



**EDCI 519: METHODS OF TEACHING MULTILINGUAL STUDENTS**

**SPRING 2010**

**PROFESSOR:** DR. Marjorie Hall Haley  
**E-MAIL:** [mhaley@gmu.edu](mailto:mhaley@gmu.edu)

**Office Hours:** By Appt  
**Office:** Robinson A-315

**TELEPHONE:** (703) 993-8710

**TUE: 4:30-7:10 PM ROBINSON B-203**

**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**

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

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 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](http://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](mailto:tesol@tesol.org) <http://www.tesol.org>

**F. Course Requirements:**

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

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

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

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

**Students will be expected to...**

- Attend all class sessions, **arriving on time**, and actively participate during large and small group discussions and activities.
- Complete all assignments on time.
- 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](http://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](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](http://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](http://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](http://www.exploratorium.org/learning_studio/sciencesites.html))

FCPS Elementary Science Curriculum Resource Guide

(<http://www.fcps.edu/DIS/OEIAS/esscience/eslcires.htm>)

Class Assignments for EDCI 519			
Project	Goal	Points	Due Date
<p><b>Field Experience:</b>  <u>Pre-Service Teachers</u>                      – Field Experience Logs</p> <p><u>In-Service Teachers</u> – Videotape and written commentary</p>	<p><b>Pre-Service:</b> 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.</p> <p><b>In-Service:</b> 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.</p>	20 Points	6 April
<b>Two Teaching Simulations</b>	Simulate a teaching method/approach and one instructional strategy, using lesson plan template provided.	25 Points	Dates selected
<p><b>Mid Term</b></p> <p><b>Tech Project</b></p>	<p><b>Option A:</b> to use the World Wide Web as a primary resource for locating and analyzing materials and activities to be used with English Language Learners.</p> <p><b>Option B:</b> to create a multimedia resource that will inform teachers about its implications for teaching.</p> <p><b>Option C:</b> See Professor Haley</p>	20 Points	16 Mar
<b>Final Project</b>	Create a unit lesson plan covering 5 days. Plan must include <i>preparation, presentation, practice, evaluation, and expansion</i> . <b>Note: This project is required for the licensure portfolio.</b>	20 Points	Last Class
<b>Class Attendance, Homework, and Participation</b>	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























Marjorie Hall Haley, PhD

**H. COURSE SCHEDULE**

## EDCI 519 Spring 2010 Schedule

### **Jan 19 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.

### **JAN 26 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

### **Feb 2 – 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.

### **FEB 9 - PLANNING FOR THE STANDARDS-BASED CLASSROOM – DOMAIN 3: PLANNING INSTRUCTION**

#### **(Week (4) Section II in Herrell & Jordan Book**

Marjorie Hall Haley, PhD

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.

**Feb 16 - 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.

**FEB 23 – 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.

**MAR 2 - 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.

**MAR 9 – SPRING BREAK – NO CLASS**

Week 8

**MAR 16 INTEGRATING TECHNOLOGY – DOMAIN 3:  
PLANNING/MANAGING INSTRUCTION**

**Week (9)** A brief segment of Mid Term Projects Presented in Class –

**MAR 23 –**

**Week (10) 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.**

**Mar 30– Oral Communication Skills – Domain 1: Language  
Domain 2: Culture**

**Week (11) 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**

**APR 6 – WORKING WITH DIVERSE LEARNERS – DOMAINS 2, 3,  
4**

**Week (12) 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**

**APR 13 –**

**Week (13)**

**Final preparation for formal teaching demonstrations and Unit Lesson Plans**

**APR 20–**

**Week (14)**

**Formal Teaching Demonstrations # 1**

**APR 27**

**Week (15)**

**Formal Teaching Demonstrations # 2**

**Course Evaluations**

**All remaining work due**

CLASS	DATE	IN-CLASS FOCI	ASSIGNMENTS DUE NEXT CLASS
#1	1/19	<ul style="list-style-type: none"> <li>Orientation and Introduction to Course</li> </ul>	<ol style="list-style-type: none"> <li>Haley/Austin, Preface xv-xix. Chapt 1, answer questions on pp. 349-350.</li> <li>Haley, Preface pp. xi-xvi</li> </ol>
#2	1/26	<ul style="list-style-type: none"> <li>Ch. 1- How Languages Are Learned and Acquired</li> </ul>	<ol style="list-style-type: none"> <li>Haley/Austin, Chapter 3, answer questions on pp 87, 357.</li> <li>Create 3 objectives</li> <li>Create TO DO List</li> <li>Haley, pp. 1-5</li> </ol>
#3	2/2	<ul style="list-style-type: none"> <li>Ch. 3 – A Critique of Methods and Approaches in Language Teaching</li> </ul>	<ol style="list-style-type: none"> <li>Haley/Austin, Chapter 2</li> <li>Haley, pp. 7-39</li> </ol>
#4	2/9	<ul style="list-style-type: none"> <li>Ch. 2 – Planning for the Standards-based Classroom</li> </ul>	<ol style="list-style-type: none"> <li>Haley/Austin, Chapter 4 Answer ?s pp. 359-360</li> <li>Create an assessment activity.</li> <li>Haley, pp. 78-93 &amp; ?'s</li> </ol>
#5	2/16	<ul style="list-style-type: none"> <li>Ch. 4 – Evaluating and Creating Interactive Content-based Assessment</li> </ul>	<ol style="list-style-type: none"> <li>Haley/Austin, Chapter 5</li> <li>Create a content-based Listening and Reading Activity</li> </ol>
#6	2/23	<ul style="list-style-type: none"> <li>Ch. 5 – Interactive Listening and Reading</li> </ul>	<ol style="list-style-type: none"> <li>Haley/Austin, Chapter 9 - answer ?'s pp. 306, 322, 328</li> <li>Create content-based speaking and writing activity</li> <li>Haley, pp. 41-48 &amp; ?'s</li> </ol>
#7	3/2	<ul style="list-style-type: none"> <li>Multimedia - Technology</li> </ul>	Mid Term Project due One segment to be presented in class
#8	3/9	<ul style="list-style-type: none"> <li>NO CLASS – SPRING BREAK</li> </ul>	
#9	3/16	<ul style="list-style-type: none"> <li>Ch. 9 – Integrating Technology</li> <li>Mid Term Projects Presented</li> <li>Must sign up for Teaching Demonstration</li> </ul>	
#10	3/23	Recap/Review/Reflect	<ol style="list-style-type: none"> <li>Create a 1-day lesson plan</li> </ol>
#11	3/30	<ul style="list-style-type: none"> <li>Ch. 6 - Oral Communication Skills</li> </ul>	<ol style="list-style-type: none"> <li>Haley/Austin, Chpt 8 &amp; ?s pp. 370-373</li> <li>Article from Dr. Haley</li> <li>Field Exp Reports Due</li> </ol>
# 12	4/6	<ul style="list-style-type: none"> <li>Ch 8 - Working With Diverse Learners</li> </ul>	
#13	4/13	Final preparation for formal teaching demonstrations and Unit Lesson Plan	
#14	4/20	<ul style="list-style-type: none"> <li>Formal Teaching Demonstrations # 1</li> </ul>	
#15	4/27	Formal Teaching Demonstrations # 2 Course Evaluations All remaining work due	

## **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 Souza)
- 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!**

Marjorie Hall Haley, PhD

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 \_\_\_\_\_

**Sample Lesson Plan Template**  
**ENGLISH AS A SECOND LANGUAGE**

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**

<b>Grouping</b>		<b>Scaffolding</b>		<b>Processes</b>		<b>Skills</b>	
Entire class		Modeling		Reading		Listening	
Small group		Individual		Listening		Speaking	
Partners		Guided		Writing		Reading	
Individual				Individual		Writing	

Activity # 1  
Transition

Activity # 2  
Transition

Activity # 3  
Transition

**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 \_\_\_\_\_
- Special 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** \_\_\_\_\_

**EDCI 519 -- Methods of Teaching in Multilingual Settings**

***Formal Teaching Demonstration***

**Presenter(s)** \_\_\_\_\_

**Method/Strategy** \_\_\_\_\_ **Date** \_\_\_\_\_

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

**Comments:** \_\_\_\_\_

**Recommendations:** \_\_\_\_\_

## **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

Marjorie Hall Haley, PhD

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

The online Field Experience Presentation 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 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 February 15 deadline.

If you have questions, contact Lauren Clark at [lclark@gmu.edu](mailto: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: 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, 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. 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

Marjorie Hall Haley, PhD

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 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.

Marjorie Hall Haley, PhD

**GEORGE MASON UNIVERSITY  
Graduate School of Education**

**Field Experience Reporting Form**

**Name:** \_\_\_\_\_ **Semester/Year** Spring '10

**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.**

**Analytic Scoring Rubric – PRE-SERVICE Teacher Field Experience and Report  
EDCI 519 – Spring 2010**

<b>Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence</b>	<b>Developing: Meets Expectations Adequately. Clear Evidence</b>	<b>Beginning: Does not adequately meeting Expectations Limited Evidence</b>	<b>No Evidence Little or No Evidence</b>
<b>18-20 points A</b>	<b>15-17 points B</b>	<b>12-14 points C</b>	<b>0-11 points F</b>
<b>Fulfillment of requirements</b>			
Meets all requirements	Meets most requirements	Meets some requirements	Does not meet requirements
<b>Hours of Field Experience requirements</b>			
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
<b>Familiarity with student cognitive, linguistic and social development and needs</b>			
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
<b>Written Analysis</b>			
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:**

## **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 no fewer than 12 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 take 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, CD, or DVD

\*\*\*\*\*

**RELEASE FORM**

**Graduate School of Education  
George Mason University  
Spring 2010**

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  
[mhaley@gmu.edu](mailto:mhaley@gmu.edu)  
(703) 993-8710

**Analytic Scoring Rubric – In-Service Teacher Video**  
**EDCI 519 – Spring 2010**  
**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
<b>Fulfillment of requirements</b>			
Meets all requirements	Meets most requirements	Meets some requirements	Does not meet requirements
<b>Video requirements</b>			
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
<b>Written Analysis</b>			
Provides an in-depth analysis of videotape (answers at least 12 questions)  Provides an in-depth reflection of the videotape (answers all questions)	Provides a partial analysis of videotape (answers 9-11 questions)  Provides a partial reflection of the videotape (answers most questions)	Provides a limited analysis of videotape (answers 5-8 questions)  Provides a limited reflection of the videotape (answers some questions)	Does not provide an analysis of videotape by answering questions  Does not provide a reflection of the videotape and does not answer questions

**Student name:** \_\_\_\_\_

**Score:** \_\_\_\_\_

**Comments/Feedback:**

## GUIDELINES FOR MID-TERM PROJECT

### **Option A:**

### ***Using Technology to Enhance Learning Experiences for English Language Learners***

Begin by viewing this You Tube: <http://www.youtube./watch?v= A-ZVCjfWf8>

The following was retrieved on 16 Jan 2010 from: [http://en.wikipedia.org/wiki/Digital\\_native](http://en.wikipedia.org/wiki/Digital_native)

[Marc Prensky](#) is acknowledged to have coined the term *digital native* in his work *Digital Natives, Digital Immigrants* published in 2001. In his seminal article, he assigns it to a new breed of student entering educational establishments.<sup>[1]</sup> The term draws an [analogy](#) to a country's [natives](#), for whom the local religion, language, and folkways are natural and indigenous, over against [immigrants](#) to a country who often are expected to adapt and assimilate to their newly adopted home. Prensky refers to *accents* employed by digital immigrants, such as printing documents rather than commenting on screen or printing out emails to save in hard copy form. Digital immigrants are said to have a "thick accent" when operating in the digital world in distinctly pre-digital ways, for instance, calling someone on the telephone to ask if they have received a sent [e-mail](#).

Not everyone agrees with the language and underlying assumptions of the *digital native*, particularly as it pertains to the concept of their differentiation. There are many reasonable arguments against this differentiation. It suggests a fluidity with technology that not all children and young adults have, and a corresponding awkwardness with technology that not all older adults have. It entirely ignores the fact that the digital universe was conceived of pioneered, and created by the *digital immigrants*. In its application, the concept of the digital native preferences those who grow up with technology as having a special status ignoring the significant difference between familiarity and creative application.

Crucially, there is debate over whether there is any adequate evidence for claims made about *digital natives* and their implications for education. [Bennett, Maton & Kervin \(2008\)](#), for example, critically review the research evidence and describe some accounts of *digital natives* as an academic form of a [moral panic](#).

### **Your Task:**

You will select an educational technology that can be utilized in today's classrooms with English Language Learners. This can be something you currently use or would like to learn to use. You will plan a demonstration on how to use this technology in a content (math, science, social studies, English Language Arts) standards-based lesson activity. Dr. Haley can help in providing some technologies. However, most can be obtained online. Your tech project will consist of demonstrating "how" to use the technology you've selected. You will submit a paper copy and CD/DVD detailing the activity. You may select from the following or choose a technology with which you are already familiar:

Wikis

Blog

Electronic grade book

Digital camera

EPals

Facebook

Twitter

Marjorie Hall Haley, PhD  
Skype  
Smartboard  
MySpace  
Flickr

Additional technologies:

iPod, Flip Cameras, iClickers, Pod-cast, Webinar, Blackboard, PhotoStory, Hot Potato, Flash Media, Kindle, Wii, Mimio, Video tape, Multimedia, PowerPoint, MOOs and MUDs, You Tube, Teacher Tube, or Other Technologies

**Procedures/Steps to Follow:**

1. Prepare a 30-minute technology-based project to be taught in a standards-based math, science, social studies or ELA classroom and apply it to a teaching setting. The purpose of the project is to focus on one technology and inform teachers about its implications for working with ELLs.
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. For instance, describe how you can scaffold and differentiate instruction for multiple proficiency levels students working along side mainstream English-only students.
5. Submit your project on either DVD/CD/diskette **and** in paper format.

**Option B:**

If you have other ideas for ways to increase your knowledge of successfully implementing technology, please see Dr. Haley for permission to pursue another option.

**Analytic Scoring Rubric – Mid Term Project Option A  
EDCI 519 – Spring 2010**

<b>Accomplished</b> Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	<b>Developing:</b> Meets Expectations Adequately. Clear Evidence	<b>Beginning:</b> Does not adequately meeting Expectations Limited Evidence	<b>No Evidence</b> Little or No Evidence
<b>18-20 points</b> A	<b>15-17 points</b> B	<b>12-14 points</b> C	<b>0-11 point</b> F
<b>Fulfillment of task</b>			
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
<b>Completion of task requirements</b>			
Project is based on a course outline topic	Project is partially based on a course outline topic	Project is not based on a course outline topic	Project is not based on a course outline topic
Projects applies to a teaching setting	Projects partially applies to a teaching setting	Projects seldom applies to a teaching setting	Project does not apply to a teaching setting
Submits project on both CD and in paper format	Submits project on both CD and in paper format	Submits project on either CD or paper format	Does not submit project on either CD or paper format
<b>Appropriateness and usefulness of materials selected</b>			
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
<b>Analysis</b>			
Prepares a printed guide of the product to help a novice use it	Partially prepares a printed guide of the product to help a novice use it	Partially prepares a printed guide of the product to help a novice use it	Does not prepare a printed guide of the product to help a novice use it
Refers to course topics to add support to project	Partially refers to course topics to add support to project	Does not refer to course topics to add support to project	Does not refer to course topics to add support to project

**Student name:** \_\_\_\_\_

**Score:** \_\_\_\_\_

**Comments/Feedback:**

## Dr. Marjorie Hall Haley – EDCI 519 – Spring 2010

### **FINAL PROJECT**

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

### **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 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 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. Use lesson plan template: Planning Phase, Teaching Phase Sequence, pp. 13-14. Do not include Reflection Phase.
5. Standards-based materials, resources, and technologies

**Analytic Scoring Rubric -- Unit Lesson Plan**  
**EDCI 519 – Spring 2010**  
**NCATE Unit Standard 3a., 3b., 3c.**  
**[Required for Portfolio and TESOL NCATE accreditation]**

<b>Accomplished</b> Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	<b>Developing:</b> Meets Expectations Adequately. Clear Evidence	<b>Beginning:</b> Does not adequately meeting Expectations Limited Evidence	<b>No Evidence</b> Little or No Evidence
<b>18-20 points</b> A	<b>15-17 points</b> B	<b>12-14 points</b> C	<b>0-11 point</b> F
<b>Concepts, research, and best practices</b>			
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
<b>Multilevel Instruction</b>			
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
<b>Standards, content, and theme-based</b>			
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
<b>5 Separate lesson plans and includes all 4 skills: listening, speaking, reading, writing</b>			
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
<b>Standards-based materials, resources and technologies</b>			
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:**

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

<b>Accomplished</b> Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	<b>Developing:</b> Meets Expectations Adequately. Clear Evidence	<b>Beginning:</b> Does not adequately meeting Expectations Limited Evidence	<b>No Evidence</b> Little or No Evidence
<b>15 points</b> A	<b>13-14 points</b> B	<b>11-12 points</b> C	<b>0-10 points</b> F
<b>Class Attendance</b>			
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.
<b>Homework</b>			
Complete assignments on time	Completed most assignments on time	Completed few assignments on time	Did not complete assignments on time
<b>Participation</b>			
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:**

**Materials Release Form for**  
**EDCI 519**  
**Spring 2010**  
**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. Please 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 \_\_\_\_\_

**STUDENT BIOGRAPHICAL INFORMATION**

Please Print clearly!

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: \_\_\_\_\_  
\_\_\_\_\_

