EDCI 519: METHODS OF TEACHING MULTILINGUAL STUDENTS
FALL 2004

PROFESSOR: DR. Marjorie Hall Haley
E-MAIL: mhaley@gmu.edu or mhaley@infionline.net
TELEPHONE: (703) 993-8710
PRINCIPAL WILLIAM CAMPUS
TIME: Wednesday 4:30-7:10 PM

A. COURSE DESCRIPTION

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

B. COURSE OUTCOMES

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

(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.
(3.) Plan and demonstrate 1 mini lesson: 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 Organizations
Relationship Program Goals and Professional Organizations:
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 individual rights and needs.

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

**E. Required Textbook:**


Companion website: [http://www.ablongman.com/hallhaley1e](http://www.ablongman.com/hallhaley1e)
F. Course Requirements:

1. 10 hours of 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 20 points
4. Final Project – Unit Lesson Plan 20 points
5. Class attendance and Participation 15 points

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

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<tr>
<th>GRADE</th>
<th>SCORE</th>
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<tr>
<td>A</td>
<td>93.0-100 points</td>
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<tr>
<td>A-</td>
<td>90.0-92.9 points</td>
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<tr>
<td>B+</td>
<td>88.0-89.9 points</td>
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<tr>
<td>B</td>
<td>83.0-87.9 points</td>
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<tr>
<td>B- or below</td>
<td>Not an acceptable passing grade for FAST TRAIN requirements</td>
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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
http://www.pen.k12.va.us/VDOE/Instruction/Language
http://www.tesol.org
http://www.ncbe.gwu
http://discoveryschool.com/teachingtools.html
http://www.quia.com
http://www.cal.org/ericcll

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

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

Science/Mathematics
The Exploratorium’s Ten Cool Sites
(http://www.exploratorium.org/learning_studio/sciencesites.html)
FCPS Elementary Science Curriculum Resource Guide
(http://www.fcps.edu/DIS/OEIAS/esscience/eslcrres.htm)
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<tr>
<th>Project</th>
<th>Goal</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td><strong>Field Experience:</strong></td>
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<td>In-Service Teachers – Videotape and written</td>
<td>Pre-Service: To observe the application of Bilingual/ESL teaching</td>
<td>20</td>
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<td>commentary</td>
<td>strategies and methods embodied in the classroom procedures of the</td>
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<td>cooperating teachers. To learn and become familiar with innovative</td>
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<tr>
<td>Pre-Service Teachers – Field Experience Logs</td>
<td>In-Service: Videotape should portray how you apply various strategies</td>
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<td>and give a glimpse of the learning environment. Videotape is to</td>
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<td>provide as authentic and complete a view of your teaching as</td>
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<td>possible. A videotape is an indication of how you interact with</td>
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<td>students, the climate you create in the classroom, the ways in which</td>
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<td>you engage students in learning.</td>
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<td><strong>Two Teaching Simulations</strong></td>
<td>Simulate a teaching method/approach and one instructional strategy,</td>
<td>25</td>
<td>Dates selected</td>
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<td>using lesson plan template provided.</td>
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<td><strong>Mid Term Project</strong></td>
<td><strong>Option A:</strong> to use the World Wide Web as a primary resource for</td>
<td>20</td>
<td>Oct 20</td>
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<td>locating and analyzing materials and activities to be used with</td>
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<td>English Language Learners.</td>
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<td><strong>Option B:</strong> to create a multimedia resource that will inform</td>
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<td>teachers about its implications for teaching.</td>
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<td><strong>Option C:</strong> See Professor Haley</td>
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<td><strong>Final Project</strong></td>
<td>Create a unit lesson plan covering 5 days. Plan must include</td>
<td>20</td>
<td>Last Class</td>
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<td>preparation, presentation, practice, evaluation, and expansion.</td>
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<td><strong>Class Attendance and Participation</strong></td>
<td>Attend all class sessions, arriving on time, and actively</td>
<td>15</td>
<td>Every class</td>
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<td></td>
<td>participate during large and small group discussions and activities.</td>
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EDCI 519 Fall 2004 Schedule

Sept 1 Introduction/Orientation

Week (1)
Language / Language Learning / Language Acquisition Weeks 1-2 (Standard 1.b)

Assignment for next class: (1) Read Preface pp. xv-xix AND Chapter 1, “How Languages are Learned and Acquired”. Answer questions on pp. 2, 9, 16, 21, 25-26, AND Comprehension questions from pp. 349-352.
(2) Send Dr. Haley an e-mail message indicating your accurate e-mail. Remember to identify yourself in the message box! (3) Go to http://www.tesol.org/assoc/k12standards/index.html and copy those pages of ESL Standards for Pre-K- 12 Students for the grade level you expect to teach or are teaching. Take a look at the ESL Standards for P-12 Teacher Education Programs

SEPT 8

Week (2)

Assignment for next class: (1) Read Chapter 2, “A Critique of Methods and Approaches in Language Teaching” and answer questions, pp. 34, 41, 59.
(2) Create a “to do” list of things that successfully help start off the school year.
STUDENTS MUST SIGN UP FOR FIRST TEACHING DEMONSTRATION

Sept 15 – SITE VISIT - Details provided by Dr. Haley

Week (3)

Assignment for next class:
(1) Chapter 3, “Planning for The Standards-based Classroom” and answer questions pp. 87, 357-359. (2) Bring in a copy of your state or local standards – In-service teachers only! (3) Using a set of Standards, Nat'l, State, or Local, create three performance-based objectives for PreK-3, Grades 4-8, or Grades 9-12
### SEPT 22

(Week 4) Planning for the Standards-based Classroom  
Overview of methods for teaching second/foreign languages: Behaviorist, Rationalist, Functionalist, & Humanistic.  
Review of Chapter 2. Video, “Teaching ESL.”  
Work on comprehension activities pp. 353-356 in class.  
Review Chapter 3. PowerPoint: “Differentiation of Instruction” and “No Child Left Behind”

**Assignment for next class:**  
(1) Read Chapter 4, “Evaluating and Creating Interactive Assessment” and answer questions, pp. 359-362  
(2) Use one of the performance objectives from previous assignment and create an assessment activity.

### Sept 29

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

**METHODOLOGY TEACHING DEMONSTRATIONS:** Total Physical Response & Natural Approach

**Assignment for next class:**  
(1) Chapter 5, “Interactive Listening and Reading”  
(2) Create a content-based Listening and Reading Activity

### OCT 6

Week (6)  
Interactive Listening and Reading. Review Chapter 5 and complete Comprehension Activities pp. 362-365 in class.

**METHODOLOGY TEACHING DEMONSTRATIONS:** Direct Method & CALLA

**STUDENTS MUST SIGN UP FOR SECOND TEACHING DEMONSTRATION**

**Assignment for next class:**  
(1) Chapter 6, “Foregrounding Oral Communication” and answer questions p. 216.  
(2) Create a speaking and writing activity

### OCT 13

Week (7)  
Oral Communication. Review Chapter 6 and complete Comprehension Activities pp. 365-368 in class.

**METHODOLOGY TEACHING DEMONSTRATIONS:** AudioLingual Method (ALM) & Total Physical Response Storytelling

**Assignment for next class:**  
(1) Mid Term Project Due – One segment to be presented in class.
### OCT 20

**Week (8)**
Mid-Term Projects Presented in Class

Assignment for next class: To Be announced

### OCT 27

**Week (9)**

**Second Teaching Demonstrations:** Cooperative Learning & Information Gap/Jigsaw or Other Interactive Activities

Assignment for next class: Chapter 7, “Foregrounding Written Communication” and answer questions pp. 234, 262

### Nov 3

**Week (10)**

Review Chapter 7 and questions.

**Second Teaching Demonstrations:** Grouping and Computer Assisted Language Learning

Assignment for next class: (1) Handout from Dr. Haley – Article from ESL Magazine (2) Chapter 8, “An Interactive Approach for Working with Diverse Learners”

### NOV 10

**Week (11)**

Working with Diverse Learners: Culturally & Linguistically Diverse Students
PowerPoint: CLiDES. Review Chpt 8 and article.
Video: Valuing Diverse Learners

Assignment for next class: Field Experience Reports and Field Experience Videotapes
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>NOV 17</td>
<td>Week (12)</td>
<td>Field Experience Reports Due – Pre-service Teachers, Videotapes Due –</td>
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<td>In-Service Teachers</td>
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<td><strong>Assignment:</strong> Chapter 9, Integrating Technology in a Content-based Classroom” and answer questions on pp. 306, 322, 328,</td>
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<td>NOV 24</td>
<td>Week (13)</td>
<td>No Class</td>
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<td>Work on Completing Final Project</td>
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<td>DEC 1</td>
<td>Week (14)</td>
<td>Review Chapter 9 and complete Comprehension Activities, pp. 377-379 in class.</td>
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<td><strong>SECOND TEACHING DEMONSTRATIONS:</strong> Alternative Forms of Assessment &amp; Content-based Instruction (CBI)</td>
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<td><strong>Assignment:</strong> All work due next class</td>
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<td>DEC 8</td>
<td>Week (15)</td>
<td>Last Class! All work due!</td>
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<tr>
<td>#1</td>
<td>Sept 1</td>
<td>• Orientation and Introduction to Course</td>
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<td>#2</td>
<td>Sept 8</td>
<td>• Ch. 1- How Languages Are Learned and Acquired</td>
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<td>#3</td>
<td>Sept 15</td>
<td>• Site Visit • Ch. 2 – A Critique of Methods and Approaches in Language Teaching</td>
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<td>#4</td>
<td>Sept 22</td>
<td>• Ch. 3 – Planning for the Standards-based Classroom</td>
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<td>#5</td>
<td>Sept 29</td>
<td>• Ch. 4 – Evaluating and Creating Interactive Content-based Assessment • Teaching Demo</td>
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<tr>
<td>#6</td>
<td>Oct 6</td>
<td>• Ch. 5 – Interactive Listening and Reading • Teaching Demo</td>
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<tr>
<td>#7</td>
<td>Oct 13</td>
<td>• Ch. 6 – Foregrounding Oral Communication • Teaching Demo</td>
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<tr>
<td>#8</td>
<td>Oct 20</td>
<td>• Mid Term Projects Presented in Class</td>
</tr>
<tr>
<td>#9</td>
<td>Oct 27</td>
<td>• Teaching Demo</td>
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<td>#10</td>
<td>Nov 3</td>
<td>• Teaching Demo</td>
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<tr>
<td>#11</td>
<td>Nov 10</td>
<td>• Working With Diverse Learners</td>
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<tr>
<td>#12</td>
<td>Nov 17</td>
<td>• Field Experience Reports Due</td>
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<tr>
<td>#13</td>
<td>Nov 24</td>
<td>• No Class</td>
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<tr>
<td>#14</td>
<td>Dec 1</td>
<td>Chapter 9 • Teaching Demo</td>
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<tr>
<td>#15</td>
<td>Dec 8</td>
<td>Last Class. All work due</td>
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GUIDELINES, TEMPLATES, & RUBRICS

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
Sample Lesson Plan
ENGLISH AS A SECOND LANGUAGE

Teacher_______________________________School_____________________
Grade(s)_________ Proficiency Level(s)___________Program Model__________
Content:_____________________

PLANNING PHASE

Performance Objectives
1.
2.
3.

Lesson Outline:

National/State/Local Standards:____________________________________

TEACHING PHASE
(1) Preparation
Warm-up Activity:_________________
Language Goals: (Vocabulary/Structure/Communicative Language/Functional Language)

(2) Presentation
Activities:
a..
b.
c.
Four Skills
Listening Activity:_________________
Speaking Activity:_________________
Reading Activity:_________________
Writing Activity:_________________

(3) Practice
a.
b.
c.

(4) Evaluation

(5) Expansion/Extension
Methods/Approaches/Strategies

___________________________________________________

Other Activities:
Follow-up:

Assessment:

Homework:

Technology:

Materials:

Closure:

REFLECTION PHASE

Efforts to Accommodate:
  Visual learners_____________________________________
  Auditory learners__________________________________
  Tactile learners____________________________________
  Specials needs learners______________________________

What worked well?____________________________________

What didn’t work well?________________________________

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

How might this lesson be improved?_____________________  

One important thing I learned was_____________________

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

## Teaching Demonstration

**Presenter(s):**

**Method/Strategy:** ___________________________  **Date:** ______________________

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<td>5=Excellent</td>
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<td>1=Poor</td>
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<td>Usefulness of Handout</td>
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<td>Accurate Summary</td>
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<td>True to Method/Strategy</td>
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<td>Evidence of Preparation</td>
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<td>Use of Teacher-Developed Materials</td>
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<td>Flexibility in Response to Students</td>
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<td>Efficient Use of Time</td>
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<td>Class rapport, warmth, enthusiasm</td>
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<td>Creativity</td>
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**Comments:**

________________________________________________________________________

**Recommendations:**

________________________________________________________________________
GUIDELINES FOR FIELD EXPERIENCE – PRE-SERVICE TEACHERS
COURSE TITLE: Methods of Teaching Multilingual Students (EDCI 519)
INSTRUCTOR: Dr. Marjorie Hall Haley  CLOCK HOURS: 10

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 10 hours of school-based field experiences. Students will engage in observations, interactions with students and in teacher interviews in the school setting. A short written report, due on November 17th, should consist of three principle parts and be a total of 4-5 pages, single-spaced, 12 pt font, in length. Guidelines and suggested report format are listed below.

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

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

PART II – INTERVIEWS WITH TEACHER(S) – plan to conduct at least two interviews with teacher(s). 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?

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. Ask to conference with the teacher both before and after your observation to discuss the day’s lesson and to ask questions. While this is NOT possible for each visit, a minimum of 3 times is expected.
2. 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.
GEORGE MASON UNIVERSITY  
Graduate School of Education  

Field Experience Reporting Form – Pre-Service Teachers  

Name:  

Semester/Year:  Fall '04  

School:  

Course:  EDCI 519  

Professor:  Dr. Marjorie Hall Haley  

Clock hours:  10  

<table>
<thead>
<tr>
<th>School site/class/grade</th>
<th>Teacher</th>
<th>Date</th>
<th>Hours on site</th>
</tr>
</thead>
</table>

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.
In-Service Teachers Field Experience

Guidelines for Videotaping

IN-SERVICE TEACHERS ONLY

In-service: Videotape - - a 20-minute clip 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.

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.

Your videotape must include any one of the following: (Confirm selection with Dr. Haley)
Grammar-Translation Method
Audiolingual Method (ALM)
Analysis of Videotape: Answer the following questions

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

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

__________________________________________
Teacher’s Signature

_____________________________________________
Student’s Name_____________________________________

_____________________________________________
Parent(s) or Legal Guardian(s) Signature___________________

Marjorie Hall Haley, PhD
Associate Professor
mhaley@gmu.edu
(703) 993-8710
GUIDELINES FOR MID-TERM PROJECT
Due week after semester (fall/spring) break

Option A:
Using The Internet and Its Resources Successfully

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

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

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

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

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

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

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

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

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

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

6. Projects are due week after semester (fall/spring) break.
FINAL PROJECT

GUIDELINES FOR UNIT LESSON PLAN

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, and expansion. 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.

PLANNING PHASE
Identify Performance Objectives
1. 
2. 
3. 

Lesson Outline
Content
National/State/Local Standards

TEACHING PHASE
Preparation
Warm-up activity
Prior knowledge
Language Goals (vocabulary/structure/communicative language/functional language)

Presentation
Activities – Days 1-5
Four skills: listening, speaking, reading, writing

Practice
1. 
2. 

Evaluation
1. 
2. 

Expansion/Extension
1. 
2.
Methods/Approaches/Strategies

Other Activities:
- Follow-up
- Assessment
- Homework assignments
- Use of technology
- Materials used
- Closure
EDCI 519 – Methods of Teaching in Bilingual/ESL Settings
Field Experience Report – Pre-Service Teachers

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

**Part I  Introduction**

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

**Part II – Interviews With Teacher(s)**

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

**Part III – Reflection**

<table>
<thead>
<tr>
<th>Summary of your learning from observations</th>
<th></th>
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<tbody>
<tr>
<td>How observations connect <em>theory to practice</em></td>
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<tr>
<td>Synthesize what you learned with class content (readings, discussions, teaching demos)</td>
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</tbody>
</table>
# Teacher Action Research – In-Service Teachers

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Introduction including rationale</td>
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<tr>
<td>Puzzlement</td>
<td></td>
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<tr>
<td>Setting, Program, or Class Description</td>
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<tr>
<td>Methodology: Participants, Data collection procedure, Data collection, Instruments, Research procedures</td>
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<tr>
<td>Results/Analysis</td>
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<tr>
<td>Conclusion or Discussion</td>
<td></td>
</tr>
<tr>
<td>References</td>
<td></td>
</tr>
<tr>
<td>Appendices: Instruments developed and used, surveys, questionnaires, etc.</td>
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<tr>
<td>Brief summary of 5 hours in-house field experience (minimum ½ page in length)</td>
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<tr>
<td>Points</td>
<td>Mid Term Project Option A</td>
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<tr>
<td>20</td>
<td>• Does not identify and critique curriculum materials and resources available on the Internet</td>
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<td></td>
<td>• Does not locate materials pertaining to preK-12 student populations</td>
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<td>• Does not identify only age, grade or language proficiency appropriateness</td>
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<td></td>
<td>• Does not select 5 URL web sites on the Internet</td>
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<td></td>
<td>• Does not write a two-page analysis of findings</td>
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<td></td>
<td>• Does not mention usefulness of sites (i.e. with whom, age, level of proficiency, grade, etc.)</td>
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<td></td>
<td>• Does not include one page from each web site to help demonstrate</td>
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<td></td>
<td>• No reference is made to content of course to support analysis</td>
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</tbody>
</table>
### EDCI 519: Methods of Teaching in Bilingual/ESL Settings

#### RUBRICS

<table>
<thead>
<tr>
<th>Points</th>
<th>Unsatisfactory (F)</th>
<th>Minimal (C)</th>
<th>Competent (B)</th>
<th>Excellent (A)</th>
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</thead>
</table>
| **Mid Term Project Option B** | 20 | • Does not prepare a 30 minute videotape, electronic game/grammar book, presentation or other type of technology based project  
  • Project is not based on a course outline topic  
  • Project does not apply to a teaching setting  
  • Does not describe teacher/student population and their needs  
  • Does not prepare a printed guide to product to help a novice use it  
  • Does not refer to course topics to add support to project  
  • Does not submit project on either diskette or paper format | • Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology based project  
  • Project is not based on a course outline topic  
  • Project seldom applies to a teaching setting  
  • Does not clearly describe the teacher/student population and their needs  
  • Partially prepares a printed guide to product to help a novice use it  
  • Does not refer to course topics to add support to project  
  • Submits project on either diskette or paper format | • Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology based project  
  • Project is partially based on a course outline topic  
  • Project partially applies to a teaching setting  
  • Partially describes the teacher/student population and their needs  
  • Partially prepares a printed guide to product to help a novice use it  
  • Partially refers to course topics to add support to project  
  • Submits project on diskette and paper format | • Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology based project  
  • Project is based on a course outline topic  
  • Project applies to a teaching setting  
  • Describes the teacher/student population and their needs  
  • Prepares a printed guide to product to help a novice use it  
  • Refers to course topics to add support to project  
  • Submits project on both diskette and paper format |
<table>
<thead>
<tr>
<th>Final Project Unit Lesson Plan</th>
<th>Points</th>
<th>Unsatisfactory (F)</th>
<th>Minimal (C)</th>
<th>Competent (B)</th>
<th>Excellent (A)</th>
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<td>20</td>
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<td>Lesson plan does not cover five days</td>
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<td>Lesson plans for each day are not included</td>
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<td>Explanation, preparation, presentation, evaluation not explained for each day</td>
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<td>Did not use lesson plan template</td>
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<td>Did not explain theme or topic</td>
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<td>Did not explain level/age/grade/content in lesson plan</td>
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<td>Did not meet requirements</td>
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<td>Limited lesson plan; does not completely cover five days with separate lessons for each day</td>
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<td>Limited lesson plan for each day</td>
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<td>Limited explanation preparation, presentation, evaluation for each day</td>
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<td>Limited use of Lesson plan template</td>
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<td>Limited explanation of theme or topic</td>
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<td>Level/age/grade/content is partially explained in lesson plan</td>
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<td>Met some requirements</td>
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<td>Lesson plan partially covers five days with separate lessons for each day</td>
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<td>Partially includes lesson plan for each day</td>
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<td>Partially explains preparation, presentation, evaluation for each day</td>
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<td>Lesson plan template is used</td>
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<td>Theme or topic is explained</td>
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<td>Level/age/grade/content is explained in lesson plan</td>
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<td>Met all requirements</td>
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<td>Covers five days with 1 separate lesson for each day</td>
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<td>Includes lesson plan for each day</td>
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<td>Clearly explains preparation, presentation, practice, evaluation and expansion for each day</td>
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<td>Lesson plan template is used</td>
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<td>Theme or topic is clearly explained</td>
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<td>Level/age/grade/content clearly explained in lesson plan</td>
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</table>
## EDCI 519: Methods of Teaching in Bilingual/ESL Settings

### RUBRICS

<table>
<thead>
<tr>
<th>Points</th>
<th>Unsatisfactory (F)</th>
<th>Minimal (C)</th>
<th>Competent (B)</th>
<th>Excellent (A)</th>
</tr>
</thead>
</table>
| Field Experience And Report (Pre-Service Teachers) | 20 | - Did not meet requirements  
- Did not complete 10 hours of observation  
- Did not describe application of bilingual/ESL teaching strategies and methods and student response to those strategies and methods  
- Did not describe resources and activities in bilingual/ESL classroom  
- Did not become familiar with students at a given age and grade, areas of strength and weakness and general learning pace | - Met some requirements  
- Paper is not organized well  
- Completed less than 10 hours of observation  
- Limited description of bilingual/ESL teaching strategies and methods and student response to those strategies and methods  
- Limited description of resources and activities in bilingual/ESL classroom  
- Limited familiarity with students at a given age and grade, areas of strength and weakness and general learning pace | - Met some requirements  
- Completed 10 hours of observation  
- Paper lacks some clarity  
- Limited description of bilingual/ESL teaching strategies and methods and student response to those strategies and methods  
- Partially described resources and activities in bilingual/ESL classroom  
- Partially familiar with students at a given age and grade, areas of strength and weakness and general learning pace | - Met all requirements  
- Organized paper in thoughtful manner  
- Completed 10 hours of observation  
- Clear description of application of bilingual/ESL teaching strategies and methods and student response to those strategies and methods  
- Clearly described resources and activities in bilingual/ESL classroom  
- Clear familiarity with students at a given age and grade, areas of strength and weakness and general learning pace |

| Videotape (In-Service Teachers Only) | • Did not meet requirements  
• Videotape is longer than 20 minutes, is not in proper format and/or voices are not audible  
• Did not analyze videotape by answering questions  
• Did not reflect on videotape and did not answer reflection questions | • Met some requirements  
• Videotape is longer than 20 minutes, is not in proper format and/or voices are not audible  
• Limited analysis of videotape (answered some questions)  
• Limited reflection of videotape (answered some questions) | • Met some requirements  
• Videotape is not longer than 20 minutes, is not in proper format and/or voices are audible  
• Partial analysis of videotape (answered most questions)  
• Partial reflection of videotape (answered most questions) | • Met all requirements  
• Videotape is not longer than 20 minutes, is in proper format and voices are audible  
• In-depth analysis of videotape (answered all questions)  
• In-depth reflection of videotape (answered all questions) |
<table>
<thead>
<tr>
<th>Teaching Demonstrations</th>
<th>Points</th>
<th>Unsatisfactory (F)</th>
<th>Minimal (C)</th>
<th>Competent (B)</th>
<th>Excellent (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25</td>
<td>Did not meet requirements</td>
<td>Met some requirements</td>
<td>Met some requirements</td>
<td>Met all requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Did not include summary of method or skill chosen</td>
<td>Included limited summary of method or skill chosen</td>
<td>Included partial summary of method or skill chosen</td>
<td>Included accurate summary of method or skill chosen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation was not faithful to general philosophy and techniques of method or skill</td>
<td>Presentation was partially faithful to general philosophy and techniques of method or skill</td>
<td>Presentation was partially faithful to general philosophy and techniques of method or skill</td>
<td>Presentation was faithful to general philosophy and techniques of method or skill</td>
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<tr>
<td></td>
<td></td>
<td>Did not use of teacher developed materials</td>
<td>Included limited use of teacher developed materials</td>
<td>Included limited use of teacher developed materials</td>
<td>Included use of some teacher developed materials</td>
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<td>Was not flexible in response to students’ spontaneity</td>
<td>Limited flexibility in response to students’ spontaneity</td>
<td>Partial flexibility in response to students’ spontaneity</td>
<td>Flexibility in response to students’ spontaneity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Did not have class rapport, warmth and enthusiasm of teacher</td>
<td>Limited class rapport, warmth and enthusiasm of teacher</td>
<td>Class rapport, warmth and enthusiasm of teacher - Time was partially used effectively</td>
<td>Obvious class rapport, warmth and enthusiasm of teacher</td>
</tr>
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<td>Competent (B)</td>
<td>Excellent (A)</td>
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<td>Met some</td>
<td>Met some</td>
<td>Met all</td>
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