Marjorie Hall Haley, PhD

George Mason
University

EDCI 519: METHODS OF TEACHING MULTILINGUAL STUDENTS   **FALL 2009**
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TUE: 4:30-7:10 PM   ROBINSON B-222
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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 second language teaching methods/approaches, past and present, and relate them to teaching in a second language setting.
(2.) Learn to develop a lesson plan that uses the four language skills, listening, speaking, reading, and writing. This includes learning to develop a lesson plan that shows evidence of scaffolded, differentiated, and multi-level instruction.
(3.) Plan and demonstrate 2 mini lessons: based on a method/approach or on an instructional strategy.
(4.) Locate and examine multimedia resources in the field of bilingual/ESL education.

C. Relationship to Program Goals and Professional Standards

Course Student Outcomes (above)	TESOL/NCATE Standards Domain	INTASC Principles
1	1a 1b	P1
2.	2a 2b	P2 P3
3.	3a 3b 3c	P4 P7
4.	3a 3b 3c	P4 P6 P7 P9
5.	3c	P6
6.	4a 4c	P8
7.	5c	P10

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

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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 Textbooks:
(1) Hall Haley, M. & Austin, T. (2004). Content-based Second Language Teaching and Learning: An Interactive Approach. Allyn & Bacon. Boston, MA.
Textbook Companion website: http://www.ablongman.com/hallhaley1e

(2) Hall Haley, M. (2010). Brain-Compatible Differentiated Instruction for English Language Learners. Allyn & Bacon. Boston, MA.
Textbook Companion website: www.pearsonhighered.com/educator

(3) Recommended Textbooks: Herrell, Adrienne & Jordan, Michael (2008). 50 Strategies for Teaching English Language Learners. Allyn & Bacon. Boston, MA.

(4) TESOL, PreK-12 English Language Proficiency Standards. ISBN: 978-193118531-8.
Telephone: 703-836-0774. Fax 703-836-6447. Email: tesol@tesol.org http://www.tesol.org

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**

* These projects must be submitted both in paper copy <u>and</u> on either CD/DVD/Diskette

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

GRADE	SCORE
A	93-100 points
A-	90-92 points
B+	88–89 points
B	83-87 points
C or below	Unsatisfactory

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 website http://cehd.gmu.edu/people/faculty/mhaley/exemplars
PowerPoints for Haley text, Brain-Compatible: www.pearsonhighered.com/educator
Haley research http://gse.gmu.edu/research/mirs
Reading Assmt. Web Cast: LVP http://www.readingrockets.org/profdev/webcasts/1003
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
ESL Café Web Guide (http://www.eslcafe.com/search/index.html)
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/OEIAS/esscience/eslcires.htm)

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Class Assignments for EDCI 519			
Project	**Goal**	**Points**	**Due Date**
Field Experience: <u>Pre-Service</u> <u>Teachers</u> – Field Experience Logs <u>In-Service Teachers</u> – Videotape and written commentary	**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. **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.	**20 Points**	**11 Nov**
Two Teaching Simulations	Simulate a teaching method/approach and one instructional strategy, using lesson plan template provided.	**25 Points**	**Dates selected**
Mid Term **Tech Project**	**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. **Option B**: to create a multimedia resource that will inform teachers about its implications for teaching. **Option C:** See Professor Haley	**20 Points**	**21 Oct**
Final Project	Create a unit lesson plan covering 5 days. Plan must include *preparation, presentation, practice, evaluation, and expansion.* **Note: This project is required for the licensure portfolio.**	**20 Points**	**Last Class**
Class Attendance, Homework, and Participation	Attend all class sessions with homework completed, arriving on time, and actively participate during large and small group discussions and activities.	**15 Points**	**Every class**

EDCI 519 Fall 2009 Schedule

Sept 2   Introduction/Orientation – Domain 1: Language
Week (1) Language / Language Learning / Language Acquisition Weeks 1-2 (Standard 1.b) Review Course Outline. Readings' partners selected. Video – "Victor." **Assignment # 1 for next class**:   **(1)** Read (Haley/Austin), Preface pp. xv-xix AND **Chapter 1,** "How Languages are Learned and Acquired". Answer comprehension questions from pp. 349-350. **(2)** Read (Haley), Preface pp. xi-xvi.

SEPT 9 LANGUAGE ACQUISITION – DOMAIN 1: LANGUAGE   DOMAIN 2: CULTURE **DOMAIN 3: PLANNING INSTRUCTION**

Week (2)
The classroom as an environment for language acquisition and for academic purposes. PowerPoint: Brain-Compatible Differentiated Instruction. Review of second language acquisition research and Chapter 1. Classroom considerations. TESOL National ESL Standards PK-12 Students. Starting off the school year – planning & prepping. Writing objectives and setting goals.
 	
   Assignment #2 for next class: **(1)** Read **Chapter 3** (Haley/Austin), "Planning for the Standards-based Classroom" and answer questions on pp. 87, 357.
  (2) Using a set of national, state or local standards, create three performance-based objectives
  (3) In-service teachers: bring in a copy of your local or state standards.
  (4) Create a "TO DO" list of things to be done to start a school year
  (5) Read (Haley) pp. 1-5

Sept 16 – The Planning Process – Domain 3: Planning Instruction
Week (3)   Section II – Herrell & Jordan Book Planning effectively and advocating for ELLs. Instruction both within and outside the classroom environment. **Assignment #3 for next class:** **(1)   Chapter 2** (Haley/Austin)**,** "A Critique of Methods and Approaches in Language Teaching."   **(2)** Read (Haley) pp. 7-39.

SEPT 23 - PLANNING FOR THE STANDARDS-BASED CLASSROOM – DOMAIN 3: PLANNING INSTRUCTION

(Week (4) Section II in Herrell & Jordan Book
Incorporating appropriate methodology. Creating an eclectic approach to teaching.
Review of Chapter 2. Work on comprehension activities pp. 353-356 in class.
PowerPoint: "Differentiation of Instruction" and "No Child Left Behind" – found on website: http://cehd.gmu.edu/people/faculty/mhaley/exemplars
SIGN UP FOR INFORMAL TEACHING DEMOS
Assignment # 4 for next class: (1) Read **Chapter 4** (Haley/Austin)**,** "Evaluating and Creating Interactive Assessment" and answer questions, pp. 359-360
(2) Use one of the performance objectives from previous assignment and create an assessment activity. Scaffold this assessment for the **five** proficiency levels.
(3) Read (Haley) pp. 78-93 & answer questions on p. 93.

Sept 30 -   Assessment – Domain 4: Assessment

(Week 5) Section III in Herrell & Jordan Book
Introduction to assessment. Reasons for assessment. Alternative assessment/performance-based tasks. Focusing on interactive oral language assessment.
Review Chapter 4. PowerPoint: "Assessment for ELLs" . Go online and view   http://www.readingrockets.org/profdev/webcasts/1003
Informal Teaching Demonstration # 1

Assignment # 5 for next class: (1) **Chapter 5** (Haley/Austin), "Interactive Listening and Reading" (2) Create a content-based Listening and Reading Activity for ESL pull out with the five oral language proficiency levels.

OCT 7 – LISTENING AND READING – DOMAIN 1: LANGUAGE   DOMAIN 2: CULTURE

Week (6) Section V in Herrell & Jordan Book
Interactive Listening and Reading. Reading versus literacy. Reading and viewing as interactive processes. Strategy-based reading instruction. Review Chapter 5 and complete Comprehension Activities pp. 362-365 in class.
Informal Teaching Demonstration # 2
Students Sign up for Formal Teaching Demonstration!!!
Assignment #6 for next class: **(1) Chapter 9** (Haley/Austin), "Integrating Technology in an Interactive Content-based Classroom." **(2)** Create a content-based Speaking & Writing activity for a Push-in model with the 5 proficiency levels. **(3)** Read (Haley) pp. 41-48 and answer questions on p. 48.

OCT 14 - INTEGRATING TECHNOLOGY

Week (7)   Technology Overview – The role and impact of technology in today's classroom. Review Speaking & Writing Activities. Share readings and questions. **Informal Teaching Demonstration # 3**
Assignment for next class: (1) Mid Term Project Due – One segment to be presented in class.

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OCT 21 INTEGRATING TECHNOLOGY – DOMAIN 3: PLANNING/MANAGING INSTRUCTION

Week (8) A brief segment of Mid Term Projects Presented in Class –

OCT 28 –

Week (9) Section IV in Herrell & Jordan Book
Integrating Technology. Pedagogical implications for using technology.
Technology in an interactive content-based classroom. Traditional
technologies. Multimedia. Internet Scavenger Hunt.
Technology Preview

Recycle, Reflect, Redirect: Chapters 1, 3, 4, 5, 9

Assignment #7 for next class – Create a one day lesson plan. Use page 1 on the lesson plan template.

Nov 4 – Oral Communication Skills – Domain 1: Language
                                        Domain 2: Culture

Week (10) Writer's Workshop to Critique One Day Lesson Plan
Examining communicative diversity. Theories of oral communicative
development. Implications from research for the language classroom. Focusing
on oral communication in content-based language learning. Review one day
lesson plans.

Assignment #8 for next class: (1) Handout from Dr. Haley – Article from ESL
Magazine (2) Chapter 8 (Haley/Austin), "An Interactive Approach for Working
with Diverse Learners" and answer questions on pp. 370-373.
Field Experience Reports and Field Experience Videotapes

NOV 11 –   WORKING WITH DIVERSE LEARNERS – DOMAINS 2, 3, 4

Week (11) Section V in Herrell & Jordan Book
Learner-centered instruction. Pedagogical implications for working
with diverse learners. The Theory of Multiple Intelligences. Working
with Diverse Learners: Culturally & Linguistically Diverse Students
PowerPoint: CLCD Learners. Review Chpt 8 and article.
Video: Valuing Diverse Learners
Field Experience Reports and Videotapes are Due

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NOV 18 –
Week (12) Guest Presenter: To Be Announced

NOV 25 – NO CLASS – THANKSGIVING HOLIDAY
Week (13)

DEC 2
Week (14) Formal Teaching Demonstrations # 1

.

DEC 9
Week (15) Formal Teaching Demonstrations # 2 Course Evaluations All remaining work due

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CLASS	DATE	IN-CLASS FOCI	ASSIGNMENTS DUE NEXT CLASS
#1	9/2	• Orientation and Introduction to Course	1. Haley/Austin, Preface xv-xix. Chapt 1, answer questions on pp. 349-350. 2. Haley, Preface pp. xi-xvi
#2	9/9	• Ch. 1- How Languages Are Learned and Acquired	1. Haley/Austin, Chapter 3, answer questions on pp 87, 357. 2. Create 3 objectives 3. Create TO DO List 4. Haley, pp. 1-5
#3	9/16	• Ch. 3 – A Critique of Methods and Approaches in Language Teaching	1. Haley/Austin, Chapter 2 2. Haley, pp. 7-39
#4	9/23	• Ch. 2 – Planning for the Standards-based Classroom	1. Haley/Austin, Chapter 4 Answer ?s pp. 359-360 2. Create an assessment activity. 3. Haley, pp. 78-93 & ?'s
#5	9/30	• Ch. 4 – Evaluating and Creating Interactive Content-based Assessment	1. Haley/Austin, Chapter 5 2. Create a content-based Listening and Reading Activity
#6	10/7	• Ch. 5 – Interactive Listening and Reading	1. Haley/Austin, Chapter 9 - answer ?'s pp. 306, 322, 328 2. Create content-based speaking and writing activity 3. Haley, pp. 41-48 & ?'s
#7	10/14	• Multimedia - Technology	Mid Term Project due One segment to be presented in class
#8	10/21	• Ch. 9 – Integrating Technology • Mid Term Projects Presented • Must sign up for Teaching Demonstration	
#9	10/28	Recap/Review/Reflect	1. Create a 1-day lesson plan
#10	11/4	• Ch. 6 - Oral Communication Skills	1. Haley/Austin, Chpt 8 & ?s pp. 370-373 2. Article from Dr. Haley 3. Field Exp Reports Due
# 11	11/11	• Ch 8 - Working With Diverse Learners	
#12	11/18	Guest Presenter	
#13	11/25	• NO CLASS - THANKSGIVING	
#14	12/2	Formal Teaching Demonstrations	1. Work on Final Project
#15	12/9	• Formal Teaching Demonstrations • All Work Due	

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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)
- Audiolingual 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

REFLECTION PHASE – To be sent electronically to Dr. Haley within one week of the teaching demonstration.

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_____

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<div align="center">

Sample Lesson Plan Template
ENGLISH AS A SECOND LANGUAGE

</div>

Teacher_____**School**_____

Grade(s)_____ **Proficiency Level(s)**_____**Program Model**_____

Content:_____

PLANNING PHASE

Content and/or Language Objectives – *As a result of this lesson, students will be able to:*

1.

2.

3.

Vocabulary

Materials Needed

Lesson Outline:

National/State/Local Standards*:_____*

TEACHING PHASE SEQUENCE

Warm-up Activity:_____

Transition:_____

Activities

Grouping		Scaffolding		Processes	
Entire class		Modeling		Reading	
Small group		Individual		Listening	
Partners		Guided		Writing	
Individual				Individual	

Activity # 1
     Transition

Activity # 2
     Transition

Activity # 3
     Transition

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Differentiated Instruction
Starting Up
Beginning
Developing
Expanding
Bridging

Assessment

Closure
Review of this lesson:

Preview for next lesson:

Home Work

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_____

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EDCI 519 -- Methods of Teaching in Multilingual Settings

Formal Teaching Demonstration

Presenter(s)_____

_____

Method/Strategy_____ **Date**_____

5=Excellent 1=Poor	1	2	3	4	5
Quality/Accuracy of Lesson Plan					
Usefulness of Handout					
Accurate Summary					
True to Method/Strategy					
Evidence of Preparation					
Use of Teacher-Developed Materials					
Flexibility in Response to Students					
Efficient Use of Time					
Class rapport, warmth, enthusiasm					
Creativity					
Differentiated 5 levels of proficiency					

*Comments:*_____

_____

*Recommendations:*_____

_____

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Guidelines for Informal Teaching Demonstration

1. Using Lessons 1-5 in the Haley book, you and your partner(s) will prepare and present a **20-30 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. It will be your responsibility to bring the necessary materials (markers, pens, transparencies, sentence strips, poster paper, etc), visuals, and manipulatives for your demonstration.
3. 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?
4. You and your partner(s) may choose one, two or any combination of methods/approaches/strategies to present your lesson.
5. We will be your students. You and your partner(s) can assign us different proficiency levels and ages.
6. 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

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GUIDELINES FOR FIELD EXPERIENCE – <u>PRE-SERVICE TEACHERS</u>
COURSE TITLE: Methods of Teaching Multilingual Students (EDCI 519)
INSTRUCTOR: Dr. Marjorie Hall Haley

The online Field Experience Presentation that discusses the registration process for students. The presentation and the registration website can be accessed from this location:

http://cehd.gmu.edu/teacher/fieldexperience/

Please inform your students about this website, either showing them the presentation during class time or asking them to view it from home. It is important that all students completing field experience register by the October 15 deadline.
If you have questions, contact Lauren Clark at lclark@gmu.edu

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: <u>PRE-SERVICE TEACHERS</u>
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 <u>one</u> 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, double-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. <u>It is not necessary to try and cover all 20 items.</u>

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

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 your 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.
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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.

Marjorie Hall Haley, PhD

GEORGE MASON UNIVERSITY
Graduate School of Education

Field Experience Reporting Form

Name: **Semester/Year** Fall '09

School:

Course: EDCI 519

Professor: Dr. Marjorie Hall Haley   **Clockhours:** 10

School site/class/grade	**Teacher**	**Date**	**Hours on site**

Use this form as a way of keeping track of your required 10 hours of field experience.
Return this form when you submit your written report.

Marjorie Hall Haley, PhD

Analytic Scoring Rubric – PRE-SERVICE Teacher Field Experience and Report
EDCI 519 – Fall 2009

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
18-20 points A	15-17 points B	12-14 points C	0-11 points F
Fulfillment of requirements			
Meets all requirements	Meets most requirements	Meets some requirements	Does not meet requirements
Hours of Field Experience requirements			
Completes 10 hours of field experience	Completes 8-9 hours of field experience	Completes 6-7 hours of field experience	Completes fewer than 5 hours of field experience
Familiarity with student cognitive, linguistic and social development and needs			
Illustrates a clear familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Illustrates a partial familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Illustrates a limited familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Does not illustrate a familiarity with students at a given age and grade, areas of strength and weakness and general learning pace
Written Analysis			
Organizes paper in a thoughtful manner Clearly describes resources and activities in a bilingual/ESL classroom Provides a clear description of application of bilingual/ESL teaching strategies and methods and student response to those strategies and methods	Paper lacks some clarity Partially describes resources and activities in a bilingual/ESL classroom Provides a partial description of application of bilingual/ESL teaching strategies and methods and student response to those strategies and methods	Paper is not well-organized Provides a limited description of resources and activities in a bilingual/ESL classroom Provides a limited description of application of bilingual/ESL teaching strategies and methods and student response to those strategies and methods	Paper is not well-organized. Does not describe resources and activities in a bilingual/ESL classroom Does not provide a description of application of bilingual/ESL teaching strategies and methods and student response to those strategies and methods

Student name:_____   **Score:**_____

Comments/Feedback:

Marjorie Hall Haley, PhD

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 <u>no fewer than 12</u> of 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 are 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?

Marjorie Hall Haley, PhD

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, CD, or DVD
****

Marjorie Hall Haley, PhD

RELEASE FORM

**Graduate School of Education
George Mason University
Fall 2009**

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
Professor of Education
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(703) 993-8710

Marjorie Hall Haley, PhD

Analytic Scoring Rubric – In-Service Teacher Video
EDCI 519 – Fall 2009
IN-SERVICE Teachers Field Experience Report

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
18-20 points A	15-17 points B	12-14 points C	0-11 points F
Fulfillment of requirements			
Meets all requirements	Meets most requirements	Meets some requirements	Does not meet requirements
Video requirements			
Videotape is not longer than 20 minutes, is in the proper format and voices are audible	Videotape is not longer than 20 minutes, is not in the proper format and/or voices are not audible	Videotape is longer than 20 minutes, is not in the proper format and/or voices are not audible	Videotape is longer than 20 minutes, is not in the proper format and/or voices are not audible
Written Analysis			
Provides an in-depth analysis of videotape (answers at least 12 questions)	Provides a partial analysis of videotape (answers 9-11 questions)	Provides a limited analysis of videotape (answers 5-8 questions)	Does not provide an analysis of videotape by answering questions
Provides an in-depth reflection of the videotape (answers all questions)	Provides a partial reflection of the videotape (answers most questions)	Provides a limited reflection of the videotape (answers some questions)	Does not provide a reflection of the videotape and does not answer questions

Student name:_____   **Score:**_____

Comments/Feedback:

Marjorie Hall Haley, PhD

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

All work must be turned in on either DVD/CD/Diskette AND paper copies.

Marjorie Hall Haley, PhD

Analytic Scoring Rubric – Mid Term Project Option A
EDCI 519 – Fall 2009

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
18-20 points A	15-17 points B	12-14 points C	0-11 point F
Fulfillment of task			
Clearly and concisely identifies and critiques curriculum materials and resources available on the Internet	Identifies and critiques curriculum materials and resources available on the Internet	Partially identifies and critiques curriculum materials and resources available on the Internet	Does not identify and/or critique curriculum materials and resources available on the Internet
Completion of task requirements			
Selects no fewer than 5 URL web sites on the Internet that represent a wide variety	Selects 5 URL web sites on the Internet	Selects less than 5 URL web sites on the Internet	Does not select 5 URL web sites on the Internet
Includes one or two pages from each web site to help demonstrate usefulness	Includes one page from each web site to help demonstrate usefulness	Does not include one page from each web site to help demonstrate usefulness	Does not include one page from each web site to help demonstrate usefulness
Appropriateness and usefulness of materials selected			
Locates materials pertaining to preK-12 student populations	Locates materials pertaining to preK-12 student populations	Locates some materials pertaining to preK-12 student populations	Does not locate materials pertaining to preK-12 student populations
Clearly and concisely identifies age, grade and language proficiency appropriateness	Partially identifies age, grade and language proficiency appropriateness	Identifies only age, grade or language proficiency appropriateness	Does not identify any age, grade or language proficiency appropriateness
Clearly and concisely mentions usefulness of sites (i.e. with whom, age, level of proficiency, grade, etc.)	Partially mentions usefulness of sites (i.e. with whom, age, level of proficiency, grade, etc.)	Mentions only one or no aspects of usefulness of sites (i.e. with whom, age, level of proficiency, grade, etc.)	Does not mention usefulness of sites (i.e. with whom, age, level
Analysis			
Writes a two-page analysis of findings including usefulness of each web site as well as limitations	Writes less than a two-page analysis of findings including usefulness of each web site as well as limitations	Writes less than a two-page analysis of findings	Does not write a two-page analysis of findings
Makes reference to content of course to support analysis	Makes partial references to content of course to support analysis	Makes no reference to content of course to support analysis	Makes no reference to content of course to support analysis

Student name:_____   **Score:**_____

Marjorie Hall Haley, PhD

Comments/Feedback:

Option B:
Using Technology to Enhance the Second Language Classroom

Video tape, Multimedia, PowerPoint, 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 either DVD/CD/diskette **and** in paper format.

Marjorie Hall Haley, PhD

Analytic Scoring Rubric – Mid Term Project Option B
EDCI 519 – Fall 2009

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
18-20 points A	15-17 points B	12-14 points C	0-11 point F
Fulfillment of task			
Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology-based project	Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology-based project	Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology-based project	Does not prepare a 30 minute videotape, electronic game/grammar book, presentation or other type of technology-based project
Completion of task requirements			
Project is based on a course outline topic

Projects applies to a teaching setting

Submits project on both CD and in paper format | Project is partially based on a course outline topic

Projects partially applies to a teaching setting

Submits project on both CD and in paper format | Project is not based on a course outline topic

Projects seldom applies to a teaching setting

Submits project on either CD or paper format | Project is not based on a course outline topic

Project does not apply to a teaching setting

Does not submit project on either CD or paper format |
Appropriateness and usefulness of materials selected			
Describes the teacher/student population and their needs	Partially describes the teacher/student population and their needs	Does not clearly describe the teacher/student population and their needs	Does not describe the teacher/student population and their needs
Analysis			
Prepares a printed guide of the product to help a novice use it

Refers to course topics to add support to project | Partially prepares a printed guide of the product to help a novice use it

Partially refers to course topics to add support to project | Partially prepares a printed guide of the product to help a novice use it

Does not refer to course topics to add support to project | Does not prepare a printed guide of the product to help a novice use it

Does not refer to course topics to add support to project |

Student name:_____   **Score:**_____

Comments/Feedback:

Dr. Marjorie Hall Haley – EDCI 519 – Fall 2009

FINAL PROJECT
This project is <u>required</u> for the licensure portfolio!
<u>Must be turned in on either DVD/CD/Diskette and paper copies.</u>

GUIDELINES FOR UNIT LESSON PLAN

Purpose: To show that you know, understand and can apply concepts acquired in this course to your own approach to planning a supporting learning environment for ESL students in multilevel classrooms with learners from diverse backgrounds. To demonstrate effective use of a wide range of standards-based materials, resources and technologies.

Process: Follow the outline below for planning a unit/lesson plan that is <u>specific to your own *current or future* teaching circumstance</u>. 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 3b: Know, manage and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core 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.

Assessment Criteria: The five assessment criteria used will be
1. Concepts, research, and best practices
2. Multilevel instruction
3. Standards, content, and theme-based
4. Five separate lesson plans and includes all 4 skills: listening, speaking, reading and writing
5. Standards-based materials, resources, and technologies

Marjorie Hall Haley, PhD

Analytic Scoring Rubric -- Unit Lesson Plan
EDCI 519 – Fall 2009
NCATE Unit Standard 3a., 3b., 3c.
[Required for Portfolio and TESOL NCATE accreditation]

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
18-20 points A	**15-17 points B**	**12-14 points C**	**0-11 point F**
Concepts, research, and best practices			
Accurately demonstrates applications of concepts, research, and best practices	Demonstrates some applications of concepts, research, and best practices	Demonstrates few applications of concepts, research, and best practices	Does not demonstrate applications of concepts, research, and best practices
Multilevel Instruction			
Shows scaffolded and differentiated instruction for multilevels,	Shows some explanations of scaffolded and differentiated instruction for multilevels	Shows few explanations of scaffolded and differentiated instruction for multilevels	Does not show scaffolded and differentiated instruction for multilevels
Standards, content, and theme-based			
Uses standards, content, and theme-based curriculum for appropriate grade and age level	Some uses of standards, content, and theme-based curriculum for appropriate grade and age level	Few uses of standards, content, and theme-based curriculum for appropriate grade and age level	Does not use standards, content, and theme-based curriculum for appropriate grade and age level
5 Separate lesson plans and includes all 4 skills: listening, speaking, reading, writing			
Covers 5 days with 1 separate lesson plan for each day, clearly explaining preparation, presentation, practice, evaluation and expansion, integrating English listening, speaking, reading and writing	Covers 5 days with 1 separate lesson plan for each day but lacks clear explanation of preparation, presentation, practice, evaluation, and expansion, integrating English listening, speaking, reading and writing	Covers fewer than 5 days with 1 separate lesson plan for each day, not clearly explaining preparation, presentation, practice, evaluation and expansion, integrating English listening, speaking, reading and writing	Does not cover 5 days with 1 separate lesson plan for each day, clearly explaining preparation, presentation, practice, evaluation and expansion, integrating English listening, speaking, reading and writing
Standards-based materials, resources and technologies			
Uses a variety of standards-based materials, resources, and technologies	Uses some variety of standards-based materials, resources, and technologies	Uses little variety of standards-based materials, resources, and technologies	Does not use a variety of standards-based materials, resources, and technologies

Student name:_____   **Score:**_____

Comments/Feedback:

Marjorie Hall Haley, PhD

EDCI 519 – Analytic Rubric for Class Attendance, Homework, and Participation

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
15 points A	13-14 points B	11-12 points C	0-10 points F
Class Attendance			
Attended all classes or missed 1 class, arriving on time	Missed 2 classes. Arrived late.	Missed 3 classes Arrived late	Missed more than 3 classes. 3 or more late arrivals.
Homework			
Complete assignments on time	Completed most assignments on time	Completed few assignments on time	Did not complete assignments on time
Participation			
Engaged in meaningful class discussions	Engaged in class discussions	Rarely engaged in class discussion	Did not engage in class discussions
Participated actively in class activities	Participated in most class activities	Rarely participated in class activities	Did not participate in class activities
Provided constructive feedback to class members	Provided some constructive feedback to class members	Rarely provided constructive feedback to class members	Did not provide constructive feedback to class members

Student name:_____   **Score:**_____

Comments/Feedback:

Marjorie Hall Haley, PhD

Materials Release Form for

EDCI 519
Fall 2009
Dr. Marjorie Hall Haley

In this course, I will be electronically collecting and storing work samples of your projects and/or papers as performance evidence for program accreditation, which is conducted every seven years by the National Council for the Accreditation of Teacher Education (NCATE) programs. If you agree to let me use your materials for this purpose, please sign below. Pease note that every precaution will be taken to protect your anonymity.

1. I, _____, give permission for

         (please print your name)

materials produced to meet the requirements of this course **to be used as work samples for the NCATE** review process.

2. Please replace my name with a code on my papers and projects.

     YES   NO

_____ _____

  Signature   Date

Tel. No. _____ (Home or cell phone)

Email address _____

Marjorie Hall Haley, PhD
STUDENT BIOGRAPHICAL INFORMATION

Please Print <u>clearly!</u>

Name:_____

E-mail address:_____

Home phone:_____ Work phone:_____

Home
address:_____

_____

GMU Program:_____ Academic Advisor_____
Year admitted:_____ Expected completion year_____

Currently teaching?_____ If yes, where, what, and for how long?
_____

Language(s) you speak/read/write_____
Level(s) of proficiency_____

Travel experience?_____ Where?_____
For how long?_____

Career goals:_____

What you hope to gain from this
class:_____

_____

_____

Favorite leisure/pastime
activities:_____

_____

Marjorie Hall Haley, PhD