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

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

### 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)
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:
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?
What Is De Orillas?
http://www.orillas.org/able.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/
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/
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.ncrrsepa.org/
Urban Education Partnerships http://www.iaep.org/

**Generic Resources for this class:**
CAELA, Center for Adult English Language Acquisition
http://www.cal.org/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.


**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

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.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings/Activities</th>
<th>Class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Nicastro Philosophy on SOCS</td>
<td>What do we know about language acquisition?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 pts of view <a href="http://www.joanwink.com/openletter.php">http://www.joanwink.com/openletter.php</a></td>
<td>K W L H</td>
</tr>
<tr>
<td></td>
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<td>100 Years in a 1000 Words <a href="http://www.joanwink.com/scheditems/100Years.pdf">http://www.joanwink.com/scheditems/100Years.pdf</a></td>
<td>P&amp;P Whirlwind Popcorn: Nicastro reading</td>
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<td>2&lt;sup&gt;nd&lt;/sup&gt; hour</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>The syllabus/how it is organized/what matters</td>
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<td></td>
<td></td>
<td></td>
<td>The assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What matters and why?</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; hour through 5&lt;sup&gt;th&lt;/sup&gt; hour</td>
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<td></td>
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<td></td>
<td>We begin with all that has been posted.</td>
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<tr>
<td></td>
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<td></td>
<td>Reflective Cycle in Class (posted on instructor’s “Schedule”)</td>
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<tr>
<td></td>
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<td></td>
<td>Looking Forward. Standards: Each one chose one.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due tomorrow in class. Prepare for Bulletese.</td>
</tr>
</tbody>
</table>
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.

www.JoanWink.com
WinkWorld
TOC of books

<table>
<thead>
<tr>
<th>7/9</th>
<th>Philosophy to Programs to Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>Curriculum &amp; Assessment</td>
</tr>
<tr>
<td>Assignment due: Standards Overview</td>
<td>Standards Overview</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum and Assessment Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is ESL? Sheltered Content? Bilingual Education?</td>
</tr>
<tr>
<td>Please read &amp; download the following articles:</td>
</tr>
<tr>
<td>SD to Mallorca</td>
</tr>
<tr>
<td>My People</td>
</tr>
<tr>
<td>Expanding the ZPD</td>
</tr>
</tbody>
</table>

As we write, we learn.

What can you share from your learning yesterday AFTER class?

Vygotsky Bilingual Basics

Looking Back
2 big ideas
3 big ideas
4 big ideas

In Class Activity with Required Standards
Each one choose one: In class standards activity

Theory to Practice/Practice to Theory

3rd hour
Looking at syllabus/assignments

4th hour
Bulletese: methods choices (due Monday)
Planning the weekend, and our assignments.
Looking at Curriculum Guide and Partnership projects.

Sign up for a methods presentation, which begin on Monday.
Blueberries
http://jamievollmer.com/blueberry_story.html
These are generic curriculum websites, which will be used for reference:

- **ASCD** [www.ascd.org](http://www.ascd.org)
- **McRel** [www.mcrel.org](http://www.mcrel.org)
- **NWREL** [www.nwrel.org](http://www.nwrel.org)
  

**7 Strategies: A Good Overview**

[http://www.bham.wednet.edu/learning/documents/7strategies.pdf](http://www.bham.wednet.edu/learning/documents/7strategies.pdf)

- **CREDE**
- **http://jamievollmer.com/blueberry_story.html**

<table>
<thead>
<tr>
<th>Date</th>
<th>Due:</th>
<th>Lesson Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/10</td>
<td>FREE DAY</td>
<td></td>
</tr>
<tr>
<td>7/11</td>
<td>FREE DAY</td>
<td></td>
</tr>
</tbody>
</table>
| 7/12 Mon. | Due: Bulletese of one method | **10 Things Mainstream Teachers Can Do**
  [www.joanwink.com/scheditems/10things.pdf](http://www.joanwink.com/scheditems/10things.pdf)

**What is ESL and Sheltered Content**


**SDAIE – SIOP – Sheltered Instruction Scaffolding?**

**Differentiation Cycle**


**Preview/Review**


**Dual Language**


**Looking Back:**

- What was learned last Thursday/Friday?
- BICS/CALP to Conversational/Academic Language
- Professional Organizations

**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?

**4th hour**

- Begin Bulletese
  **Eval of class**

| 7/13 Tues. | Lesson Planning | **Academic Language Proficiency**
  Lesson Plan Resources posted on SOCS

**Hunter’s or 5/7 Step**


**www.LessonPlan.com**
**www.WordSift.com**
**www.mimcc.com**

**Messenger/Scribe**

### Sheltered or SDAIE
*http://www.joanwink.com/scheditems/eld-sdae-0208.pdf*

### Questioning Lesson Plan
*http://www.joanwink.com/charts/Questioning_Lesson_Plan.pdf*

### Alma FlorAda Creative
*http://www.joanwink.com/scheditems/creativediag.pdf*

### Intro/Through/Beyond
*http://www.joanwink.com/newsletter/2005/into.pdf*

### Atlas Rubicon (unit planning)
*www.LessonPlan.com  
www.WordSift.com  
www.mlmcc.com (look under bib)*

<table>
<thead>
<tr>
<th>7/14 Wed.</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Assessment Overview  
*http://www.joanwink.com/charts/assessmentoverview.pdf*  
Levels  
*http://www.joanwink.com/scheditems/levels_lang_acq-0509.pdf*  
Levels & Descriptors  
*http://www.joanwink.com/scheditems/descriptors_lang_acq-0509.pdf*  
Perspectives on Assessment  
*http://www.joanwink.com/scheditems/LA0509.pdf*  
Classroom Observation Form  
*http://www.joanwink.com/scheditems/gillette-ideas.pdf*  
Drop In  
*http://www.joanwink.com/scheditems/WinkDropIn.pdf*  
Observation Form  
*http://www.joanwink.com/scheditems/observational-tool-jw1108.pdf*  
Qualitative/Quantitative  
*http://www.joanwink.com/scheditems/qlq-compare.pdf*  
WIDA  
Comprehending/Comprehension  
*http://www.joanwink.com/cp3/cp3_pg137.php (else)*  
What is language proficiency?  
How do you measure it?  
FSI (Foreign Service Interview)  
Internet-based TOEFL oral interview evaluation criteria  
TWE, Test of Written English  
TOEIC  
Whirlwind. |
Due: Curriculum Guides

Review NJ ESL Standards, TESOL standards for ESL teachers, TESOL standards for P-K-12

Models of Parental Involvement

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?

Due: Methods

Individual presentation on a method

Due; Presentation on Partnership projects

Partnership Project Presentation

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Method</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/12</td>
<td><strong>Early Language Learners</strong> – ESL, ESOL, CLT (Communicative Language Teaching), CBI (Content-Based Instruction), Vocabulary development or lexical approaches, SBI (Strategy-Based Instruction)</td>
<td></td>
</tr>
<tr>
<td>7/13</td>
<td><strong>Intermediate &amp; Later Language Learners</strong> - Sheltered Content, CALLA SIOP, Differentiated Instruction, Scaffolding</td>
<td></td>
</tr>
<tr>
<td>7/14</td>
<td><strong>Diverse Groups of Language Learners</strong> - Bilingual Education Approaches, Multiple Intelligences (MI), English for Special Purpose (ESP), Computer Assistant Language Learning (CALL), CREDE Activity Centers, Contextualized Language (CL), Communicative Competence (CC)</td>
<td></td>
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</tbody>
</table>
An Overview of Methods

<table>
<thead>
<tr>
<th>Method</th>
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<tbody>
<tr>
<td>Grammar Translation</td>
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<tr>
<td>Audiolingual Method</td>
</tr>
<tr>
<td>Direct Approach</td>
</tr>
<tr>
<td>Oral Approach/situational language teaching</td>
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<tr>
<td>Total Physical Response (TPR)</td>
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<tr>
<td>The Silent Way</td>
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<tr>
<td>The Natural Approach</td>
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<tr>
<td>Suggestopedia</td>
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<tr>
<td>Community Language Learning</td>
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<tr>
<td>Communicative Approach</td>
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<tr>
<td>Task-Based Language Teaching</td>
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<tr>
<td>Competency-Based Language Teaching</td>
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<tr>
<td>The Lexical Approach</td>
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<tr>
<td>Neurolinguistic Programming</td>
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<tr>
<td>Cognitive Code Method</td>
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<tr>
<td>CALLA</td>
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<tr>
<td>Bilingual Education Approach</td>
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<td>Content-Based Instruction</td>
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<tr>
<td>Whole Language</td>
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<td>Phonics</td>
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<tr>
<td>Cooperative Language Learning</td>
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<tr>
<td>Multiple Intelligences (MI)</td>
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<tr>
<td>English for Special Purpose (ESP)</td>
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<tr>
<td>Computer Assistant Language Learning (CALL)</td>
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<tr>
<td>Differentiated Instruction (DI)</td>
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<tr>
<td>Story Telling</td>
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<tr>
<td>Drama</td>
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<tr>
<td>Music Approach</td>
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<tr>
<td>Games</td>
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</tbody>
</table>
Rassias Method (DILM)
## Assessment Rubric for Partnership Project

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Competent (3)</th>
<th>Exemplary (4)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Lack of understanding of the importance of collaboration between ESL teachers and content area teachers and parenting.</td>
<td>Somewhat understand the importance of collaboration between ESL teachers and content area teachers and parenting, and realizes the impact on ESL instruction.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>The project activities were not organized and have problems in scheduling and procedures.</td>
<td>The activities were organized to meet the parents or teachers schedule to promote the partnership.</td>
<td>The activities were organized with a proper schedule and some strategies to make the partnership effective.</td>
<td>The activities were well organized with right strategies and procedures to make the partnership effective.</td>
<td></td>
</tr>
<tr>
<td>Supporting Details</td>
<td>The objectives of the activities were not stated and not supported with any resources available for parents and teachers.</td>
<td>The objectives of all the activities were described and supported with limited educational resources available for parents and teachers.</td>
<td>The objectives of the activities were described and supported with some educational resources available for parents and teachers.</td>
<td>The objectives of all the activities were stated clearly and were supported with various educational resources available for parents and teachers.</td>
<td></td>
</tr>
<tr>
<td>Deliverable Presentation</td>
<td>Materials are dull/repetitive and not engaging or of little/no interests to parents, and no home language support</td>
<td>Effort was made to make the materials intelligible to parents but without home language support</td>
<td>Some of the materials are parent-friendly with some home language support and at appropriate level</td>
<td>Materials are very parent-friendly with home language support, at appropriate level and geared toward issues faced by parents</td>
<td></td>
</tr>
</tbody>
</table>