
  - Limited use of Lesson plan template
  - Limited explanation of theme or topic
- **Competent (B):**
  - Met some requirements
  - Demonstrates some knowledge of understanding concepts, research, and best practices in planning instruction in a supporting learning environment for ESL students
  - Plan provides for some multilevel learners from diverse backgrounds
  - Plan uses limited standards-based ESL content-based curriculum
  - Limited lesson plan partially covers five days with separate lessons for each day
  - Partially includes lesson plan for each day
  - Partially explains preparation, presentation, evaluation for each day
  - Lesson plan template is used
  - Theme or topic is explained
  - Level/age/grade/content is explained in lesson plan
- **Exceed (A):**
  - Met all requirements
  - Demonstrates knowledge and understanding of concepts, research, and best practices in planning instruction in a supporting learning environment for ESL students
  - Plan provides for multilevel diverse learners from diverse backgrounds
  - Plan uses standards-based ESL content-based curriculum
  - Covers five separate lessons for each day
  - Includes lesson plan for each day
  - Clearly explains preparation, presentation, evaluation and practice expansion for each day
  - Lesson plan template is used
  - Theme or topic is clearly explained
  - Level/age/grade/content is explained in lesson plan
<table>
<thead>
<tr>
<th>Points</th>
<th>Unsatisfactory (F)</th>
<th>Minimal (C)</th>
<th>Competent (B)</th>
<th>Exec (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Level/age/grade/content is partially explained in lesson plan</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

31
<table>
<thead>
<tr>
<th>Points</th>
<th>Unsatisfactory (F)</th>
<th>Minimal (C)</th>
<th>Competent (B)</th>
<th>Exec (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>- Did not meet requirements - Did not complete full day of observation - Did not describe application of bilingual/ESL teaching strategies and methods and student response to those strategies and methods - Did not describe resources and activities in bilingual/ESL classroom - Did not become familiar with students at a given age and grade, areas of strength and weakness and general learning pace</td>
<td>- Met some requirements - Paper is not organized well - Completed less than full day of observation - Limited description of application of bilingual/ESL teaching strategies and methods and student response to those strategies and methods - Limited description of resources and activities in bilingual/ESL classroom - Limited familiarity with students at a given age and grade, areas of strength and weakness and general learning pace</td>
<td>- Met some requirements - Completed full day of observation - Paper lacks some clarity - Partial description of application of bilingual/ESL teaching strategies and methods and student response to those strategies and methods - Partially described resources and activities in bilingual/ESL classroom - Partially familiar with students at a given age and grade, areas of strength and weakness and general learning pace</td>
<td>- Met all requirements - Organized it thoughtfully - Completed observation - Clear description of application of bilingual/ESL teaching strategies and methods and student response to those strategies and methods - Clearly described resources and activities in bilingual/ESL classroom - Clearly familiar with students at a given age and grade, areas of strength and weakness and general learning pace</td>
</tr>
</tbody>
</table>

**Videotape (In-Service Teachers Only)**

- Did not meet requirements
- Videotape is longer than 20 minutes, is not in proper format and/or voices are not audible
- Did not analyze videotape by answering questions
- Did not reflect on videotape and did not answer reflection questions

- Met some requirements
- Videotape is longer than 20 minutes, is not in proper format and/or voices are not audible
- Limited analysis of videotape (answered some questions)
- Limited reflection of videotape (answered some questions)

- Met some requirements
- Videotape is not longer than 20 minutes, is not in proper format and/or voices are not audible
- Partial analysis of videotape (answered most questions)
- Partial reflection of videotape (answered most questions)

- Met all requirements
- Videotape is not longer than 20 minutes, is in proper format and voices are audible
- In-depth videotape analysis of all questions
- In-depth videotape analysis of all questions
<table>
<thead>
<tr>
<th>Points</th>
<th>Unsatisfactory (F)</th>
<th>Minimal (C)</th>
<th>Competent (B)</th>
<th>Excellent (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>• Did not meet requirements</td>
<td>• Met some requirements</td>
<td>• Met some requirements</td>
<td>• Met all requirements</td>
</tr>
<tr>
<td></td>
<td>• Did not include summary of method or skill chosen</td>
<td>• Included limited summary of method or skill chosen</td>
<td>• Included partial summary of method or skill chosen</td>
<td>• Included summary skill chosen</td>
</tr>
<tr>
<td></td>
<td>• Presentation was not faithful to general philosophy and techniques of method or skill</td>
<td>• Presentation was partially faithful to general philosophy and techniques of method or skill</td>
<td>• Presentation was partially faithful to general philosophy and techniques of method or skill</td>
<td>• Presentation was faithful to general philosophy and techniques of method or skill</td>
</tr>
<tr>
<td></td>
<td>• Did not use of teacher developed materials</td>
<td>• Included limited use of teacher developed materials</td>
<td>• Included use of some teacher developed materials</td>
<td>• Included teacher developed materials</td>
</tr>
<tr>
<td></td>
<td>• Was not flexible in response to students’ spontaneity</td>
<td>• Limited flexibility in response to students’ spontaneity</td>
<td>• Partial flexibility in response to students’ spontaneity</td>
<td>• Partial flexibility in students’ spontaneal</td>
</tr>
<tr>
<td></td>
<td>• Did not have class rapport, warmth and enthusiasm of teacher</td>
<td>• Limited class rapport, warmth and enthusiasm of teacher</td>
<td>• Class rapport, warmth and enthusiasm of teacher - Time was partially used effectively</td>
<td>• Obvious warmth and enthusiasm of students' spontaneal</td>
</tr>
<tr>
<td></td>
<td>• Time is not used effectively</td>
<td>• Time is somewhat used effectively</td>
<td>• Creativity was present</td>
<td>• Time is used effectively</td>
</tr>
<tr>
<td></td>
<td>• Creativity is not present</td>
<td>• Creativity was limited</td>
<td>• Creativity was present</td>
<td>• Creativity was present</td>
</tr>
</tbody>
</table>

33
<table>
<thead>
<tr>
<th>Points</th>
<th>Unsatisfactory (F)</th>
<th>Minimal (C)</th>
<th>Competent (B)</th>
<th>Excel ( )</th>
</tr>
</thead>
</table>
| Class Attendance and Participation | 15 | • Did not meet requirements  
• Did not attend most classes, and did not arrive on time.  
• Did not complete assignments prior to class  
• Did not engage in class discussions  
• Did not participate in class activities  
• Did not provide constructive feedback to class members.  | • Met some requirements  
• Attended some classes, arriving on time.  
• Completed few reading assignments prior to class  
• Completed few  
• Rarely engaged in class discussions  
• Rarely participated in most class activities  
• Rarely provided constructive feedback to class members.  | • Met some requirements  
• Attended most classes, arriving on time.  
• Completed most assignments prior to class  
• Engaged in class discussions  
• Participated in most class activities  
• Provided some constructive feedback to class members.  | • Met all requirements  
• Attended all classes, arriving on time.  
• Completed all assignments prior to class  
• Engaged in class discussions  
• Participated in all class activities  
• Provided constructive feedback to class members.  |
# Part I - Introduction

<table>
<thead>
<tr>
<th>Introduce where you observed, demographics of school community, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use list of guideposts for observation</td>
</tr>
</tbody>
</table>

# Part II – Interviews With Teacher(s)

<table>
<thead>
<tr>
<th>Conduct at least two interviews with teacher(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions asked</td>
</tr>
</tbody>
</table>

# Part III – Reflection

<table>
<thead>
<tr>
<th>Summary of your learning from observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>How observations connect theory to practice</td>
</tr>
<tr>
<td>Synthesize what you learned with class content (readings, discussions, teaching demos)</td>
</tr>
<tr>
<td>Section</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Introduction including rationale</td>
</tr>
<tr>
<td>Puzzlement</td>
</tr>
<tr>
<td>Setting, Program, or Class Description</td>
</tr>
<tr>
<td>Methodology: Participants, Data collection procedure, Data collection, Instruments, Research procedures</td>
</tr>
<tr>
<td>Results/Analysis</td>
</tr>
<tr>
<td>Conclusion or Discussion</td>
</tr>
<tr>
<td>References</td>
</tr>
<tr>
<td>Appendices: Instruments developed and used, surveys, questionnaires, etc.</td>
</tr>
<tr>
<td>Brief summary of 5 hours in-house field experience (minimum ½ page in length)</td>
</tr>
</tbody>
</table>