University of Alabama at Birmingham

Course Syllabus

EESL 630

Methods and Materials for Teaching ESL

Three Semester Credit Hours

Prerequisite: EESL 610

Sections:
- 7N (Tuesdays 5:30 at UAB)
- VT (Tuesdays 4:00 Alabaster)

Instructors:
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  (205) 980-8484/ 903-3924
- Cindy Cox, MAE/ESL
  cindycrox920@hotmail.com
  (205) 901-7065

Office Hours: By appointment

ESL Program office: EB 257 (messages 975-6710)

UAB SCHOOL OF EDUCATION VISION STATEMENT AND MISSION STATEMENT

VISION: “The UAB School of Education (SOE) will be a recognized leader in preparing professionals to meet the needs of a diverse society throughout the 21st century.”

MISSION: “The UAB SOE prepares and supports skillful, reflective professionals who improve the quality of life in diverse communities. We accomplish our mission through implementation of learner-centered programs that are developmental, inquiry-focused, and standards-based.”

MORE INFORMATION: Additional information is available at the UAB SOE website and:
http://www.ed.uab.edu/soe/vision_mission.htm

RELATIONSHIP OF THIS COURSE TO THE UAB CONCEPTUAL FRAMEWORK

Each course in the UAB SOE is integrally tied to national and state professional standards, including those set forth by the Interstate Teacher New Assessment and Support Consortium (INTASC, 2009), Teachers of English to Speakers of Other Languages, Inc. (TESOL, 2009), the National Council on Accreditation in Teacher Education (NCATE, 2009), the National Board for Professional Teaching Standards (NBPTS, 2009), and the Alabama Administrative Code (2004, 2009). The close attention paid to integrating these standards into this course ensures that candidates who graduate from this program will be prepared with the knowledge, skills, and dispositions needed to be effective practitioners who promote the quality of life of individuals in diverse communities. Professional standards tied to this course are assessed in a developmental framework and are designed to engage candidates in active inquiry and self-reflection. More information is provided at the SOE website:

I. PURPOSE OR COURSE/OVERVIEW

The primary purpose of EESL 630 is to help students prepare to teach English as a second language (ESL) by reflecting on broad questions about school setting, curriculum, and assessment. Students will examine, analyze, and explore ways to put into practice traditional and current methods as well as address the four skill areas of speaking, listening, reading, and writing—all in the context of state and national standards for ESL. This course provides an overview of key issues relevant to methods, approaches, strategies, and techniques that are appropriate to language development and content-area instruction of English language learners (ELLs). Also addressed is the management of instruction with a focus on expanding the use of existing and emerging digital tools and resources that had been introduced in EESL 610. This blended course entails 15 sessions: 4 face-to-face (monthly), 4 online (monthly), and 7 in professional learning communities (PLCs). Its major topics include the following:
- Advocacy for ELLs,
Accommodations (including technology) for diverse learners through sheltered instruction.
Impact of second language acquisition theories on choice of instructional approaches & methods (including digital tools and resources) for ELLs at different levels of language development,
Selection of culturally sensitive, content-based methods of instruction for ELLs,
Understanding of native language support as a means to cognitive academic language proficiency in English among second language learners,
Types of ESL and bilingual education programs,
Ongoing development of ELLs’ skills in listening, speaking, reading, and writing,
Safe, legal and ethical principles of digital citizenship, equitable access, digital etiquette, responsible online social interactions in a global culture, and
Lifelong learning through face-to-face and online learning communities to improve practice.

II. REQUIRED TEXTBOOK(S)/ADDITIONAL COURSE READINGS & MATERIALS
Students are required to have all 4 course textbooks. Care should be taken in obtaining the right edition. Textbooks can be purchased from the UAB Bookstore (Hill University Center) or from Snoozy’s Bookstore (14th St. & 10th Ave, Birmingham). Textbooks can also be purchased online: http://www.amazon.com or http://www.bn.com or other online sources.

Textbooks:
TESOL. (2006). *PreK-12 English Language Proficiency Standards*. [Used in all ESL courses]

Materials:
4GB USB flash drive
6” x 9” reclosable envelope

*Selected Internet journal articles, WebCasts, book chapters, and classroom materials:* 
Class materials for the PLC sessions will be posted on Blackboard.
All forms and other class-related materials will also be posted on Blackboard.

*Web-based Programs required in EESL 630: Blackboard VISTA*

*Blackboard VISTA* is an on-line class management system. All students in EESL 630 must use *Blackboard* to access materials and submit assignments to the instructor. There is no cost associated with *Blackboard*. (Instructions: pp. 19). *Blackboard* has been an integral component of UAB’s ESL courses since 2001. It is used in EESL 610, 613, 615, 620, 625, 640, and 690.

*For students in the Alternative MAE program.*

*TaskStream* is an integral part of all *alternative MAE* programs in UAB’s SOE. Since 2004, SOE has been requiring candidates in its initial certification programs (BA and *alternative MAE*) to post high stakes artifacts onto an electronic portfolio. This school-wide assessment program ensures that all candidates seeking initial certification meet national professional standards. Candidates in the alternative MAE/ESL program begin the electronic portfolio in their first course (EESL 610, 613), continue building their electronic portfolio in each subsequent course, and then complete their electronic portfolio in EESL 690. All *alternative MAE/ESL* candidates take EDU 500 during their first semester at UAB and learn to build their electronic portfolio. [NOTE: In Spring 2010, the SOE transitioned from *LiveText* to *Task Stream*. If you started LiveText in a previous semester, you can continue using it for the current semester.]
In striving for a more complete understanding of what constitutes excellence in teaching in the broad sense and effectiveness in teaching in the narrow sense of one's own academic area, the students of this course will acquire and demonstrate knowledge in accordance with the state requirements and beyond.

<table>
<thead>
<tr>
<th>Outcome 6</th>
<th>Communication: Candidate uses effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, &amp; supportive interaction in learning area</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
<td>290-3-3-.45(1)(a)3 How English language learners (ELLs) develop capability in English from multiple perspectives</td>
</tr>
<tr>
<td></td>
<td>290-3-3-.45(1)(a)4 General trends, approaches and resources for teaching ELL.</td>
</tr>
<tr>
<td></td>
<td>290-3-3-.45(1)(a)5 Appropriate techniques for teaching ELLs in classes which include only ELLs and also in classes with other students</td>
</tr>
<tr>
<td></td>
<td>290-3-3-.45(1)(a)7 Appropriate techniques for evaluation of ELLs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome 7</th>
<th>Instructional Planning and Technology: The candidate understands the role of content knowledge, pedagogy, curriculum, standards, student characteristics, and community factors in planning instruction; and understands state and national standards relating to technology.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Class A</td>
<td>290-3-3-.42(4)(b)4 Promote, model &amp; communicate the safe, legal and ethical principles of digital citizenship, equitable access, digital etiquette &amp; responsible online social interactions in a global culture including respect for copyright, intellectual property, appropriate documentation of sources, and Internet user protection policies.</td>
</tr>
<tr>
<td></td>
<td>290-3-3-.42(4)(b)5 Engage in professional growth and leadership activities, including modeling lifelong learning by participating in face-to-face &amp; online learning communities to continuously improve professional practice using existing and emerging digital tools, resources, and current research that focuses on improved student learning, as well as promotes professional development of other educators.</td>
</tr>
</tbody>
</table>

**EVALUATION METHODS**

- **High Stakes**: Final Paper
- **Evidence**: Reading Reactions, Final Paper, Project, Discussion Board, Web annotations, Critique of Coursework, Group Activities (face-to-face and online in PLCs)
<table>
<thead>
<tr>
<th>Outcome 6</th>
<th>Communication: Candidate uses effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in learning area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 7</strong></td>
<td><strong>Instructional Planning and Technology:</strong> The candidate understands the role of content knowledge, pedagogy, curriculum, standards, student characteristics, and community factors in planning instruction; and understands state and national standards relating to technology.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alternative Class A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>290-3-3-.03(1)(c)(i)</strong></td>
<td>Knowledge of the structure of the academic disciplines related to the subject-matter content areas of instruction and of the important facts and central concepts, principles, theories, and tools of inquiry associated with these disciplines.</td>
</tr>
<tr>
<td><strong>290-3-3-.03(1)(c)(ii)</strong></td>
<td>Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners</td>
</tr>
<tr>
<td><strong>290-3-3-.03(1)(c)(i)</strong></td>
<td>Knowledge of the state and national standards in ESL and technology</td>
</tr>
<tr>
<td><strong>290-3-3-.03(3)(c)(i)</strong></td>
<td>Knowledge of media communication technologies that enrich learning opportunities</td>
</tr>
<tr>
<td><strong>290-3-3-.03(3)(c)(iv)</strong></td>
<td>Knowledge of available and emerging technologies that support the learning of all students.</td>
</tr>
<tr>
<td><strong>290-3-3-.03(3)(c)(iv)</strong></td>
<td>Knowledge of the wide range of technologies that support and enhance instruction, including classroom and school resources as well as distance learning and online learning opportunities</td>
</tr>
<tr>
<td><strong>290-3-3-.03(4)(c)(iv)</strong></td>
<td>Knowledge of a range of curricular materials and technologies to support the cognitive development of diverse learners.</td>
</tr>
<tr>
<td><strong>290-3-3-.03(5)(c)(v)</strong></td>
<td>Knowledge of safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.</td>
</tr>
</tbody>
</table>

**NOTE:** Upon having met the course objectives, the designated UAB Learning Outcome(s), and the Alabama Administrative Code Standard(s) in EESL 630 and EESL 640, candidates will have also successfully met the following TESOL Professional Standard(s):

**Standard 3.a.** Planning for standards-based ESL and content instruction  
**Standard 3.b.** Managing and implementing standards-based ESL and content instruction  
**Standard 3.c.** Using resources effectively (including technology) in ESL and content instruction  
**Standard 4a** Issues of Assessment  
**Standard 4b** Language proficiency assessment  
**Standard 4c** Classroom-based assessment for ESL

**IV. COURSE REQUIREMENTS:** See Appendix A on page 8
## V. PROJECTED COURSE OUTLINE

<table>
<thead>
<tr>
<th>SESSION</th>
<th>DATES: Tuesdays Sections 7N and VT</th>
<th>SESSION TOPICS</th>
<th>LOCATIONS Sections 7N &amp; VT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>7N: Tuesday, Aug. 24 VT: Tuesday, Aug. 24</td>
<td>Opening Session: Procedures &amp; course requirements [Blackboard module #1]</td>
<td>7N: EB# VT: SCISC</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>(PLC*)</td>
<td>Authentic Assessment For English Language Learners [Blackboard module #2]</td>
<td>school site**</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>(online – Sept. 15)</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Individual Discussion Board Response to Web Annotation</td>
<td></td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>(PLC*)</td>
<td>Language teaching principles (including technology) for culturally and linguistically diverse students [Blackboard module #3]</td>
<td>school site**</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>7N: Tuesday, Sept. 28 VT: Tuesday, Sept. 28</td>
<td>Factors Affecting Programming for ELLs; TESOL and WIDA Standards; Creating SIOP Lesson Plans [Blackboard module #4]</td>
<td>7N: EB# VT: SCISC</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>(PLC*)</td>
<td>Approaches and Methods for ELLs Appropriate programming for second language learners [Blackboard module #5]</td>
<td>school site**</td>
</tr>
<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>(online – Oct. 6)</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Individual Discussion Board Response to Web Annotation</td>
<td></td>
</tr>
<tr>
<td>8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>(PLC*)</td>
<td>Classroom models for teaching ELLs: Sheltered Instruction [Blackboard module #6]</td>
<td>school site**</td>
</tr>
<tr>
<td>9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>(PLC*)</td>
<td>Classroom models teaching ELLs: CALLA [Blackboard module #7]</td>
<td>school site**</td>
</tr>
<tr>
<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>(online- Oct. 27)</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Individual Discussion Board Response to Web Annotation</td>
<td></td>
</tr>
<tr>
<td>11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>7N: Tuesday, Oct. 26 VT: Tuesday, Oct. 26</td>
<td>Strategies for effective oral interaction in the classroom (Guest Speaker)</td>
<td>7N: EB# VT: SCISC</td>
</tr>
<tr>
<td>12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>(PLC*)</td>
<td>Establishing a CALLA Program [Blackboard module #8]</td>
<td>school site**</td>
</tr>
<tr>
<td>13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>(PLC*)</td>
<td>Implementing a CALLA Program [Blackboard module #9]</td>
<td>school site**</td>
</tr>
<tr>
<td>14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>(online – Nov. 17)</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; Individual Discussion Board Response to Web Annotation</td>
<td></td>
</tr>
<tr>
<td>15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>7N: Tuesday, Nov. 30 VT: Tuesday, Nov. 30</td>
<td>Presentation of group projects using PowerPoint (with links to websites) Due date of individual portfolios</td>
<td>7N: EB# VT: SCISC</td>
</tr>
</tbody>
</table>
Each professional learning community (PLC) meets for at least 2½ hours at a time to be determined by its respective group members. At these sessions, the PLC follows the corresponding module on Blackboard. After each group session, the PLC electronically submits a completed group protocol to the course instructor.

** Each PLC meets at the school selected for that learning group’s course project.

The following terms are used interchangeably in this syllabus: PLC, learning group, and group.

VI. ASSIGNMENT/PRODUCT POINT VALUES AND GRADING SCALE

In order to successfully complete this course, each student must attain at least 70% for each of the following assessment items. Detailed information on each assessment item is provided in Appendix A (Course Requirements) on the pages indicated. The grading sheet is provided in Appendix C.

<table>
<thead>
<tr>
<th>Portfolio Section and Assessment Item</th>
<th>Percent</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>0. Course Portfolio</td>
<td>4%</td>
<td>8</td>
</tr>
<tr>
<td>1. Final Paper (high stakes)*</td>
<td>8%</td>
<td>9</td>
</tr>
<tr>
<td>2. Individual Reflection of Thematic Unit</td>
<td>4%</td>
<td>11</td>
</tr>
<tr>
<td>3. Critique of Coursework</td>
<td>4%</td>
<td>12</td>
</tr>
<tr>
<td>4. Reading Reactions</td>
<td>20%</td>
<td>12</td>
</tr>
<tr>
<td>5. Other Writing Assignments</td>
<td>6%</td>
<td>13</td>
</tr>
<tr>
<td>6. Digital Tools and Resources/Discussion Board</td>
<td>15%</td>
<td>14</td>
</tr>
<tr>
<td>7. PLC Activities</td>
<td>14%</td>
<td>16</td>
</tr>
<tr>
<td>8. Project** (Written Report 10%, Product 10%, Presentation 5%)</td>
<td>25%</td>
<td>17</td>
</tr>
</tbody>
</table>

TOTAL** 100%

* For more information about High Stakes, see Section VII and High Stakes Section p.10 & 11.
NOTE: Candidates for the Alternative MAE must also post this high stakes artifact on TaskStream.

** Alternative MAE students must also do 10 clock hours of field experience. Please ask instructor for the observation guide to use during these field experiences.

GRADING SCALE: A (90-100) B (80-89) C (70-79) F (69 and below)

VII. HIGH STAKES ASSESSMENT

Faculty in UAB’s SOE have developed an integrated, multidimensional assessment program that requires all candidates to demonstrate attainment of important professional standards as explained in a brochure that students should have received in the ESL program’s entry-level course, EESL 610 Second Language Acquisition. Additional details are provided in UAB’s SOE Assessment Handbook (posted the website). All SOE students are required to successfully pass high stakes assessments identified in their respective programs. The matrix of the high stakes required in all 8 ESL courses is provided in Appendix C (p. 21). Any candidate in the alternative MAE program who fails to post the high stakes artifact(s) for a given course on TaskStream will receive an Incomplete.

VIII. ASSESSMENT OF PROFESSIONAL DISPOSITIONS

Faculty in UAB’s SOE have developed a formal process for assessing each candidate’s professional dispositions (http://www.ed.uab.edu/soe/professionalcommitments.htm). In the candidate’s first course (EESL 610), the instructor explained the SOE professional dispositions handbook and reviewed this process (http://www.ed.uab.edu/ESL/soe_dispositions.pdf). Each student was asked to read, sign, and submit the SOE/ESL professional dispositions evaluation sheet: (http://www.ed.uab.edu/esl/dispositions_form.pdf).
**IX. COURSE POLICIES**

**Policy Regarding Reasonable Accommodations**
If you are registered with Disability Support Services (DSS), please make an appointment with your instructor to discuss accommodations that may be necessary. If you have a disability but have not contacted DSS, please call 934-4205 or visit DSS at 516 Hill University Center. Students with disabilities must be registered with DSS and provide an accommodation request letter before receiving accommodations in this class.

**Policy Regarding Student E-Mail Requirement**
UAB requires that each student have a Blazer e-mail account and check it frequently. If you are experiencing difficulties with your UAB e-mail, please contact Office of Academic Computing and Technology at 934-7065.

**Policy Regarding Student Absences (Class attendance and participation):**
Because of the collaborative nature of this and other courses in UAB’s ESL teacher education program, it is essential that candidates attend all sessions. Each participant in his/her respective group supports or hinders the learning experiences of the other group members. Candidates are expected to (a) participate in all sessions (4 face-to-face, 4 on-line, and 7 PLCs), (b) complete all reading and writing assignments before each session, (c) participate in activities related to the particular discussions during each session, (d) actively participate in the group project, and (e) thoughtfully and reflectively complete course assignments and evaluations essential to program refinement and reporting requirements. Candidates who miss any of the sessions must complete all the required assignments plus an auxiliary assignment in order to obtain a course grade. Failure to do this will result in the deduction of points from the final grade. Securing and completing this auxiliary assignment is the participant’s responsibility. If more than 2 sessions are missed, the student cannot pass the course.

**UAB Graduate Student Academic Conduct Policy**
All graduate students at UAB are expected to conduct themselves ethically in all academic matters. The Graduate School’s Academic Policy can be found in Section 7, Policy 1 (Academic Conduct) in the Graduate School Policies and Procedures handbook. This can be accessed at: [http://www.uab.edu/graduate/UAB_Grad_Handbook.pdf](http://www.uab.edu/graduate/UAB_Grad_Handbook.pdf)

**Policy Regarding Late Assignments**
If a student is unable to complete an assignment by the due date, he/she should contact the course instructor immediately to discuss whether the assignment will be accepted after the due date. Late assignments may be accepted but will not receive full credit. Because the course assignments are tied closely to the course objectives and in-class activities, consistently turning in assignments late will result in the reduction of a letter grade in the final course grade. Failure to submit a portfolio on the due date results in the loss of 5 points. Opting for an incomplete grade will result in another loss of 5 points.

**Policy Regarding Oral and Written Communication**
UAB’s SOE faculty expect all candidates to be proficient in the areas of spoken and written communication. Consequently, the course instructor reserves the right to recommend remediation for any candidate whose oral and written communication skills are considered unsatisfactory. This remediation might include an objective diagnostic writing evaluation or completion of EDU 210.

**Policy Regarding Academic Misconduct**
UAB Faculty expect all members of the academic community to function according to the highest ethical and professional standards. Academic dishonesty and misconduct includes, but is not limited to, acts of abetting, cheating, plagiarism, fabrication, and misrepresentation. Candidates are expected to honor the Academic Code of Conduct: [http://www.uab.edu/graduate/UAB_Grad_Handbook.pdf](http://www.uab.edu/graduate/UAB_Grad_Handbook.pdf) (pp. 14-15). Please consult this resource for additional information regarding the specific procedures to be undertaken when a student violates the UAB Academic Code of Conduct.

**Turn-It-In Policy**
The UAB School of Education is committed to the fundamental values of preserving academic honesty as defined in the Student Handbook. The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com’s restricted access database solely for the purpose of detecting plagiarism. The instructor will identify assignments that students must submit to Turnitin. Students are required to submit the complete Turnitin originality report for their paper along with a hard copy or electronic copy of the paper, as determined by the instructor. Properly quoted and cited text will show up as a match on Turnitin. The originality report will allow the student and the instructor to detect accurate attribution as well as plagiarism.


**APPENDICES**

_Appendix A: Course Requirements p. 8
Appendix B: Blackboard p. 20
Appendix C: Forms p. 21_

**Appendix A: COURSE REQUIREMENTS**

**Electronic Portfolio**

Each student must purchase a **4GB USB flash drive** which will serve as your electronic portfolio for EESL 630 Methods and Materials. Students will set up folders on the jump drive for each of the following sections:

- **Folder 0:** Electronic Portfolio
- **Folder 1:** Final Paper – High Stakes
- **Folder 2:** Reflection of Project – High Stakes
- **Folder 3:** Critique of Coursework
- **Folder 4:** Individual Course Activities
- **Folder 5:** Other Writing Assignments
- **Folder 6:** Digital Tools and Resources/Discussion Board
- **Folder 7:** PLC Activities
- **Folder 8:** Course Project

- Try to label flash drive (not the cap) with a permanent marker or label with masking tape
- On the last session, you will need a 6” x 9” reclosable envelope.
- **Your flash drive will be returned by one of the following options:**
  - **Mail:**
    - You must have the _correct postage_ on the envelope
    - Label with your name and address
  - **Shelby County Pony:**
    - Label envelope with your first and last name and school
    - In upper left corner put: EESL 630 and the instructor’s name
    - Envelopes will be ponied after the instructor has graded
  - **UAB**
    - Label envelope with your first and last name and school
    - In upper left corner put: EESL 630 and the instructor’s name
    - Envelopes can be picked up in Karen Smith’s office or will be passed out in the next class

See **Electronic Portfolio Checklist** (page 22) to identify **components** that must be included in each folder.

This electronic portfolio should contain **only** the completed assignments, of which most will already be graded before being placed in the portfolio. Students should begin preparing their portfolio following the first class session and maintain it throughout the semester. After a completed assignment has been graded by the instructor, it should immediately be placed in the electronic portfolio.
Students will submit their EESL 630 electronic portfolio to the instructor at the end of the semester. This electronic portfolio demonstrates each student’s ability to follow instructions, to organize a large amount of material, and to present that material in a neat, attractive manner. The EESL 630 course electronic portfolio reflects the student’s professionalism such as did the EESL 610 portfolio in the previous semester. **NOTE for candidates in the Alternative MAE program: The EESL 630 course electronic portfolio is not the same as the TaskStream (or LiveText) electronic portfolio. The TaskStream portfolio is an SOE requirement that contains the high stakes artifacts from selected courses in the alternative program.**

**Section 1) Final Paper (8%)**

- Although this final paper is probably the last assignment that you will write, it is to be placed in **Folder 1** of your electronic portfolio.
- Write a **4 to 5-page single spaced paper (at least 4 full pages)** about the teaching approaches and strategies for ELLs that you plan to implement and/or encourage teachers and administrators in your school/school system to implement. (This is in place of a final exam.)
- Explain your reasons for choosing these approaches/strategies for teaching ELLs and how/when you plan to put these into action especially with respect to the following:
  - Support for ELLs in developing capability in English from multiple perspectives,
  - Selection of most appropriate strategies, for targeted situations, from among the general trends, approaches and resources for teaching ELL,
  - Appropriate techniques for teaching ELLs in classes which include only ELLs,
  - Techniques for evaluating ELLs and assessing language and content development, and
  - Digital-age technologies that enrich learning opportunities.
- Explain how these approaches and strategies will guide ELLs in understanding safe, legal and ethical principles of digital citizenship, equitable access, digital etiquette, and responsible online social interactions in a global culture including respect for copyright, intellectual property, the appropriate documentation of sources, and Internet user protection policies.
- Describe how your participation during face-to-face classes and in learning communities (PLCs and online) have served (1) to improve your professional practice for teaching ELLs, (2) to use existing and emerging digital tools, resources, and current research, and (3) to promote the professional development of your colleagues especially with respect to effective ELL instruction and the use of technology.
- Since this is your high stakes assessment, you must do your very best and produce a well polished, formal document. Be sure to include explanations, details, examples, and references to authors and/or researchers.
- To support your response, you should use in-text citations (following APA style). When you refer to a source, you must indicate the author’s last name and publication date such as here (Brown, 2007). If there are two authors, the in-text citation would be like this (Freeman & Freeman, 2001). If you quoted exact words, then the citation must include a page number (Samway & McKeon, 2007, p. 50). However, if you include the author’s name as part of your text, then you would do the citation as follows: Brown (2007) argues that ….
- **You should provide a reference page listing all citations.** The reference list should be in APA (5th ed.) format. Instructions for doing a reference list can be found at the American Psychological Association website. You can also ask for help from the reference librarians in Sterne Library. Here is an example of references in APA format:
References


- You should submit your final paper on Blackboard. This electronic submission will allow it to be assessed via Turnitin. If plagiarism is detected, action will be taken as indicated in UAB’s Code of Conduct: [http://www.uab.edu/graduate/UAB_Grad_Handbook.pdf](http://www.uab.edu/graduate/UAB_Grad_Handbook.pdf) (pp. 14-15).

- The assessment criteria for this High Stakes artifact are provided on the following page.

- A copy of this paper should also be placed in **Folder 1** of the course electronic portfolio.

- **This paper should meet the criteria in the following rubrics for Outcomes #6 and #7.**

- **Alternative MAE students:** Post on TaskStream one week before portfolio is due.

**High Stakes Assessment Artifact: Final Paper**
The Final Paper is a “high stakes” artifact that documents a candidate’s proficiency in performance and skills in *Communication* (SOE Outcome 6) and in articulating an understanding of *Instructional Planning Skills, including technology* (SOE Outcome 7). In order to be eligible to start the ESL internship, 5th year alternative MA students must have scored no less than Level 2 (Emerging Initial) in all high stakes artifacts that represent the SOE Learning Outcomes, and other MA students must have scored no less than Level 3 (Proficient Initial) in each of these high stakes artifacts. Moreover, by the end of their master’s degree program, all of the other MA students must have also scored Level 4 (Emerging Advanced) in high stakes artifacts that represent at least half of the 11 SOE Learning Outcomes for the ESL teacher education program.

**Alternative MAE Program:** Candidates in the alternative MAE program (5th year) should also post this paper on their electronic portfolio. These alternative MAE candidates should have already learned to do this in EDU 500. If they need assistance, they should attend one or more TaskStream workshops. The dates for these workshops are posted on Blackboard.

**General Rubric for SOE Outcome 6 - Communication**
Performance and Skills: Uses effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the learning area.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>Demonstrates incomplete mastery of conventions of standard spoken or written English. Is unclear, vague, or not developmentally appropriate when communicating learning expectations, directions, or feedback to students.</td>
</tr>
<tr>
<td>(1 point)</td>
<td></td>
</tr>
<tr>
<td>Emerging</td>
<td>Demonstrates mastery of conventions of standard spoken and written English. Is clear, focused, and developmentally appropriate when communicating learning expectations, directions, or feedback to students. Effectively uses technology to deliver information within the classroom.</td>
</tr>
<tr>
<td>Initial (2 pts)</td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>Demonstrates mastery of conventions of standard spoken and written English. Is clear, focused, and developmentally appropriate when communicating learning expectations, directions, or feedback to students. Communicates clearly, concretely, proactively and appropriately with teachers and other stakeholders. Effectively uses technology to deliver information within classroom and with colleagues.</td>
</tr>
<tr>
<td>Initial (3 pts)</td>
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</tr>
<tr>
<td>Emerging</td>
<td>N/A</td>
</tr>
<tr>
<td>Advanced (4)</td>
<td></td>
</tr>
</tbody>
</table>

General Rubric for SOE Outcome 7 -- Instructional Planning Skills Including Technology  
[http://www.ed.uab.edu/outcomes/outcome%207.htm](http://www.ed.uab.edu/outcomes/outcome%207.htm)

Knowledge & Understanding: Understands the role of content knowledge, pedagogy, curriculum, standards, student characteristics, and community factors in planning instruction. Understands state and national standards relating to integrating technology.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>Does not demonstrate an understanding of the role of subject matter knowledge, pedagogical knowledge, student interests and achievement, curriculum goals, standards, and community factors when planning instruction. Does not demonstrate understanding of state and national standards regarding the integration of technology into instruction.</td>
</tr>
<tr>
<td>(1 point)</td>
<td></td>
</tr>
<tr>
<td>Emerging</td>
<td>Demonstrates partial understanding of the role of subject matter knowledge, pedagogical knowledge, student interests and achievement, curriculum goals, standards, and community factors when planning instruction. Is aware of technology standards and the value of integrating technology into instruction.</td>
</tr>
<tr>
<td>Initial (2 points)</td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>Demonstrates understanding of the role of subject matter knowledge, pedagogical knowledge, student interests and achievement, curriculum goals, standards, and community factors when planning instruction. Understands state and national standards relating to technology integration.</td>
</tr>
<tr>
<td>Initial (3 points)</td>
<td></td>
</tr>
<tr>
<td>Emerging</td>
<td>N/A</td>
</tr>
<tr>
<td>Advanced (4 pts)</td>
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</tbody>
</table>

Section 2) Individual Reflection of Thematic Unit (4%)

- Each student must complete a brief (2 pages, single spaced) critical reflection (not a description) of the course project (described in Section 8 of this syllabus).
- This reflection should include a self-reflection of your experience with designing and writing the unit and accompanying lesson plans, the outcomes from having worked on this with other teachers, and the way in which this has informed your own teaching.
- This reflection should also include insights to how the enhanced knowledge and use of digital tools and media communication technologies were instrumental in enriching the learning opportunities for teachers and their ELLs.
- You should place a copy of this reflection in Folder 2 of your course electronic portfolio.
**Section 3) Critique of Individual Course Work**

- Although this assignment is placed in **Folder 3** of your portfolio, it should be among the last that you complete.
- Review your individual completed assignments and select those assignments that reflect your best work (most thoughtful, most self-reflective, most creative, most helpful, etc.).
- The following is the breakdown of assignment choices:
  - Two Reading Reactions
  - One Web Site Annotation
  - Two Discussion Board Responses
  - One Pre-Session Writing Assignment
- After selecting these assignments, make copies of the graded assignments and place them in the **Folder 3** of your portfolio: *Critique of Individual Course Work*.
- Write a summary paper (1 to 3 pages) that describes, explains, or clarifies why these assignments were chosen. Place this paper at the beginning of this section.

**Section 4) Individual Course Activities**

This section will include a variety of activities located in each module. The Electronic Portfolio checklist (page ) will have the items listed for you to check off. Follow the guidelines listed in the numbered modules for completing each section. A brief response should include

**What is a Reading Reaction?**

A Reading Reaction (RR) is an initial “gut” reaction to a chapter. It is an informal, relatively short piece. By doing a RR, you will be establishing a connection between your own experiences and what you have just read. Because of this close connection to the readings, your RRs will be viewed as reading assignments and NOT as writing assignments.

A reading reaction example:

<table>
<thead>
<tr>
<th>Last name, first name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 8</td>
</tr>
<tr>
<td>Module 3</td>
</tr>
</tbody>
</table>

**EESL 630 Reading Reaction**

**Making It Happen, Chapter 6**

**Author:** Patricia A. Richard-Amato

**Prompt:** *What I Agree With*

**Point:** *Stereotyping and Negative Repercussions* (p. 112)

**Reaction:**

I thought this page really hit on some great points. The words that others say truly can have a substantial effect on a student’s motivation. I believe the words that others say make a deep impact. I used the poem we read, “Sticks and Stones,” during our summer school program in my classroom to teach respect for others. That poem touched me deeply and I believe it goes well with the topic of stereotyping and its negative repercussions. Stereotyping, in my opinion, does create social distance. I have been striving to teach my students to have respect for all human life. Upon reading this, I now have more ideas of what I can do in my own classroom, in the school, and in the greater community. Here is what I think I might like to try: ………………………………………………………………………………
How should I format my Individual Course Activities?
Your papers should be formatted just like in this sample RR. To do that, follow these guidelines.

- Open a Word document, save it onto your computer, and label it as follows: Last name, Group number, Module number. Your electronic file label should look like this: Smith G8 M3
- Format this document with 1” or 1½” margins on all 4 sides. Use a 12-point easy-to-read font.
- Write your last name, first name, PLC/group number, and module number in the upper left hand corner of each page (single spaced) as is illustrated in the Sample RR on the previous page. Here is an example:
  
  Name          Smith, Abby  
  PLC           G 8  
  Module        M 3  

- Type your individual course activity, using single spacing. If you end up with more than one paragraph (or groupings of sentences), use double spacing between these paragraphs.
- You should start each individual course activity on a separate page but within the same Word document (i.e., electronic file). By the end of the semester, you will have 9 electronic files (i.e., Word documents) of individual course activity one for each of the PLC modules.
- Place a page break or a hard return after each activity by simultaneously holding down the Control key and the Enter key. This will assure that each activity starts on a different page and that all pages are still within the same file. You should refrain from pressing the space bar until what you think is the next page; this creates an unformatted, unprofessional document. If you do not know how to do a page break, you must learn how to do it. The easiest way to learn computer skills is by asking your instructor or fellow PLC members. They will be glad to help.
- Submit each module’s completed file on Blackboard by following the Blackboard instructions on page 19. Although each file (i.e., document) is due as soon as possible after the corresponding PLC session, you may also submit your file before that session takes place.
- If your activity file is not received in a timely fashion, the activity will be recorded as late. If you are experiencing difficulties (technological, professional, personal, or other) in writing and submitting your activity, please be sure to contact your instructor immediately (email or phone).
- Upon receiving your graded activities back from the instructor, immediately insert the work into the correct folder on your electronic portfolio. This may mean you will have to copy and paste items from the sent file. (Example: Individual activities will need to go into folder 4; other writing assignments will go into folder 5, etc.) As you place your activity in your portfolio, you may wish to check them off on the Portfolio Checklist (p. 23).

When should I submit my Individual Course Activities?
- Complete all individual activities for a given PLC session before that session takes place.
- Carry your flash drive or lap top to your group session as you will be sharing your reactions with your PLC colleagues. (At least one person will need a computer or you will need to meet in an area where computers are available.)
- Submit your activities electronically to the instructor and BLACKBOARD as soon as possible following the PLC session. (To submit your individual activities on Blackboard, follow the instructions on page 19).

How will the Individual Course Activities be graded?
- Your individual activities will be assessed as drafts of work, not as polished prose. Since your individual activities are reading assignments, they will not be graded for spelling, grammar, and punctuation.
- Although length is not the most important assessment criterion, each individual activities must consist of at least a quarter page (such as in the sample RR on page 11).
- Of greatest importance is the quality of content. The content of your individual activities should demonstrate that you have drawn knowledge and understanding from the readings, from your own experiences, from your classmates’ experiences, and from your PLC discussions.

- Each individual activity will receive one of the following marks:
  - “+” superior
  - “√” average or sufficient
  - “-“ inadequate
  - “0” non-completion

- Because of the amount of work in this course, because of the close relationship between the assigned readings and the individual activities, and because of how these individual activities are used during PLC discussions, *late work will be penalized*. However, if you are ill or have some type of family emergency, be sure to contact the instructor immediately and see if it will be possible to have a time extension.

Section 5) Other Writing Assignments 6%

Portfolio Section 5 *Other Writing Assignments* consists of two subsections:

- a) Ideas to Implement
- b) Pre-session Writing Assignments

5a. Ideas to Implement Worksheet
Throughout the semester, use the Ideas to Implement Workshop (Appendix C, p. 21) to keep a list of ideas of things you would like to implement in your classroom or with colleagues or administrators at your school and/or short comments about the ideas prompted by course readings, writings, and/or group discussions. A form is included in Appendix C and also in Blackboard (Course Documents).

5b. Pre-Session Writing Assignments
Prior to doing certain PLC modules (2, 3, 4, 5, 6, and 8), each student should do an individual writing assignment in addition to the individual course activities. Directions for these assignments are found in the corresponding module on Blackboard. You should take these completed assignments to your PLC to discuss with your group on your flash drive or computer. Once they are graded and returned, these items should be placed in *Folder 5* of your electronic portfolio.

Section 6) Digital Tools and Resources/Discussion Board 15%

Web Annotations: Individual and Group
There are two parts to this assignment: individual and group. These annotations are for identifying and describing web resources that support ELLs in school. Each person completes 8 web annotations individually.

*Individual:*
The Internet is a treasure trove of useful information for teachers (ESL and content area) who are working with ELLs.

- Search the web for materials that are appropriate to your teaching situation.
- Select 8 of the most useful web sites that you find (one per PLC Session). These websites should be targeted for ELLs and/or their teachers and be rich resources for ESL resource teachers and/or students in general. When doing these web annotations, please keep in mind that this assignment is asking that you go beyond the obvious.
• Write an annotation for each of the 8 web sites that you select by following this format. Be sure to include the following headings:
  o Web address
  o Target audience
  o Most useful (what you found useful and wonderful)
  o Biggest distraction (what detracted from the wonderfulness of the site)
  o How you or your ELLs will/could use this site
  o Rating: rate this site, using the following scale:
    ▪ **5-stars**-best ever
    ▪ **4-stars**-really good
    ▪ **3-stars**-ok
    ▪ **2-star**-could have been better
    ▪ **1-star**-yuk!

• Because the following sites are such *excellent resources* for teachers of ELLs, you should have already visited these sites. Therefore, please do **not** complete annotations on the following sites:
  - www.ncela.gwu.edu
  - www.nabe.org
  - www.cal.org
  - www.tesol.org
  - www.amtesol.org
  - www.daveseslcafe.com
  - www.teachingtolerance.org
  - www.splc.org
  - www.lab.brown.edu/tdl/
  - www.colorincolorado.org
  - www.alliance.brown.edu
  - www.englishraven.com
  - http://cqresearcherblog.blogspot.com
  - http://papersbyjoantaber.blogspot.com
  - OR ANY OTHER WEBSITES USED THROUGHOUT THE COURSE

• **Be sure** to write your name, PLC #, & web annotation # in the upper left each page. Example:
  - Student, Joan
  - PLC #0
  - Web Annotation #

• You may submit all individual web annotations at the same time or throughout the semester with the assignments for each session. Individual web annotations must be submitted through the Assignments tab, *not the Discussion Board.*

**PLC Activities:**
• During the semester, each group is responsible for selecting *two* web annotations from those visited by its members and posting the web address and annotation on the Discussion Board.
• After a web site is posted on the Discussion Board, you may **NOT** use that web site as one of your 8 annotations. That means you must check the Discussion Board regularly throughout the semester.

**Group Discussion Board Assignment Schedule**

<table>
<thead>
<tr>
<th>1st Monthly Posting</th>
<th>3rd Monthly Posting</th>
</tr>
</thead>
<tbody>
<tr>
<td>7N: Aug. 31</td>
<td>7N: Oct. 12</td>
</tr>
<tr>
<td>VT: Sept. 7</td>
<td>VT: Oct. 19</td>
</tr>
<tr>
<td></td>
<td>*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Monthly Posting</th>
<th>4th Monthly Posting</th>
</tr>
</thead>
<tbody>
<tr>
<td>7N: Sept. 21</td>
<td>7N: Nov. 2</td>
</tr>
<tr>
<td>VT: Sept. 28</td>
<td>VT: Nov. 16</td>
</tr>
<tr>
<td></td>
<td>*</td>
</tr>
</tbody>
</table>
Discussion Board on Blackboard VISTA  
Directions for Posting and Sending a Thread

To Post an Annotation:
Log on to Vista Blackboard. Under Course Tools, click on Discussions. Next, click on All Topics. Then, click on Create Message. Fill in message box and post.

To Respond to a Thread:
Log on to Vista Blackboard. Under Course Tools, click on Discussions. Next, click on a subject heading. Next, click on reply. Fill in message box and post.

Monthly

• Each student must participate monthly in an online class session. This session consists of visiting at least 1 site per month (for a total of 4 for the semester). These sites will be posted on the Discussion Board. For this assignment, you should not visit any of the web sites that you had used for your individual web annotations.

• Respond to the annotation about the site posted by one of the Learning Groups. Describe
  • what you liked or disliked about the web site,
  • whether you agreed with the original critique, and
  • how you might use the site in your own teaching.

• During this monthly online class session, you must also read and respond to at least 2 entries by other students about their web critiques (2 per month for a total of 8 for the semester). This is an excellent opportunity to share teaching ideas and/or ask questions of other teachers.

• Print out all of your postings and include them in section 6 of your portfolio.

• Be sure to carefully follow these directions for doing your discussion board threads.

• Students who wait until the end of the semester to visit the websites and complete the discussion board assignments will be severely penalized.

Section 7) PLC Activities (14%)

PLC activities play an important role in EESL 630 similar to that in EESL 610. In the first EESL 630 class, students are divided into PLCs based on geographic proximity. In their respective PLCs, all students participate in interactive, discourse-based activities that encourage professional dialogue concerning the content of instructional digital technologies (both existing and emerging) while expanding upon how theory/research/concepts taught may be translated to site-, school-, or system-specific applications. As a result of these activities, student products should reflect extended group discussions/conversations and collaboration, appropriate consideration of majority and minority opinions, thoughtful reflection on the assignment, and significant contributions of all group members.

At the first class session, the members of each PLC determine the following group roles:

PLC Leader: Is responsible for seeing that the group module (on Blackboard) is completed for each session and that all group members are participating. Contact instructor with group-related questions and concerns.

Timekeeper: Is responsible for keeping the group on schedule as indicated in each session module. Document activities that take longer than suggested in the module.
Recorder: Takes a laptop computer to each group session and downloads the group protocol from Blackboard. Is responsible for completing the protocol (group reflections, professional conversations on practice, and other activities). Submits the completed group protocol electronically to the instructor and BLACKBOARD.

On-Task Master: Is responsible for keeping the group on task during collaborative group work and assists group leader in seeing that all group members are participating.

Other (optional): A PLC may identify an additional role. If so, the PLC should define that role on the PLC’s Organizational Scheme.

If a group has only 3 group members, the roles of timekeeper and on-task master can be collapsed. If the PLC has 5 or 6 members, the group members should identify new tasks and/or alternate any of the roles except the role of group leader.

Each student will place a copy of all group work activities in Folder 7 of his/her portfolio.

NOTE: At the end of the semester, each group member is expected to complete a peer review on each of the other members in his/her group. This form is available on Blackboard (under course documents) and in Appendix C (page 20 of the syllabus). It is to be placed in Folder 0 in the electronic portfolio. The input received from these peer review forms will be used to determine groups for the next course in the MAE/ESL sequence—EESL 640.

Section 8) Project (25%)

Each PLC will prepare a course project applicable to methods for the teaching of ESL. Each student is expected to provide significant and valuable contributions to the project. This project provides course participants with opportunities to supplement and reinforce course learning related to methods and principles of appropriate and culturally sensitive instruction for ELLs. The final product generated by the learning group should demonstrate continuity, attention to the guidelines for project completion, and evidence of the contributions of all group members.

The project should also be a demonstration of how all group members are engaging in professional growth and leadership activities. This includes the modeling of lifelong learning by showing how the group participated in face-to-face and online learning communities to continuously improve their own professional practice. In doing this project, group members must use existing and emerging digital tools, resources, and current research that focus on improved student learning. They must also show how this project can promote the professional development of other educators.

Presentation of project: Each learning group will present the project in a 20-minute presentation using PowerPoint (including at least 3 weblinks) and their best teaching strategies.

Project Options: All projects must be approved by the instructor using the form in Appendix C, pages 25 and 26.

1) Using sheltered instruction, develop a thematic unit for an identified content or skill area or for integrated content areas. The sheltered instruction accommodations should reflect ESL best practices and should be written so that non-ESL specialists (teachers, counselors, and administrators) could understand the accommodations and be able to identify and/or implement them in the
classroom. The lesson plan form (Sheltered Instruction Observation Protocol [SIOP]) is posted on Blackboard and is provided in Appendix C (pp. 31-32). As part of the course project, each group must write a vignette that illustrates best practices in action and a thematic unit of five lessons that implement best practices. A vignette should include the setting, grade level, culture, linguistics and range of ability which were considered when developing the lesson plans. It should also include accommodations, small group and interaction activities and/or other teaching strategies. The lesson plans should conform to Pre-K-12 English Language Proficiency Standards (2006, TESOL) and Alabama State ESL Standards (2005, WIDA) should contain technological elements (not exclusively web sources) that will enhance the learning of all students. The group should write a 3- to 5-page double-spaced rationale for the selection of the sheltered instruction accommodations.

2) Develop a lesson unit for a content area class in which ELLs are taught in class through a push-in model. The lesson plans should be written for co-teachers (content area and ESL) to implement using sheltered instruction accommodations that reflect ESL best practices and should be written so that non-ESL specialists (teachers, counselors, and administrators) could understand the accommodations and be able to identify and/or implement them in the classroom. The lesson plan form (Sheltered Instruction Observation Protocol [SIOP]) is included in Appendix C (pp. 31-32), and it is also posted on Blackboard. As part of the course project, each group must write a vignette (see above description) that illustrates best practices in action and a thematic unit of five lessons that implement best practices. The lesson plans should conform to Pre-K-12 English Language Proficiency Standards (2006, TESOL) and Alabama State ESL Standards (2005, WIDA) should contain technological elements (not exclusively web sources) that will enhance the learning of all students. The group should write a 3- to 5-page double-spaced rationale for the selection of the sheltered instruction accommodations.

Appendix B: Blackboard VISTA

What is Blackboard VISTA? It’s an on-line class management system that allows students to

- Read the course syllabus, access course materials, and read class announcements
- Email classmates and instructor
- Submit class assignments through the Assignments tab.
- Participate in class discussions on specific topics via Discussion Board

User name for Blackboard VISTA: Blazer ID             Password: UAB password

How do I access BLACKBOARD VISTA

1. Go to: www.ed.uab.edu
2. Place your cursor over PORTAL (far right on horizontal white bar at top of screen).
3. Click on Blackboard VISTA.
4. Type in your Blazer ID and your UAB strong password. NOTE: If you took courses before 2009, your Blackboard password will not work; it was for a Blackboard Version that is no longer used.
5. You will be taken to the Course List. This is where you click on EESL 630.
6. You will now see the page for the top link on the left column, which is Course Content. This page has icons for each module (from 2 to 9) and also for Other Documents, Other Articles, and SIOP.
7. Other important links for your course are: Assignments, Discussions, Mail and Syllabus.

It is critical that you do each of these steps. Always be sure to scroll down to the bottom of the page to be sure you have clicked on all the required buttons. New users often miss doing the last step SUBMIT. If you do not click on SUBMIT, the instructor will never receive your work.

How do I prepare my assignments for submission on Blackboard VISTA?
1. Submit all your individual assignments through the Assignments tab.
2. To prepare your assignments to be submitted, follow these steps:
   - Save all assignments for each session in a single file. Do **NOT** save the individual assignments in files and then place them in a folder. Blackboard will **NOT** accept folders.
   - Type in each individual assignment on a single page. Use a hard return (Ctrl + Enter) to ensure that each assignment remains on a separate page.
   - At the top of **each** page, type the following on the left-hand margin:
     - **Name**
     - EESL 630
     - Group #
     - Module #
     - Date
   - An alternative to the above would be to include that information, as indicated, in an appropriately formatted header.
   - In the **Center** of the page on the title line, type the name of the assignment you are submitting: Example: Reading Reaction or Writing Assignment.
   - Be sure to follow the appropriate format for the assignment you are submitting.
   - **Use the following pattern to name the file AND to place in the Subject Line:**

   **LastName Group number and Module number**  **Example: Jones G8 M2**
   **LastName Group number and Type of Assignment**  **Example: Jones G8 Course Summary**
# Appendix C: Forms

<table>
<thead>
<tr>
<th>Form</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of High Stakes Assessment</td>
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<tr>
<td>Portfolio Checklist</td>
<td>22</td>
</tr>
<tr>
<td>Course Grading Sheet</td>
<td>23</td>
</tr>
<tr>
<td>Project Grading Sheet</td>
<td>24</td>
</tr>
<tr>
<td>Course Project (Group’s copy)</td>
<td>25</td>
</tr>
<tr>
<td>Course Project (Instructor’s copy)</td>
<td>26</td>
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<tr>
<td>Individual Peer Review Form</td>
<td>27</td>
</tr>
<tr>
<td>Ideas to Implement Forms</td>
<td>28</td>
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<td>Group Organizational Scheme (group copy)</td>
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<td>SIOP Lesson Plan</td>
<td>31</td>
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<td>Group Organizational Scheme (instructor)</td>
<td>33</td>
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<td>Candidate Data Sheet</td>
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## High Stakes Assessments (ESL)

<table>
<thead>
<tr>
<th>COURSES</th>
<th>High Stakes Artifacts</th>
<th>UAB/SOE Outcomes</th>
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<tbody>
<tr>
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<td><strong>Area</strong></td>
<td><strong>Number</strong></td>
</tr>
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<td><strong>EESL 613</strong></td>
<td>Cultural Awareness Project</td>
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<td>Teaching ESL in a</td>
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<td>11a</td>
</tr>
<tr>
<td>Multicultural Society</td>
<td></td>
<td></td>
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<td><strong>EESL 615</strong></td>
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<td>Grammar for ESL Teachers</td>
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<td><strong>EESL 620</strong></td>
<td>Reflection of Poster Project</td>
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<td>Special Topics in ESL</td>
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<td>10</td>
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<td>Phonology for ESL Teachers</td>
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<td><strong>EESL 630</strong></td>
<td>Final Paper</td>
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<tr>
<td>Methods and Materials for</td>
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<td>Teaching ESL</td>
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<td><strong>EESL 640</strong></td>
<td>Philosophy Statement</td>
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<td>Teaching ESL through Reading and Writing</td>
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<td>11B</td>
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<td><strong>EESL 690</strong></td>
<td>Final Paper</td>
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<tr>
<td>Internship in ESL, N-12</td>
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</table>

*(One 690 artifact for each of the 11 Learning Outcomes. The matrix will be provided in EESL 690.)*

*Students in the Alternative Master’s Program in ESL are also required to do high stakes assessment artifacts in other courses that are required in all SOE alternative programs.*
Electronic Portfolio Checklist

Candidate _________________________________

You, the student, must **Highlight** each item. For each missing item, please provide a brief explanation.

The instructor will use this checked-off list when assessing your portfolio. This list is to guide you in preparing your portfolio. It is best to start compiling your portfolio as of the first day of class. Do **NOT** include any extraneous material (such as readings).

**Electronic Portfolio (2%)**
- E-Portfolio Checklist (1/2 pt)
- Grading Sheet (1/2 pt)
- Items ordered and checked off according to checklist (1/2 pt)
- Peer Review Sheets (1/2 pt)

**Folder 1: Final Paper (8%) – HIGH STAKES**
- Inserted in course e-portfolio
- Alternative MAE: Posted on electronic LiveText portfolio

**Folder 2: Individual Reflection of Thematic Unit (4%)**
- Inserted in course e-portfolio

**Folder 3: Critique of Coursework (4%)**
- Summary of Critique
- Copies of the two best reading reactions
- Copy of the best web site annotation
- Copy of the two best discussion board responses
- Copy of the best “other” writing assignment

**Folder 4: Individual Course Activities (22%)**

**HM = Herrera & Murry, Mastering ESL & Bilingual Methods**

**EG = Echevarria&Graves, Sheltered Content Instruction**

**CH = Chamot & O’Malley, The Calla Handbook**

**I = Internet (38@)**

**Pre-Session:**
- Authentic Assessment (I)
- 15 questions (I)
- Outline = .25

**Module 2:**
- 5 informal assessments (I)
- 4 questions Portfolio assessment (I)
- 2 questions Writing (I)
- WIDA Assessment Sample (I)

**Module 3:**
- HM: __1(p27), __2(p56), __3(p89); (I): __ (RR)

**Module 4:**
- EG: __1, __2, __4; I __ (RR)

**Module 5:**
- HM: __4, __5, __6; I __ (3ex,TPR) I __ (implement )

**Module 6:**
- HM: __7; EG: __3, __5, __6, __7

**Module 7:**
- CH: __1 (#6p.18), __2 (#4p.34), __3 (Acad. Lang.) __4 (#5p.79)

**Module 8:**
- CH: __5 (Compare L.P.), __6 (Assess.), __7 (Strategy), __8 (obstacles)

**Module 9:**
- CH: __9, __10, __11

**Folder 5: Other Writing Assignments (6%)**

**Module 3:**
- response to Q #20 or 29 __ (1/2 pt)
- response to Q #24 (1/2 pt)

**Module 4:**
- response: Sara, __ (1/2 pt)
- response: Pon __ (1/2 pt)

**Module 5:**
- Natural Approach __ (1/2 pt)
- Self Reflection __ (1/2 pt)

**Module 6:**
- Response to sheltered implementation __ (1/2 pt)

**Module 8:**
- Literacy Information __ (1/2 pt)

**Module 9:**
- Completed individual/group matrix __ (1.5 pt)
- Ideas to Implement Worksheets __ (1/2 pt)

**Folder 6: Digital Tools and Resources/Discussion Board (15%)**
- 8 Individual Web Site Annotations (8 pt)

**Discussion Board Assignments:**
- 2 group web sites posted __ (1/2 pt @)
- 4 responses to web sites __ (1/2 pt @)
- 8 responses to others __

**Folder 7: PLC Activities (14%) (1/2 pt@)**
- Group work emailed and placed on Blackboard
  - Module 3: __ Prof. Con., __ Group Rubric
  - Module 4: __ Prof Con., __ Cummins Grid, __ Group Rubric
  - Module 5: __ T-Chart, __ Prof. Con., __ Group Rubric
  - Module 6: __ Prof. Con., __ Final Act., __ Group Rubric
  - Module 7: __ Textbook Analysis Form #1, __ TAF #2 __ Graphic Org, __ Prof. Con., __ Final Act., __ Group Rubric
  - Module 8: __ T chart, __ lesson plan, __ Adapted lesson plan, __ Prof. Con., __ Group Rubric

**Folder 8: Project (25%)**
- Copy of project __
- Copy of PowerPoint
COURSE GRADING SHEET

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 0:</strong> Portfolio</td>
<td>4 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Section 1:</strong> Final Paper</td>
<td>8 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Section 2:</strong> Individual Reflection of Thematic Unit</td>
<td>4 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Section 3:</strong> Critique of Individual Coursework</td>
<td>4 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Section 4:</strong> Reading Reactions</td>
<td>20 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Section 5:</strong> Other Writing Assignments</td>
<td>6 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Section 6:</strong> Digital Tools and Resources/Discussion Board</td>
<td>15 pts</td>
<td></td>
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<tr>
<td><strong>Section 7:</strong> PLC Activities</td>
<td>14 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Section 8:</strong> Project</td>
<td>25 pts</td>
<td></td>
</tr>
</tbody>
</table>

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**POINTS EARNED**

| 100 points |

Adjustment for Absences
Number of Unexcused Absences: ___ x 4 pts = ____ pts
Number of Excused Absences: ___ x 2 pts = ____ pts

Adjustments for Late Assignments
Portfolio (5 pts)
Incomplete (5 pts)

Number of Points to be Deducted ____ minus points

**ADJUSTED SCORE**

<table>
<thead>
<tr>
<th>TOTAL POINTS</th>
</tr>
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<tbody>
<tr>
<td>COURSE GRADE</td>
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</table>

Individual Peer Review Averages
All responses from group members are totaled and divided by number of respondents.
  - Communicates ideas
  - Listens to ideas of others
  - Participates in group work
  - Facilitates participation of others

Would you want to work with this person again? YES NO
How can this person improve as a group member?
### Project Rubric 25%

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
<th>Points</th>
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<tbody>
<tr>
<td>Valuable contribution to group</td>
<td>6</td>
<td>_____</td>
</tr>
<tr>
<td>Thematic unit of five SIOP lessons</td>
<td>5</td>
<td>_____</td>
</tr>
<tr>
<td>Vignette Explanation setting up unit</td>
<td>3</td>
<td>_____</td>
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<tr>
<td>Rationale, 3-5 pages, for the selection of the sheltered instruction accommodations</td>
<td>5</td>
<td>_____</td>
</tr>
<tr>
<td>PowerPoint presentation with links to 3+ websites (20 minutes)</td>
<td>6</td>
<td>_____</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>25</td>
<td>_____</td>
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</tbody>
</table>
EESL 630: Methods and Materials for Teaching ESL

COURSE PROJECT

Group’s Copy

Submit this completed sheet by Module #8 for approval.

Name(s) & School District(s) of those working together on this project:

Topic of Proposed Project:

Brief Description/Outline of Proposed Project:

School/School System Need(s) This Project Will Address:

Proposed Use of Technology (Digital Tools and Resources)

Responsibilities of Each Person

<table>
<thead>
<tr>
<th>Name</th>
<th>Responsibility</th>
</tr>
</thead>
</table>

Approved by: _________________________________ Date: __________________
EESL 630: Methods and Materials for Teaching ESL

COURSE PROJECT
Instructor’s Copy

Submit this completed sheet by Module #8 for approval.

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<tr>
<th>Name</th>
<th>Responsibility</th>
</tr>
</thead>
</table>


Individual Peer Review Form

Name of Peer Reviewer 

Group # ____  Group Location 

Name of group member being reviewed  

Instructions:
Make enough copies of this form to use when assessing each member of your learning group (i.e., PLC). Using the Group Member Rating Scale (posted on Blackboard under Other Course Documents), assess each of your group members. In the appropriate blank below, record the number that most closely represents the individual’s PLC performances on a scale of 1 (low) to 9 (high).

1. Communicates ideas ______
2. Listens to ideas of others ______
3. Participates in PLC work ______
4. Facilitates participation of others ______

Instructions: Complete the following questions as honestly and fairly as possible.

1. Would you want to work in a PLC with this individual in the future? Omit this question if you are completing a self-assessment.
   Yes or No
   Why?

2. Has this individual acted professionally during PLC sessions?
   Yes or No
   Explain.

3. What could this individual do to become a more effective PLC member?
Make several copies: fold, place in each book as book marker, and take frequent notes.

<table>
<thead>
<tr>
<th>Idea</th>
<th>Source</th>
<th>Comments</th>
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</table>
**PLC Organizational Scheme**

*To be filled out and kept by each PLC member:*

PLC Number: ________________________________

PLC Name: ________________________________

Location: ________________________________

Day of the Week: ________________________________

Time: ________________________________

**PLC Members and Contact Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>Emails: UAB, Home, school</th>
<th>Phone Cell &amp; home</th>
<th>Home Address</th>
<th>School &amp; location</th>
</tr>
</thead>
<tbody>
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</table>

**PLC Roles**

Leader: ________________________________

Timekeeper: ________________________________

Recorder: ________________________________

On-task master: ________________________________

Other (to be defined): ________________________________.
UAB’s SIOP Lesson Plan 12/18/07

Subject:  
Unit Theme:  
Lesson Topic:

<table>
<thead>
<tr>
<th>STANDARDS (broad goals on which objectives are based)</th>
<th>OBJECTIVES (what students will learn during this 45-minute lesson)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alabama COS</strong> [Give code number(s) &amp; standard(s).]</td>
<td><strong>Content Objective(s): Academic Achievement</strong></td>
</tr>
<tr>
<td><strong>TESOL Standards</strong> [Underline targeted standard(s)]</td>
<td>How ELLs are expected to (partially) meet the AL COS:</td>
</tr>
<tr>
<td>ELLs will use English to:</td>
<td>1.</td>
</tr>
<tr>
<td>#1—Communicate for social, intercultural &amp; instructional purposes within the school setting;</td>
<td>2.</td>
</tr>
<tr>
<td>and/or</td>
<td>(3)</td>
</tr>
<tr>
<td>#2, #3, #4, or #5—Communicate information, ideas, and concepts necessary for academic success in the content area of (underline): #2—language arts, #3—math, #4—science, or #5—social studies.</td>
<td><strong>Language Objective(s): Academic Language</strong></td>
</tr>
<tr>
<td>To meet the content objective(s), ELLs will learn to use English in one or more of the following ways: discourse functions, grammar, vocabulary, pronunciation, and/or skills (listening, speaking, reading, writing):</td>
<td>1.</td>
</tr>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>(3)</td>
<td></td>
</tr>
</tbody>
</table>

**SEQUENCE** (Order of activities planned for this 45-minute lesson)
The actual amount of numbered points may vary. This depends on the amount of different activities that are planned.

**BEGINNING** (5 to 10 minutes)
MOTIVATION or “hook” activity
1.  
(2.)

**MIDDLE** (If this takes longer than expected, skip certain parts in order to review during the last 5 minutes.)
PRESENTATION of new knowledge and/or skills
3.  
4.  
(5.)

PRACTICE/APPLICATION of new knowledge and/or skills
6.  
7.  
(8.)

**END** (final 5 minutes)
REVIEW/ASSESSMENT
9.  
(10.)

EXTENSION:
(11.)
List and/or explain how this lesson plan will meet the 8 SIOP components and their features:

I. PREPARATION: List and/or explain how you plan to do the following

Content Objectives & Language Objectives (students’ oral interaction):
Appropriate Content Concepts:
Supplementary Materials needed:
Ideas for Content Accommodations:
Meaningful Activities planned:

II. INSTRUCTION: Give names of specific techniques & explain how you plan to do them.

These 6 components are not in a fixed order. They occur in cyclically, often simultaneously, throughout the SIOP lesson.

BUILDING BACKGROUND
Links to Students’ Cultural Backgrounds:
Links to Students’ Prior Knowledge:
Key Vocabulary emphasized (visible, oral, interaction):

COMPREHENSIBLE INPUT
Appropriate Speech:
Academic Tasks Explained Clearly:
Techniques to Clarify Content Concepts:

STRATEGIES
Opportunities for Students to Use Strategies:
Scaffolding Techniques:
Question Types to promote higher-order thinking:

INTERACTION****

⇒ Meaningful Interactive Peer-to-peer Oral Techniques (name at least 4 different IPOTs):
⇒ Multiple grouping configurations—pairs & new pairs (IPOT), triads, groups, full class:
Sufficient wait time:
Clarification of key concepts in L1 (if needed):

PRACTICE and APPLICATION****

Hands-on materials to practice new concepts:
Activities to apply content and language knowledge:

⇒ Activities that integrate all 4 language skills (list below after the following feature) ****

Ample opportunities to practice each of 4 literacy domains (list activities after each skill):

- Listening:
- Speaking:
- Reading
- Writing

LESSON DELIVERY
Support of content objectives:
Support of language objectives:
All students engaged 90% of time:
Appropriate pacing:

III. REVIEW/ASSESSMENT: List specific techniques for each feature & explain how you will do them

Review of key vocabulary and language:
Review of key content concepts:
Ongoing feedback to students regarding language production and application of new concepts:
Formal & informal assessment of student progress (formative/summative) in meeting objectives:
PLC Organizational Scheme

To be submitted to the course instructor

PLC Number: ____________________________

PLC Name: ____________________________

Location: ______________________________

Day of the Week: _______________________

Time: _________________________________

PLC Members and Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>UAB emails</th>
<th>School &amp; location</th>
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</table>

PLC Roles

Leader: ________________________________

Timekeeper: ___________________________  

Recorder: _____________________________

On-task master: _______________________

Other (to be defined): __________________
CANDIDATE DATA SHEET  (Please print neatly.)

| Name _________________________________ | Preferred Name/Nickname _____________ |
| Home Phone____________ | Cell_________ | Work Phone__________ | Fax__________ |
| Home E-mail_______________________ | Work E-mail________________________ |
| Home Address: _________________________ | City____________ | AL zip_________ |
| Current Teaching Position: school___________ | subject and/or grades ________________ |
| School System: ___________________________________________________ |
| Current non-Teaching Employment ________________________________________________ |
| Former Employment  _____________________________________________________________ |

EDUCATION:

<table>
<thead>
<tr>
<th>ESL program/UAB (circle):</th>
<th>Traditional MAE</th>
<th>Alternative MAE</th>
<th>Non-Certification MAE</th>
<th>Other:</th>
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<th>Current Teacher Certification (if applicable):</th>
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<th>A___</th>
<th>AA___</th>
<th>Other:</th>
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<tr>
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<th>major ___________________</th>
<th>minor(s)_______________</th>
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<tbody>
<tr>
<td>Year graduated_____</td>
<td>University________________</td>
<td>City/State __________</td>
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<table>
<thead>
<tr>
<th>Graduate Degree (MA/MS):</th>
<th>major ______________________</th>
<th>minor(s)_______________</th>
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<tr>
<td>Year graduated_____</td>
<td>University________________</td>
<td>City/State __________</td>
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<table>
<thead>
<tr>
<th>ESL Courses already taken at UAB (circle):</th>
<th>613 MultiCult</th>
<th>610 Sec Lang Acq</th>
<th>620 Special Topics</th>
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<tbody>
<tr>
<td></td>
<td>640 Rdg/Wtg</td>
<td>615 Grammar</td>
<td>625 Discourse</td>
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</table>

<table>
<thead>
<tr>
<th>Previous courses in ESL (when &amp; where) ____________________________________________________________________</th>
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</table>

<table>
<thead>
<tr>
<th>Professional goals/aspirations: __________________________________________________________________________</th>
</tr>
</thead>
</table>

LANGUAGES AND CULTURES:

| Your first language(s) - native language or mother tongue: ________________________________ |
| What other languages do you know and how (where and when) did you learn them: ______________ |
| Travel Abroad: ___________________________________________________________________________ |

| Study/work/life experiences in other countries: ____________________________________________ |
| Contact with different cultures in the United States: ____________________________________ |