Student Teaching Seminar:
English for Speakers of Others Languages (ESOL) Lesson Revision

Assignment—
Imagine that four new students appear in the class that you are teaching. They are part of your school system and community, resulting from a local missionary endeavor to help Rwandan families find relief and assistance from difficult economic, political, and social conditions in Rwanda. Even though they have been in the United States and in Ohio for approximately seven months, these students and their families are still quite inexperienced with English, particularly academic English. They feel segregated from other students and community members, both socially and culturally, and have little confidence in their English or (American) social skills.

[1] Please select a lesson that you designed and taught during student teaching that was rich in content and student engagement. Please analyze the lesson as it is currently planned, considering its accessibility for English language learners like the students described above. Either by writing detailed annotations or by using the comment feature in Microsoft Word, identify where ESOL students might have difficulty with the lesson’s content, presentation, learning tasks, or assessments.

[2] Then, please revise the lesson in ways that will make the content, presentation, learning tasks, or assessments more accessible to the entire class. Please indicate exactly which supports you will add, as well as how you will change learning tasks or teaching methods. Consider the following questions during the revision process.

- How do I use my student’s cultural knowledge and background?
- How do I make my spoken language more accessible?
- How do I encourage reluctant participants to practice their English?
- How do I make texts more readable?
- How do I help encourage students to expand their English competency, particularly their ability to use academic language?
- How do I help students improve their writing skills?
- How do I minimize communication conflicts?
- How do I teach grade-level content to ESOL students?

[3] Please write a paragraph explaining how the changes to your lesson will enable the four ESOL students to understand course material more fully and interact with peers while still maintaining the integrity of the content and the attention of the rest of the class.

Fulfills CAEP standard 4.2: Indicators of Teaching Effectiveness; and inTASC Standards #1-10: Professional Learning and Ethical Practice; Ohio Standards for the Teaching Profession #1-6; OWU Learning Outcomes #1-5; and OWU Diversity Objective #4: Candidates know how linguistic backgrounds are shaped by cultural influences and can adjust their teaching to ensure that all students learn.

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In order to contribute to the ESOL students’ language learning and provide support through home, school, and community resources, you will need to connect to their parents and families. Please design a way to make that connection, fostering student learning, cultural understanding, and home-school partnerships. Specify how you will meaningfully connect to the parents or families of your students. Be specific by describing your activity, drafting your letter home, or organizing your list of community resources.

**Rubric for ESOL Assignment**

<table>
<thead>
<tr>
<th>EXCELLENT (Exceeds expectations)</th>
<th>PROFICIENT (Meets expectations)</th>
<th>ADEQUATE (Partially meets expectations)</th>
<th>UNSATISFACTORY (Needs focused attention)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The revised lesson helps all learners master course material throughout the lesson cycle.</td>
<td>The revised lesson helps all learners master course material at different times in the lesson cycle.</td>
<td>The revised lesson focuses on ESOL students, either cognitively or socially but not both. Less integration of all students.</td>
<td>The revised lesson engages ESOL students by decreasing the demands of the activity for them or for other learners.</td>
</tr>
<tr>
<td>Annotation and narrative contain clear, accurate analysis of the original lesson as well as detailed explanations of accommodations.</td>
<td>Annotation and narrative contain a clear analysis of the original lesson and a general explanation of accommodations, though perhaps fewer of them.</td>
<td>Annotation and narrative contain somewhat accurate analysis and/or lists accommodations without explaining their importance. Revisions may be more superficial.</td>
<td>Annotation and narrative do not identify (or misidentify) areas of difficulty for ESOL students and do not provide reasonable accommodations.</td>
</tr>
<tr>
<td>The activity or letter for parents is well constructed and builds meaningful links between the school and home. The candidate creates bridges for cultural awareness and understanding.</td>
<td>The activity or letter for parents is clear constructed and makes an attempt to develop a home-school partnership. The candidate demonstrates commitment to cultural awareness and understanding.</td>
<td>The activity or letter for parents is not developed, lacks goals, or is superficial in building a home-school partnership. Some effort to develop raise cultural awareness or understanding.</td>
<td>The activity or letter for parents is poorly constructed and does little to build a connection between the school and the home. It may be ineffective in communicating cultural awareness or understanding.</td>
</tr>
</tbody>
</table>

*All categories must score Adequate or higher. Any Unsatisfactory scores require that the student redo the assignment.*

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