

The College of New Jersey
School of Education
Department of Special Education, Language and Literacy

ESL 587 Curriculum, Methods, & Assessment for ESL/Bilingual Education
(ESLM58709M2)

Course Syllabus, Mallorca 2nd Session 2010
July 8 through July 18, 2010
(prepared 6.15.2010)

Course Credit:	1 Unit (3 credits)
Class Format:	Lecture/discussion/activities
Instructor:	Joan Wink, Ph.D., jwink@csustan.edu
Office Hours:	By appointment

Course Description:

This course is designed to develop the student's competency in the application of theoretical foundations of L2 learning and acquisition in teaching multilingual populations. It incorporates *The New Jersey Professional Teaching Standards, TESOL standards, NJ standards for ESL/bilingual certification and NJ CCCS* in curriculum design and lesson planning and prepare candidates for field practice. It enables candidates to practice ESL and bilingual methodologies, to design and implement appropriate instructional strategies and activities, to develop curricula and select materials, and to perform proper evaluation procedures for teaching ESL at K-12, higher education and other adult ESL settings as well as bilingual education.

Course Objectives:

The course readings, assignments, activities are in conformity with *The New Jersey Professional Teaching Standards, TESOL standards, NJ standards for ESL/bilingual certification and NJ CCCS*. After successfully completion of this course, students will acquire, clarify, enhance, and utilize knowledge, skills and dispositions related to these standards and will be able to fulfill the following objectives.

**NJPT Standard 1: Subject Matter Knowledge; NJAC 6A:9-11.5 V and VI, 11.4 II and V;
TESOL: 1a 1-2; 5c 2-4; 3a 1-4; 3b 1-8; 3c 1-5**

Students in this course will understand theories and practice related to language curriculum development and the history of language teaching shift from *Chomsky* through *Hymes* to the present with an emphasis on major contributions and limitations. Upon successful completion of this course, students will be expected to

- Know and understand the framework and procedures to develop effective ESL/Bilingual programs at different levels;
- Able to compare and contrast the conceptual and operational similarities between K-12 ESL and College and adult ESL programs
- Select and apply appropriate instructional strategies and approaches in ESL/Bilingual settings.

NJPT Standard 3: Diverse Learners, TESOL a 1-4; 2b 1-5

Students in this course will understand the practice of linguistically and culturally responsive teaching. Upon successful completion of this course, students will be expected to

- Know and understand individual difference in terms of learning style, social class, gender, race, ethnicity, language, age, and special needs
- Respect for individual differences and adapt appropriate instructional strategies in lesson planning and curriculum design.

NJPT Standard 4:Instructional Planning and Strategies; NJAC 6A:9-11.5 VI; 11. IV; NJ CCCS 3.1-3.5 , TESOL: 3a 1-4; 3b 1-8; 3c 1-5

Students in this course will learn how to design appropriate instructional plans and choose adequate instructional strategies to meet the needs of different populations in ESL/bilingual settings. Upon successful completion of this course, students will be expected to

- Know and understand procedures for instructional planning and management
- Describe, compare, and evaluate the effectiveness of the traditional and current instructional approaches.
- Know how to design a lesson plan that meets the needs of target language populations
- Focus on the teaching and acquisition of the discrete language skills in integrated ways.
- Understand the social and cultural contexts of language acquisition and recognize the influences of societal, motivational and personal factors, age in particular, upon that acquisition.
- Select and develop appropriate instructional materials for different programs and age learners.
- Develop curriculum or curriculum guides for use in ESL and bilingual instructional settings.
- Know and apply instructional strategies to promote literacy development and content area knowledge of ESL/bilingual students

NJPT Standard 5:Assessment; TESOL: 4 Assessment: 4a 1-4; 4b 1-5; 4c 1-3

Students in this course will understand theories and practice related to language assessment. Upon successful completion of this course, students will be expected to

- Know and understand the concept and rationale of variety of assessment.
- Know and understand various assessment instruments

Select and apply different assessment for different tasks, purpose and settings including students of special needs.

Evaluation of Student Performance

Points

Attendance/participation/preparation	5
NJ CCS, NJ Teacher Standards, TESOL Standards	10 – Fri. 7/9
Bulletese (Overview of one method)	10 – Mon. 7/12
ESL/Bilingual Curriculum Guide	25 – Th, 7/15
Individual Presentation on a Method	25 – Fri, 7/16
Partnership Project: Due 7/18, Sunday	25 – Sun. 7/18
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Total Points	100

Grading

96-100 A
95-90 A-
89-88 B+
84- 80 B
87-85 B
79-78 C+
77-75 C
74-70 C-

Assignments Guide:

1. **Review Professional Standards on SOCS**/due Friday, 7/9 in class

Students are required to review the following professional Standards:

- NJ CCCS (Core Curriculum Content Standards)

- NJ Standards for Teachers
- TESOL/NCATE Standards for P-12 Teacher Education Programs
- NJAC 6A:9-11.5 and NJAC 6A:9-11.4
- TESOL Standards for P-12
- WIDA
- TESOL standards for college level/higher ed

2. Bulletese – Due Mon. 7/12.(Signup on first and second day of class)

A bulletese is a summary of one method, and is in preparation for your methods presentation, which is due Friday, 16th. Various styles of presentations are encouraged: Be traditional or be creative. Media format is your choice. Simplicity and clarity are essential.

3. Developing an ESL/bilingual curriculum guide (Due: Thursday, 7/15)

This is a group assignment (two students). Every group is required to develop an ESL/bilingual curriculum guide which incorporates NJ CCCS, NJ Standards for Teachers, TESOL/NCATE Standards for P-12, and NJAC 6A:9-11.5 and NJAC 6A:9-11; and submit a written curriculum guide at the end of the course. Classroom time will be given to this project. The curriculum guide should include at least the following:

1. Identification of the program for which your curriculum is designed
2. Needs and situational analysis
3. Objectives/goals
4. Organization of major components of the curriculum: courses/units/tasks
5. Summary tables of major components of the curriculum
6. Major learning tasks/skills
7. Instructional materials/ resources
8. Assessment methods and instruments
9. A sample lesson

Samples:

The Family Literacy Project (*Parenting for Academic Success: A Curriculum for Families Learning English*)

http://www.cal.org/resources/pubs/parenting_academic_success.html

NYC, Family Literacy Guide

<http://schools.nyc.gov/Academics/LibraryServices/FamilyLiteracyGuideTranslations>

http://schools.nycenet.edu/offices/teachlearn/sls/FLG08_English.pdf

4. Individual presentation on a method: (7/16/09, Friday)

A: Every student is required to review an instructional method or approach. A one-page brief summary and critique with resources is required. It should include the three parts listed below. 1 – 2 typed pages for Part A.

1. Theoretical and historical background of the method
2. Main characteristics of the method
3. Critique and comments on its values and weak points

B: Design a mini-lesson using this method or approach and give an oral presentation. The lesson should include the following parts. 1-2 typed pages for Part B.

1. the school setting and target students (age, proficiency level, etc.)
2. objectives and learning tasks (linguistics, communicative, sociolinguistic)
3. instructional strategies
4. instructional materials
5. learning activities
6. evaluation instruments and procedures

C. Skills and language elements for mini-lessons:

1. vocabulary: etymology, collocation, slang, idiomatic usage, most frequently used, academic,
 2. reading: phonetics, intensive, extensive, scanning, comprehensible,
 3. grammar: tenses, plural forms, third person singular, articles, prepositions, phrases, verbs and verbal phrases,
 4. writing: letters, sentence level, paragraphs, essays, academic
 5. listening: discrimination, minimum pair, telephone, songs, lyrics, radio, movie, TV
 6. speaking: situation dialogues, scenario, telephone conversation, drama, academic discussion and presentation
- 1-2 typed pages for Part C

6. Partnership Project: (7/18, Sunday)

Every student is required to complete a partnership project that includes two activities of initiatives: one is for collaboration between ESL, content area teachers, and/or administrators; the other is for parenting. The two activities are to be presented in class either with a PowerPoint presentation or by showing the actual activities for 10 minutes.

Possible topics for the activities:

Collaboration with Teachers:

Workshops/Conference for ESL and Content area teachers (administrators)
Workshops for mainstream teachers and administrator to understand ESL students
Workshop for all school staff on ESL issues

The activity should cover the following:

1. Topics/issues and purpose of the activity
2. Strategies to build good partnership
3. Activity schedules and procedures
4. Problem solving strategies
5. Assessment of the effectiveness

Parenting:

Parent-teacher conference
Organizing Parent-teacher conference
Activities to provide learning opportunities and resources
Activities to help parents know American education systems
Activities to build a good working relationship with parents

The activity should cover the following:

1. Topics/issues and purpose of the activity
2. Strategies to build good partnership
3. Materials that are parent-friendly
4. Develop a set of academic and educational resources for parents/guardians
5. Home Language support (in Spanish or other languages)
6. Assessment of the effectiveness

Samples:

The Family Literacy Project (*Parenting for Academic Success: A Curriculum for Families Learning English*) can serve as a resource or model for how to do this.

Or

Family Project, Global Learning Networks of Families

Global Learning Networks (or electronic communities) of Families from Freinet, p. 163 of Critical Pedagogy, 3/e.

Further resources:

Cummins, J., Brown, K., & Sayers, D. (2007). *Literacy, technology, and diversity: Teaching for success in changing times*. Boston, MA: Allyn & Bacon Pearson.

Yes, this is our Dr. Sayers of CSU Stanislaus, College of Education.

Your assignment: Read about global learning networks at the URL's posted below; more will be posted on Course Documents.

Who was Freinet? What did he and his wife contribute to us?

<http://www.ibe.unesco.org/publications/ThinkersPdf/freinete.pdf>

De OrillaaOrilla, <http://www.orillas.org/welcomee.html> (An example of global learning networks.)

What Is De Orillas?

<http://www.orillas.org/abte.html>

Sample projects

<http://www.orillas.org/pastgpe.html>

How to Get Started

<http://www.orillas.org/tipe.html>

The Basics

<http://www.orillas.org/acte.html>

Your assignment:

Write a proposal for how you will create a global learning network.

Choose your idea from those samples listed at The Basics.

The overview of your proposal must include: (a) how families will be included as partners in the project with the students in your classroom; (b) 10 interview questions which students in your class will ask of families; (c) a plan for what type of partner publication the families and students in your class will use; and (d) a plan for sharing these family publications.

Follow this format for a total of 3 to 5 typed pages:

Proposal: Tell exactly what you are proposing to do. Use clear descriptive sentences. (200 words)

Timeline: How long will this project take in your classroom? (one paragraph)

Describe:

The teacher's role: (from beginning to end of project)

The 10 questions, which the teacher shares with the students.

The students' role: What do they do with families? How do they collect answers to questions? When do they return answers to classroom? (from beginning to end of project)

The families' role: (from beginning to end of project)

Publishing the stories: Will stories be on paper? Will stories be published electronically? Tell exactly how you will have the students write the stories in preparation for the publication. How are families included in the publication process?

Celebration of Authors: How will the community share and celebrate all of the new authors and their publications?

Additional Resources for Partnerships

Center for Educational Partnerships, UC Irvine <http://www.cfep.uci.edu/>

National Network of Partnership Schools <http://www.csos.jhu.edu/p2000/index.htm>

A Guide to Promising Practices in Educational Partnerships

<http://www.ed.gov/pubs/PromPract/index.html>

U.S. Department of State Bureau of Educational and Cultural Affairs -

Educational Partnership Program <http://exchanges.state.gov/education/partnership/>

The Arts Education Partnership (AEP) <http://www.aep-arts.org/>

Business/Education Partnerships – ERIC Digest <http://www.ericdigests.org/1996-1/business.htm>

The Kennedy Center for the Performing Arts Partners in Education Program

<http://www.kennedy-center.org/education/partners/>

National Council for Community and Education Partnerships <http://www.edpartnerships.org/>

Rural Community College Alliance <http://www.ruralccalliance.org/>

Science Education Partnership Award Program <http://www.ncrsepa.org/>

Urban Education Partnerships <http://www.laep.org/>

GenericResources for this class:

CAELA, Center for Adult English Language Acquisition

<http://www.calorg/caela/>

CAELA, Instructional Tools

<http://www.cal.org/caela/tools/instructional/>

CAL, Center for Applied Linguistics

<http://www.cal.org/>

CCIS, College Consortium for International Studies

<http://www.ccisabroad.org/>

ESOL, English for Speakers of Other Languages

<http://www.bnl.gov/esol/>

TCNJ, Mallorca Graduate Program

<http://www.tcnj.edu/%7Egraduate/global/europe.html>

TCNJ, SOCS

<http://socs.tcnj.edu/>

TESOL, Teachers of English to Speakers of Other Languages

http://www.tesol.org/s_tesol/index.asp

TOEFL, Test of English as a Foreign Language

<http://www.ets.org/toefl>

No hardcopy text is required for this class, as multiple sources will be made available through SOCS, www.JoanWink.com, and other internet citations. The following texts are supportive of the knowledge base required for this class.

Richards, J. C. (2001). Curriculum development in language teaching. Cambridge UP.

Brow, H. D. (2003). Language assessment-principles and classroom practice. Pearson ESL.

Richard-Amato, P.A. (2003). Making it happen: From interactive to participatory language Teaching. Longman.

Echevarria, J., Vogt, M., & Short, D. (2004). Making content comprehensible for English learners: The SIOP model. Pearson Allyn and Bacon.

Brown, J. D. (1995). The elements of language curriculum. Heinle&Heinle.

Richards, J. C., & T. S. Rodgers. (2001). Approaches and methods in language teaching. Cambridge UP.

Richards, J.C. (2002). Methodology in Language Teaching. Cambridge UP.

Internet Resources:

www.JoanWink.com

Free To A Good Home

<http://www.joanwink.com/charts.php>

Joan's Schedule

<http://www.joanwink.com/sched.php>

WinkWorld Archive

<http://www.joanwink.com/newsletter/archive.php>

Larry Ferlazzo: A terrific website for language acquisition
<http://larryferlazzo.com/>
<http://larryferlazzo.edublogs.org/>

Institute for Language and Education Policy

<http://www.elladvocates.org/>
An Equity Agenda for English Language Learners
 A Seven-Point Plan by the Institute for Language and Education Policy
http://www.elladvocates.org/documents/ESEA/Equity_Agenda_for_ELLs.pdf
Fact Sheet on English Language Learners: Who are ELL students?
http://www.elladvocates.org/documents/ESEA/Factsheet_on_ELLs.pdf

TESOL/NCATE Standards for P-12 Teacher Education

http://www.tesol.org/s_tesol/seccss.asp?CID=219&DID=1689

Class Outline:

Students, please download the URLs on your computer or flash drive. Printing is your choice – however, it will be important for you to be able to access these materials during our time together. It will be to your advantage, I believe, if you prints some of the blackline masters for lesson planning.

Dates	Topics	Readings/Activities	Class Activities
7/8/10 Th.	Overview: Philosophy First (Curriculum, Assessment, Methods)	2 pts of view http://www.joanwink.com/newsletter/2007/perspective1.pdf	1st hour: Introductions
	The Big Ideas	3 pts of view http://www.joanwink.com/cp3/cp3_pgs72-79.pdf	The World What do we know about language acquisition? K W L H (Free to a good home) Four Corners http://www.joanwink.com/cp3/cp3_pg134.php
		Nicastro Philosophy on SOCS	P&P Whirlwind Popcorn: Nicastro reading
		5 pts of view	2nd hour
		Open Letter to Students http://www.joanwink.com/openletter.php	The syllabus/how it is organized/what matters The assignments What matters and why?
		100 Years in a 1000 Words http://www.joanwink.com/scheditems/100Years.pdf	3rd hour through 5th hour We begin with all that has been posted. Reflective Cycle in Class (posted on instructor's "Schedule")
			Looking Forward. Standards: Each one chose one. Due tomorrow in class. Prepare for Bulletese

			<p>assignment: each one choose one. Class rep and Stuart's forms Tonight. Read. Think. Download. Begin thinking on assignments 1 (standards), 2 (bulletese/methods) Personal information :Email address. Your home address.</p> <p>www.JoanWink.com WinkWorld TOC of books</p>
<p>7/9 Friday</p>	<p>Philosophy to Programs to Practices</p> <p>Curriculum & Assessment</p> <p>Assignment due: Standards Overview/each one choose one.</p>	<p>Curriculum and Assessment Overview What is ESL? Sheltered Content? Bilingual Education?</p> <p>Please read & download the following articles:</p> <p>SD to Mallorca http://www.joanwink.com/love/love-sdtomallorca.php</p> <p>Bilingual Basics http://www.joanwink.com/research/bilingualbasics.pdf</p> <p>M, M, & M http://www.joanwink.com/love/love-mamas.php</p> <p>My People http://www.joanwink.com/love/love-mypeople.php</p> <p>Defining Bilingual Ed http://www.joanwink.com/love/love_pgs97-101.php</p> <p>Expanding the ZPD http://www.joanwink.com/vov/vov_pgs102-112.php</p> <p>What is ZPD? Mumbo Jumbo Story from Mallorca http://www.joanwink.com/vov/vyg-zpd.php</p> <p>Left Brain/Right Brain http://www.joanwink.com/scheditems/rt-left_brain_descriptors.pdf http://www.joanwink.com/scheditems/rt-left_brain_dancingwoman.pdf</p>	<p>As we write, we learn.</p> <p>What can you share from your learning yesterday AFTER class?</p> <p>Vygotsky Bilingual Basics</p> <p>Looking Back 2 big ideas 3 big ideas 4 big ideas</p> <p>In Class Activity with Required Standards Each one choose one: In class standards activity</p> <p>Theory to Practice/Practice to Theory</p> <p>3rd hour Looking at syllabus/assignments</p> <p>4th hour Bulletese: methods choices (due Monday) Planning the weekend, and our assignments. Looking at Curriculum Guide and Partnership projects.</p> <p>Sign up for a methods presentation, which begin on Monday. Blueberries http://jamievollmer.com/blueberry_story.html</p>

		<p>These are generic curriculum websites, which will be used for reference: ASCD www.ascd.org McRel, www.mcrel.org NWREL, www.nwrel.org www.nwrel.org:80/request/2003may/general.html 7 Strategies: A Good Overview http://www.bham.wednet.edu/learning/documents/7strategies.pdf</p> <p>CREDE http://www.joanwink.com/scheditems/CREDE08.pdf</p>	<p>http://jamienvollmer.com/blueberry_story.html</p>
7/10 FREE DAY			
7/11 FREE DAY			
7/12 Mon.	<p>Due: Bulletese of one method</p>	<p>10 Things Mainstream Teachers Can Do www.joanwink.com/scheditems/10things.pdf</p> <p>What is ESL and Sheltered Content http://www.joanwink.com/scheditems/ELD-ESL_SDAIE0509.pdf</p> <p>SDAIE – SIOP – Sheltered Instruction Scaffolding?</p> <p>Differentiation Cycle http://www.joanwink.com/charts/reflective_cycles_differentiation.pdf</p> <p>Preview/Review http://www.joanwink.com/charts/preview-review.pdf</p> <p>Dual Language http://www.joanwink.com/charts/duallang.pdf http://www.joanwink.com/charts/duallang.pdf</p>	<p>Looking Back: What was learned last Thursday/Friday? BICS/CALP to Conversational/Academic Language</p> <p>Professional Organizations</p> <p>Krashen's Principles/Practices: Free online Larry Ferlazzo Jim Burke's English Companion www.joanwink.com, WinkWorld The world according to Americans Nicastro Links to bilingual graphics When is midterm?</p> <p>4th hour Begin Bulletese Eval of class</p>
7/13 Tues.	<p>Lesson Planning</p>	<p>Academic Language Proficiency http://www.joanwink.com/newsletter/2007/Krashen-Brown-ALP.pdf Lesson Plan Resources posted on SOCS</p> <p>Hunter's or 5/7 Step http://www.joanwink.com/newsletter/2005/hunter.pdf</p>	<p>www.LessonPlan.com www.WordSift.com www.mimcc.com</p> <p>Messenger/Scribe http://www.joanwink.com/cp3/cp3_pg136.php</p>

		<p>Sheltered or SDAIE http://www.joanwink.com/scheditems/eld-sdaie-0208.pdf</p> <p>Questioning Lesson Plan http://www.joanwink.com/charts/Questioning_Lesson_Plan.pdf</p> <p>Alma FlorAda Creative http://www.joanwink.com/scheditems/creativediag.pdf</p> <p>Intro/Through/Beyond http://www.joanwink.com/newsletter/2005/into.pdf</p> <p>Atlas Rubicon (unit planning)</p> <p>www.LessonPlan.com www.WordSift.com www.mlmcc.com (look under bib)</p>	
<p>7/14 Wed.</p>	<p>Assessment</p>	<p>Assessment Overview http://www.joanwink.com/charts/assessmentoverview.pdf</p> <p>Levels http://www.joanwink.com/scheditems/levels_lang_acq-0509.pdf</p> <p>Levels & Descriptors http://www.joanwink.com/scheditems/descriptors_lang_acq-0509.pdf</p> <p>Perspectives on Assessment http://www.joanwink.com/scheditems/LA0509.pdf</p> <p>Classroom Observation Form http://www.joanwink.com/scheditems/gillette-ideas.pdf</p> <p>Drop In http://www.joanwink.com/scheditems/WinkDropIn.pdf</p> <p>Observation Form http://www.joanwink.com/scheditems/observational-tool-jw1108.pdf</p> <p>Qualitative/Quantitative http://www.joanwink.com/scheditems/qualt-compare.pdf</p> <p>WIDA</p>	<p>Comprehending/Comprehension http://www.joanwink.com/cp3/cp3_pg137.php (else)</p> <p>What is language proficiency? How do you measure it?</p> <p>FSI (Foreign Service Interview) Internet-based TOEFL oral interview evaluation criteria</p> <p>TWE, Test of Written English</p> <p>TOEIC</p> <p>Whirlwind.</p>

		www.wida.us	
7/15 Th.	Due: Curriculum Guides	Review NJ ESL Standards, TESOL standards for ESL teachers, TESOL standards for P-K-12 Models of Parental Involvement http://www.joanwink.com/scheditems/modelsparental.pdf	What teacher had a profound (and, maybe previously unacknowledged) affect on you as a learner? What were the pedagogical practices, which were so powerful for you?
7/16 Fri.	Due: Methods		Individual presentation on a method
7/17 FREE DAY Sat.			
7/18 Sun.	Due; Presentation on Partnership projects		Partnership Project Presentation

Method Demonstration Schedule (See Bulletese: summary of methods assignment)

Date	Method	Presenter
7/12	Early Language Learners – ESL, ESOL, CLT (Communicative Language Teaching), CBI (Content-Based Instruction), Vocabulary development or lexical approaches, SBI (Strategy-Based Instruction)	
	Intermediate & Later Language Learners - Sheltered Content, CALLA SIOP, Differentiated Instruction, Scaffolding	
	Diverse Groups of Language Learners - Bilingual Education Approaches, Multiple Intelligences (MI), English for Special Purpose (ESP), Computer Assisted Language Learning (CALL), CREDE Activity Centers, Contextualized Language (CL), Communicative Competence (CC)	

An Overview of Methods

Grammar Translation
Audiolingual Method
Direct Approach
Oral Approach/situational language teaching
Total Physical Response (TPR)
The Silent Way
The Natural Approach
Suggestopedia
Community Language Learning
Communicative Approach
Task-Based Language Teaching
Competency-Based Language Teaching
The Lexical Approach
Neurolinguistic Programming
Cognitive Code Method
CALLA
Bilingual Education Approach
Content-Based Instruction
Whole Language
Phonics
Cooperative Language Learning
Multiple Intelligences (MI)
English for Special Purpose (ESP)
Computer Assisted Language Learning (CALL)
Differentiated Instruction (DI)
Story Telling
Drama
Music Approach
Games

Rassias Method (DILM)

Assessment Rubric for Partnership Project

Criteria	Unacceptable (1)	Acceptable (2)	Competent (3)	Exemplary (4)	Score
Knowledge	Lack of understanding of the importance of collaboration between ESL teachers and content area teachers and parenting.	Somewhat Understand the importance of collaboration between ESL teachers and content area teachers and parenting, and realizes the impact on ESL instruction.	Know the importance of collaboration between ESL teachers and content area teachers and parenting, and realizes the impact on ESL instruction and acquisition of content knowledge.	Good understanding of the importance of collaboration between ESL teachers and content area teachers and parenting, and realizes the impact on ESL instruction and acquisition of content knowledge.	
Content	Did not advocate and serve as resource for families of learners and their community and demonstrate the intention to conduct collaboration with teachers including those in the content areas.	Somewhat advocated and served as resource for families of learners and their community and demonstrated the intention to conduct collaboration with teachers including those in the content areas.	Effectively advocated and served as resource for families of learners and their community and demonstrated the intention to conduct collaboration with teachers including those in the content areas.	Especially adept in advocating and serving as resource for families of learners and their community and demonstrating the intention to conduct collaboration with teachers including those in the content areas.	
Organization	The project activities were not organized and have problems in scheduling and procedures.	The activities were organized to meet the parents or teachers schedule to promote the partnership.	The activities were organized with a proper schedule and some strategies to make the partnership effective.	The activities were well organized with right strategies and procedures to make the partnership effective.	
Supporting Details	The objectives of the activities were not stated and not supported with any resources available for parents and teachers.	The objectives of all the activities were described and supported with limited educational resources available for parents and teachers.	The objectives of the activities were described and supported with some educational resources available for parents and teachers.	The objectives of all the activities were stated clearly and were supported with various educational resources available for parents and teachers.	
Deliverable Presentation	Materials are dull/repetitive and not engaging or of little/no interests to parents, and no home language support	Effort was made to make the materials intelligible to parents but without home language support	Some of the materials are parent-friendly with some home language support and at appropriate level	Materials are very parent-friendly with home language support, at appropriate level and geared toward issues faced by parents	