Prior Learning Assessment: ESED 5235/5235G – ESOL Methods

The purpose of this assessment is to demonstrate your ability to:

- apply current second language acquisition theory and research to curriculum development and instructional strategies
- design learning activities to develop students’ abilities to use English to achieve academically
- apply a variety of techniques for organizing and implementing learning environments to optimize participation and instruction with English language learners
- utilize multiple methods of assessment to monitor student progress and guide decision-making
- develop strategies for integrating school, neighborhood, and home resources in curriculum for English learners

There are three parts to this assessment:

- A sequence of lesson plans that demonstrate your ability to design instruction for students with varying degrees of English proficiency
- A rationale that describes how the instructional choices made in your lesson plans are grounded in theory and reflect best practices for English learners
- Responses to two scenarios that demonstrate your understanding of working with and advocating for English learners and their families

Requirements:

**Lesson Plans** – The format of the submitted lesson plans is less important than the content, so you may use the form currently used in your school system. You do NOT need to create new lesson plans and may submit lessons that you have already taught as long as the following criteria are met:

- Must be a sequence of 3-5 lesson plans based on a single standard or skill
- Each lesson plan should include:
  - Content and language objectives
  - Alignment with WIDA Can Do descriptors for students at a level 2 and 4
  - Formative assessment of both content and language
- Throughout the series of lessons, there should be evidence of:
  - Activities across all four language domains (listening, speaking, reading, writing)
  - A variety of grouping structures
  - Supplementary materials
  - A clear description of how emergent English learners will be evaluated
- Each of the above elements should be clearly described and justified in the rationale

**Rationale** - Write a 500 word rationale that describes how instruction based on the above lesson plans:

- Would effectively develop language skills and student understanding of content concepts among students with varying degrees of proficiency in English
- Is based on theoretical principles (consider the work of Stephen Krashen and Jim Cummins among others)

**Scenarios** – Provide a 250 word response for EACH of the scenarios below. Your responses should be grounded in theory and best practices for English learners.
One of your teaching colleagues does not believe that assessments should be modified for English learners because it wouldn’t be fair for the other students. What would you say to this colleague? What suggestions would you provide him/her?

You have a new student who has recently immigrated from Egypt. She and her family members only speak Arabic; whereas the other English learners in your classroom are Spanish speakers. What would you do help this student, and her family, integrate into their new school system? How would you find ways to integrate her home language and culture into the curriculum?