

**UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION AND HUMAN SCIENCES
COURSE SYLLABUS**

Course Title: ED 610 Multicultural Issues of Teaching ES0L

Credit Hours: 3 Semester Hours

Instructor:

Office:

Phone:

Email:

Term:

Note: Occasionally other obligations (University committee meetings, meeting with interns, etc...) may impose upon stated office hours. Special appointments can be made with the instructor by phone or e-mail.

Course Catalog Description:

This course is designed to provide an overview of the diversity and multicultural issues affecting the learning and literacy of ELL learners. This course begins by providing a quick introduction to the U.S. policy context governing these ELL children's educational experiences, but also draws on information from other educational settings to inform the discussion. This course reviews the research on diverse models for organizing the education of ELL learners. The course also focuses on specific pedagogical and learning challenges of multicultural diversity in the ELL students' classroom: initial reading and literacy instruction, vocabulary and oral language, and writing. Additionally, the course will address the issues of differentiation between special needs and/or language proficiency.

Course Overview: ED 610 is a course designed to give students a better understanding of how social, cultural, and economic factors influence the processes of education. Understanding these factors will help students to develop instructional classroom practices which better meet the needs of ELL learners and all of future students.

Educators are increasingly aware that learners within a classroom represent a complex array of multicultural and diverse personal experiences, values, and intentions that can impact classroom teaching, instruction and individual student literacy. Literacy is the key gatekeeper to success in educational settings and beyond. Literacy encompasses many skills: most centrally constructing meaning with and communicating meaning through text, but also the language skills that are critical to understanding and producing text. In an increasingly knowledge-based economy, highly developed literacy skills are crucial for student success. The literacy development of second language (L2) learners and of language minorities is linked to a global context. Immigration trends produce classrooms with high numbers of students who speak languages other than that of the classroom's instruction. Teachers must be equipped to provide quality literacy experiences that take into account the multicultural and diverse linguistic and cultural origins of their students.

Text:

All students will be required to have a LiveText account. These can be purchased through the UNA Bookstore or on-line.

Supplemental resources:

Brown, H.D. (2006). *Principles of Language Learning and Teaching, 5th Edition, Pearson ESL.*
ISBN-13: 978-0130178169

Freeman, Y.S., Freeman, D.E., & Ramirez, R. (2008) *Diverse Learners in the Mainstream Classroom: Strategies for Supporting ALL Students Across Content Areas--English Language Learners, Students with Disabilities, Gifted/Talented Students.* Heinman.

Last updated: 9/26/2013

**UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION AND HUMAN
SCIENCES**

CONCEPTUAL FRAMEWORK



***"Engaging Learners,
Inspiring Leaders,
Transforming Lives"***

The College of Education's Conceptual Framework, which is continuously evaluated in an outcome-based system, establishes a shared vision in preparing educators to work effectively in P-12 schools; provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability; and is knowledge-based, articulated, shared and consistent with the University of North Alabama's institutional mission:

"Changing lives. Creating futures."

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

"Knowledgeable Practicing Professionals"

who:

- Demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
- Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
- Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
- Use technology to support assessment, planning and instruction for promoting student learning;
- Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
- Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama's College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all candidates to learn.

Course Objectives and Student Outcomes:
ESOL Standards

Conceptual	Alabama	Standard	Assignment	Assessment
Framework	Standard/Rule			
References(s)	290-3-3-.45	290-3-3-.45 English As A Second Language Knowledge and Ability Standards		
	(2)(a)2.(i)	(i) Knowledge of:		
CF1	290-3-3-.45(2)(a)2.(i)(I)	Current theories and research in second language development.	Reading reflections	Reading Reflections Rubric
CF1	290-3-3-.45 (2)(a)2.(i)(II)	Process and stages of second language development.	Reading reflections	Reading Reflections Rubric
CF1	290-3-3-.45 (2)(a)2.(i)(III)	Importance of ELLs' home language and language varieties as a foundation for learning English.	Reading reflections	Reading Reflections Rubric
CF5	290-3-3-.45 (2)(a)2.(i)(IV)	Socio-cultural and political variables that hinder and facilitate the learning of English.	Complete a presentation on an assigned multicultural topic. Reading Reflections	Reading Reflections Rubric
CF1	290-3-3-.45 (2)(a)2.(i)(V)	The role of individual learner variables in the learning of English.	Reading Reflections	Reading Reflections Rubric
	(2)(a)2.(ii)	(ii) Ability to:		
CF1	290-3-3-.45 (2)(a)2.(ii)(I)	Provide rich exposure to English and multiple opportunities for meaningful interaction.	Field Experiences	Field Experiences Rubric
CF1	290-3-3-.45 (2)(a)2.(ii)(II)	Provide comprehensible input and scaffolding.	Field Experiences	Field Experiences Rubric

CF1	290-3-3-.45 (2)(a)2.(ii)(III)	Apply current theories and research in language and literacy development.	Field Experiences	Field Experiences Rubric
CF1	290-3-3-.45 (2)(a)2.(ii)(IV)	Build on the processes and stages of English language and literacy development.	Field Experiences	Field Experiences Rubric
CF1	290-3-3-.45 (2)(a)2.(ii)(V)	Build on the ELLs' home language(s) and language varieties as a foundation for learning English.	Field Experiences	Field Experiences Rubric
CF5	290-3-3-.45 (2)(a)2.(ii)(VI)	Apply knowledge of sociocultural and political variables to facilitate the process of learning English.	Field Experiences	Field Experiences Rubric
CF1	290-3-3-.45 (2)(a)2.(ii)(VII)	Apply knowledge of the role of individual learner variables in the process of learning English.	Field Experiences	Field Experiences Rubric
CF1	290-3-3-.45 (2)(a)2.(ii)(VIII)	Help ELLs develop effective language learning strategies.	Field Experiences	Field Experiences Rubric
	(2)(b)1.(i)	(i) Knowledge of:		
CF5	290-3-3-.45 (2)(b)1.(i)(I)	The wide range of cultural values and beliefs represented by the ELLs cultures in the context of teaching and learning.	Reading Reflections	Reading Reflections Rubric
CF5	290-3-3-.45 (2)(b)1.(i)(II)	The effects of racism, stereotyping, and discrimination in the context of teaching ESL.	Reading Reflections	Reading Reflections Rubric
CF5	290-3-3-.45 (2)(b)1.(i)(III)	The importance of home/school communication with ESOL families and appropriate techniques for fostering communication.	Reading reflections	Reading Reflections Rubric
CF5	290-3-3-.45 (2)(b)1.(i)(IV)	The interrelationship between language and culture and the roles of language and ethnicity in a multicultural society.	Reading Reflections	Reading Reflections Rubric

	(2)(b)1(ii)	(ii) Ability to:		
CF5	290-3-3-.45 (2)(b)1.(ii)(I)	Maintain a climate of respect for all cultures.	Field Experiences	Field Experiences Rubric
CF5	290-3-3-.45 (2)(b)1.(ii)(II)	Help ELLs deal with discrimination.	Field Experiences	Field Experiences Rubric
CF5	290-3-3-.45 (2)(b)1.(ii)(III)	Support ELLs and families in valuing their own cultures.	Field Experiences	Field Experiences Rubric
CF5	290-3-3-.45 (2)(b)1.(ii)(IV)	Locate resources for communicating with families.	Field Experiences	Field Experiences Rubric
	(2)(b)2(i)	(i) Knowledge of:		
CF5	290-3-3-.45 (2)(b)2.(i)(I)	How an individual's cultural identity affects their ESL learning and how levels of cultural identity will vary widely among students.	Reading Reflections	Reading Reflections Rubric
CF5	290-3-3-.45 (2)(b)2.(i)(II)	Cultural conflicts and home-area events that can have an impact on ELLs' learning.	Reading Reflections	Reading Reflections Rubric
	(2)(b)2(ii)	(ii) Ability to:		
CF4/ CF5	290-3-3-.45 (2)(b)2.(ii)(I)	Use a range of resources, including the Internet, to learn about world cultures and apply that learning to instruction.	Field Experiences	Field Experiences Rubric
CF5	290-3-3-.45 (2)(b)2.(ii)(II)	Implement activities and/or cultural events that promote the ELLs' cultures and foster their learning.	Field Experiences	Field Experiences Rubric
CF5	290-3-3-.45 (2)(b)2.(ii)(III)	Include ELLs' cultural experience when building background for instruction.	Field Experiences	Field Experiences Rubric
	(2)(e)1(i)	(i) Knowledge of:		

CF1	290-3-3-.45 (2)(e)1.(i)(I)	Language teaching methods in their historical context.	Reading Reflection	Reading Reflections Rubric
CF1	290-3-3-.45 (2)(e)1.(i)(II)	Development of federal and state laws and policies related to the teaching of ELLs.	Reading Reflection	Reading Reflections Rubric
CF1	290-3-3-.45 (2)(e)1.(i)(III)	Language and education resources for students and families in their schools and communities.	Reading Reflection	Reading Reflections Rubric
CF1	290-3-3-.45 (2)(e)1.(i)(IV)	Professional resource personnel in their educational communities.	Reading Reflection	Reading Reflections Rubric
	(2)(e)2(i)	(i) Knowledge of:		
CF3	290-3-3-.45 (2)(e)2.(i)(I)	Professional goals and opportunities to grow in the field of ESL.	Professional Development Plan	Professional Development Plan Rubric
CF3	290-3-3-.45 (2)(e)2.(i)(II)	Coaching and mentoring strategies.	Professional Development Plan	Professional Development Plan Rubric
CF3	290-3-3-.45 (2)(e)2.(i)(III)	How to provide ELLs' access to all available academic resources, including instructional technology.	Professional Development Plan	Professional Development Plan Rubric

Course Requirements:

Each student is required to:

- 1) Reader Response Journal - Complete all assigned readings and write reading reflections as assigned.
- 2) Participate actively in class.
- 3) Take assigned test and complete assigned activities.
- 4) Field Experiences of 25 hours in an approved ESL/LEP setting, i.e., classroom or tutoring situation and record your reflections following the class format. Complete assigned activities related to field experience.
- 5) Complete a presentation on an assigned multicultural topic and present it to the class
- 6) Professional Development Plan - Create a professional development plan listing ways to grow professionally in ESOL and ways to locate resources available to educators.

Notes:

- 1) All students are held responsible for active, supportive, and respectful participation during class sessions and contact time with ESL/LEP students, teachers, parents, and other professionals and community members.
- 2) Demonstrate professionalism, which is defined as the conduct of qualities that characterize a profession and a professional person. Your actions, appearance, quality of work, and attitude should reflect a high level of professionalism.
- 3) Keep copies of all your work on disk. Should any problem occur, you may be asked to provide a copy of the assignment. All work, unless otherwise stated, is to be completed independently and not taken from any other source, such as internet, textbooks, or other educators.
- 4) All material for the course should be carefully prepared, processed, and proofread. APA style should be followed.

Grading Scale:

A= 93-100

B= 80-92

C= 70-79

D=60-69

F=below 60

UNA Attendance Policy:

Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit. Each student is directly responsible to the individual professor for absences and for making up work missed. Other absence policies stated in the official UNA Attendance Policy will be adhered to.

Accommodation Statement

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

This bottom portion of this page should be mailed to Dr. Brown – University of North Alabama, UNA Box 5129, Florence, Alabama 35632-0001 or brought to her office, Stevens Hall 503 within the first two weeks of class.

Syllabus:

I have received a copy of the syllabus for ED 610. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Signature

Date

(cut on dotted line and send this portion to Dr. Brown)

Syllabus:

I have received a copy of the syllabus for ED 610. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Signature

Date

ESOL Reading Reflections for ED 610 - Appendix E

Reading Reflections

Current Theories and Research

After reading the assigned text, write a reflection about current theories and research in second language development. Discuss why your knowledge of current theories and research in second language development will be valuable as you work with English language learners.

Process and Stages of Second Language Development

After reading the assigned text, write a reflection about the process and stages of second language development. Discuss why your knowledge of the process and stages of second language development will be valuable as you work with English language learners.

Importance of Home Language

After reading the assigned text, write a reflection about the importance of ELLs' home language and language varieties as a foundation for learning English. Discuss why your knowledge of ELLs' home language and language varieties will be valuable as you work with English language learners.

Socio-cultural and Political variables

After reading the assigned text, write a reflection about the socio-cultural and political variables that hinder and facilitate the learning of English. Discuss why your knowledge of these variables will be valuable as you work with English language learners.

Role of Individual Learner Variables

After reading the assigned text, write a reflection about the role of individual learner variables in the learning of English. Discuss why your knowledge of the role of individual learner variables will be valuable as you work with English language learners.

Cultural Values

After reading the assigned text, write a reflection about the wide range of cultural values and beliefs represented by the ELLs' cultures in the context of teaching and learning. Discuss why your knowledge of the students' cultures will be valuable to you as you work with English language learners.

Racism, Stereotyping, and Discrimination

After reading the assigned text, write a reflection about the effects of racism, stereotyping, and discrimination in the context of teaching ESL. Discuss how these will affect your work with English language learners.

Home/School communications

After reading the assigned text, write a reflection about the importance of home/school communication with ESOL families and the appropriate techniques for fostering communication. Discuss how you will foster communication with the families as you work with English language learners.

Interrelation between Language and Culture

After reading the assigned text, write a reflection about the interrelationship between language and culture and the roles of language and ethnicity in a multicultural society. Discuss why your knowledge of the interrelationship between language and culture and the roles of language and ethnicity in a multicultural society will be valuable as you work with English language learners.

Cultural Identity

After reading the assigned text, write a reflection about how an individual's cultural identity affects their ESL learning and how levels of cultural identity will vary widely among students. Discuss why your knowledge of how an individual's cultural identity affects their ESL learning and how levels of cultural identity will vary widely among students will be valuable as you work with English language learners.

Cultural Conflicts

After reading the assigned text, write a reflection about cultural conflicts and home-area events that can have an impact on ELLs' learning. Discuss why your knowledge of how cultural conflicts and home-area events that can have an impact on ELLs' learning will be valuable as you work with English language learners.

Language teaching methods in their historical context

After reading the assigned text, write a reflection about language teaching methods in their historical context. Discuss why your knowledge of language teaching methods in their historical context will be valuable as you work with English language learners.

Federal and State Laws and Policies

After reading the assigned text, write a reflection about the development of federal and state laws and policies related to the teaching of ELLs. Discuss why your knowledge of the development of federal and state laws and policies related to the teaching of ELLs will be valuable as you work with English language learners.

Language and Education Resources for Students and Families

After reading the assigned text, write a reflection about language and education resources for students and families in their schools and communities. Discuss why your knowledge of language and education resources will be valuable as you work with English language learners.

Professional Resource Personnel

After reading the assigned text, write a reflection about professional resource personnel in educational communities. Discuss why your knowledge of professional resource personnel in educational communities will be valuable as you work with English language learners.

Reading Reflections Rubric for Reader Response Journal

Rubric for Reader Response Journal

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Current theories and research in second language development (1, 6%) AL-PAT-ESOL-2009.2.a.2.i.I	The reflection was well-written and meets the required standard.	The reflection was acceptable and meets the required standard.	The reflection did not meet the required standard.

Rubric for Reader Response Journal

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Process and stages of second language development. (1, 6%) AL-PAT-ESOL-2009.2.a.2.i.II	The reflection was well-written and meets the required standard.	The reflection was acceptable and meets the required standard.	The reflection did not meet the required standard.
Importance of ELLs' home language and language varieties as a foundation for learning English (1, 6%) AL-PAT-ESOL-2009.2.a.2.i.III	The reflection was well-written and meets the required standard.	The reflection was acceptable and meets the required standard.	The reflection did not meet the required standard.
Socio-cultural and political variables that hinder and facilitate the learning of English (1, 6%) AL-PAT-ESOL-2009.2.a.2.i.IV	The reflection was well-written and meets the required standard.	The reflection was acceptable and meets the required standard.	The reflection did not meet the required standard.
The role of individual learner variables in the learning of English (1, 6%) AL-PAT-ESOL-2009.2.a.1.i.V	The reflection was well-written and meets the required standard.	The reflection was acceptable and meets the required standard.	The reflection did not meet the required standard.

Rubric for Reader Response Journal

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
The wide range of cultural values and beliefs represented by the ELLs' cultures in the context of teaching and learning. (1, 6%) AL-PAT-ESOL-2009.2.b.1.i.I	The reflection was well-written and meets the required standard.	The reflection was acceptable and meets the required standard.	The reflection did not meet the required standard.
The effects of racism, stereotyping, and discrimination in the context of teaching ESL (1, 6%) AL-PAT-ESOL-2009.2.b.1.i.II	The reflection was well-written and meets the required standard.	The reflection was acceptable and meets the required standard.	The reflection did not meet the required standard.
The importance of home/school communication with ESOL families and appropriate techniques for fostering communication. (1, 6%) AL-PAT-ESOL-2009.2.b.1.i.III	The reflection was well-written and meets the required standard.	The reflection was acceptable and meets the required standard.	The reflection did not meet the required standard.
The interrelationship between language and culture and the roles of language and ethnicity in a multicultural society. (1, 6%) AL-PAT-ESOL-2009.2.b.1.i.IV	The reflection was well-written and meets the required standard.	The reflection was acceptable and meets the required standard.	The reflection did not meet the required standard.

Rubric for Reader Response Journal

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
How an individual's cultural identity affects their ESL learning and how levels of cultural identity will vary widely among students. (1, 6%) AL-PAT-ESOL-2009.2.b.2.i.I	The reflection was well-written and meets the required standard.	The reflection was acceptable and meets the required standard.	The reflection did not meet the required standard.
Cultural conflicts and home-area events that can have an impact on ELLs' learning. (1, 6%) AL-PAT-ESOL-2009.2.b.2.i.II	The reflection was well-written and meets the required standard.	The reflection was acceptable and meets the required standard.	The reflection did not meet the required standard.
Language teaching methods in their historical context. (1, 6%) AL-PAT-ESOL-2009.2.e.1.i.I	The reflection was well-written and meets the required standard.	The reflection was acceptable and meets the required standard.	The reflection did not meet the required standard.
Development of federal and state laws and policies related to the teaching of ELLs. (1, 6%) AL-PAT-ESOL-2009.2.e.1.i.II	The reflection was well-written and meets the required standard.	The reflection was acceptable and meets the required standard.	The reflection did not meet the required standard.

Rubric for Reader Response Journal

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Language and education resources for students and families in their schools and communities. (1, 6%) AL-PAT-ESOL-2009.2.e.1.i.III	The reflection was well-written and meets the required standard.	The reflection was acceptable and meets the required standard.	The reflection did not meet the required standard.
Professional resource personnel in their educational communities. (1, 6%) AL-PAT-ESOL-2009.2.e.1.i.IV	The reflection was well-written and meets the required standard.	The reflection was acceptable and meets the required standard.	The reflection did not meet the required standard.

Standards

AL-PAT-ESOL-2009.2.a.2.i.I

Current theories and research in second language development.

AL-PAT-ESOL-2009.2.a.2.i.II

Process and stages of second language development.

AL-PAT-ESOL-2009.2.a.2.i.III

Importance of ELLs' home language and language varieties as a foundation for learning English.

AL-PAT-ESOL-2009.2.a.2.i.IV

Socio-cultural and political variables that hinder and facilitate the learning of English.

AL-PAT-ESOL-2009.2.a.2.i.V

The role of individual learner variables in the learning of English.

AL-PAT-ESOL-2009.2.b.1.i.I

The wide range of cultural values and beliefs represented by the ELLs cultures in the context of teaching and learning.

AL-PAT-ESOL-2009.2.b.1.i.II

The effects of racism, stereotyping, and discrimination in the context of teaching ESL.

AL-PAT-ESOL-2009.2.b.1.i.III

The importance of home/school communication with ESOL families and appropriate techniques for fostering communication.

AL-PAT-ESOL-2009.2.b.1.i.IV

The interrelationship between language and culture and the roles of language and ethnicity in a multicultural society.

AL-PAT-ESOL-2009.2.b.2.i.I

How an individual's cultural identify affects their ESL learning and how levels of cultural identify will vary widely among students.

AL-PAT-ESOL-2009.2.b.2.i.II

Cultural conflicts and home-area events that can have an impact on ELLs' learning.

AL-PAT-ESOL-2009.2.e.1.i.I

Language teaching methods in their historical context.

AL-PAT-ESOL-2009.2.e.1.i.II

Development of federal and state laws and policies related to the teaching of ELLs.

AL-PAT-ESOL-2009.2.e.1.i.III

Language and education resources for students and families in their schools and communities.

AL-PAT-ESOL-2009.2.e.1.i.IV

Professional resource personnel in their educational communities.

Professional Development Unit Plan Rubric

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
ESOL Standards	All listed ESOL standards are met with this unit project. The activities are clearly described and are appropriate for the grade level indicated.	All listed ESOL standards are met with this unit project. The activities are somewhat described and are appropriate for the grade level indicated.	Less than all of the ESOL standards are met with this unit project. The activities are not clearly described and/or are not appropriate for the grade level indicated.
	Candidate demonstrates ability to adjust all of the materials appropriately for	Candidate demonstrates the ability to adjust some of the materials	Candidate does not demonstrate the ability to adjust the materials appropriately for

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	students within the content-area classroom as well as the self-contained ESL classroom.	appropriately for English learners within the content-area classroom as well as the self-contained ESL classroom.	English learners within the content-area classroom and/or the self-contained ESL classroom.
Assessment	Forms of assessment within the unit are appropriate and include standards- and performance-based assessment tools.	Forms of assessment within the unit are somewhat appropriate and include standards- and performance-based assessment tools.	Forms of assessment within the unit are not appropriate and do not include standards- or performance-based assessment tools.

Field Experiences Rubric

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Clinical Experiences Log (1, 2%)	Clinical experiences log is completed as assigned.	n/a	Clinical experiences log is missing.
Apply knowledge of phonology to help ELLs develop oral, reading, and writing (including spelling) skills in English. (1, 2%) AL-PAT-ESOL-2009.2.a.1.ii.I	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.
Apply knowledge of morphology to assist ELLs' development of oral and literacy skills in English. (1, 2%) AL-PAT-ESOL-2009.2.a.1.ii.II	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.
Apply knowledge of syntax to assist ELLs in developing written and spoken English. (1,	Standard is supported with an	Standard is supported with an	Standard is not supported with an artifact. The

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
2%) AL-PAT-ESOL-2009.2.a.1.ii.III	<p>artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.</p>	<p>artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.</p>	<p>artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.</p>
<p>Apply understanding of semantics to assist ELLs in acquiring and productively using a wide range of vocabulary in English. (1, 2%) AL-PAT-ESOL-2009.2.a.1.ii.IV</p>	<p>Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the</p>	<p>Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the</p>	<p>Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.</p>

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	Conceptual Framework.	Conceptual Framework.	
Apply knowledge of pragmatics to help ELLs communicate effectively and use English appropriately for a variety of purposes in spoken and written language, and in formal and informal settings. (1, 2%) AL-PAT-ESOL-2009.2.a.1.ii.V	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.
Help ELLs develop social and academic language skills in English. (1, 2%) AL-PAT-ESOL-2009.2.a.1.ii.VI	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	and the reflection are clearly linked to the standard and to the Conceptual Framework.	and the reflection are somewhat linked to the standard and to the Conceptual Framework.	not linked to the standard and to the Conceptual Framework.
Model appropriate oral and written communications. (1, 2%) AL-PAT-ESOL-2009.2.a.1.ii.VII	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.
Provide rich exposure to English and multiple opportunities for meaningful interaction. (1, 2%) AL-PAT-ESOL-2009.2.a.2.ii.I	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.
Provide comprehensible input and scaffolding. (1, 2%) AL-PAT-ESOL-2009.2.a.2.ii.II	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.
Apply current theories and research in language and literacy development. (1, 2%) AL-	Standard is supported with an	Standard is supported with an	Standard is not supported with an artifact. The

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
PAT-ESOL-2009.2.a.2.ii.III	<p>artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.</p>	<p>artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.</p>	<p>artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.</p>
<p>Build on the processes and stages of English language and literacy development. (1, 2%) AL-PAT-ESOL-2009.2.a.2.ii.IV</p>	<p>Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the</p>	<p>Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the</p>	<p>Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.</p>

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	Conceptual Framework.	Conceptual Framework.	
Build on the ELLs' home language(s) and language varieties as a foundation for learning English. (1, 2%) AL-PAT-ESOL-2009.2.a.2.ii.V	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.
Apply knowledge of sociocultural and political variables to facilitate the process of learning English. (1, 2%) AL-PAT-ESOL-2009.2.a.2.ii.VI	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	and the reflection are clearly linked to the standard and to the Conceptual Framework.	and the reflection are somewhat linked to the standard and to the Conceptual Framework.	not linked to the standard and to the Conceptual Framework.
Apply knowledge of the role of individual learner variables in the process of learning English. (1, 2%) AL-PAT-ESOL-2009.2.a.2.ii.VII	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.
Help ELLs develop effective language learning strategies. (1, 2%) AL-PAT-ESOL-2009.2.a.2.ii.VIII	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.
Maintain a climate of respect for all cultures. (1, 2%) AL-PAT-ESOL-2009.2.b.1.ii.I	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.
Help ELLs deal with discrimination. (1, 2%) AL-PAT-	Standard is supported with an	Standard is supported with an	Standard is not supported with an artifact. The

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
ESOL-2009.2.b.1.ii.II	<p>artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.</p>	<p>artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.</p>	<p>artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.</p>
<p>Support ELLs and families in valuing their own cultures. (1, 2%) AL-PAT-ESOL-2009.2.b.1.ii.III</p>	<p>Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the</p>	<p>Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the</p>	<p>Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.</p>

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	Conceptual Framework.	Conceptual Framework.	
Locate resources for communicating with families. (1, 2%) AL-PAT-ESOL-2009.2.b.ii.IV	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.
Use a range of resources, including the Internet, to learn about world cultures and apply that learning to instruction. (1, 2%) AL-PAT-ESOL-2009.2.b.2.ii.I	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	and the reflection are clearly linked to the standard and to the Conceptual Framework.	and the reflection are somewhat linked to the standard and to the Conceptual Framework.	not linked to the standard and to the Conceptual Framework.
<p>Implement activities and/or cultural events that promote the ELLs’ cultures and foster their learning. (1, 2%) AL-PAT-ESOL-2009.2.b.2.ii.II</p>	<p>Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.</p>	<p>Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.</p>	<p>Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.</p>
<p>Include ELLs’ cultural experience when building background for instruction. (1, 2%) AL-PAT-ESOL-2009.2.b.2.ii.III</p>	<p>Standard is supported with an artifact. The artifact is clearly described. The reflection clearly</p>	<p>Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat</p>	<p>Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate</p>

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.
Plan standards-based ESL and content instruction based on the Alabama Courses of Study for English language arts, mathematics, science, and social studies in collaboration with colleagues. (1, 2%) AL-PAT-ESOL-2009.2.c.1.ii.I	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.
Create environments that promote standards-based language learning in	Standard is supported with an	Standard is supported with an	Standard is not supported with an artifact. The

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
<p>supportive, accepting classrooms and schools. (1, 2%) AL-PAT-ESOL-2009.2.c.1.ii.II</p>	<p>artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.</p>	<p>artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.</p>	<p>artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.</p>
<p>Plan differentiated learning experiences based on assessment of English and first language proficiency, learning styles, and prior formal educational experiences and knowledge. (1, 2%) AL-PAT-ESOL-2009.2.c.1.ii.III</p>	<p>Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the</p>	<p>Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the</p>	<p>Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.</p>

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	Conceptual Framework.	Conceptual Framework.	
Plan for particular needs of students with limited formal schooling. (1, 2%) AL-PAT-ESOL-2009.2.c.1.ii.IV	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.
Develop ELLs' listening and speaking skills for a variety of academic and social purposes. (1, 2%) AL-PAT-ESOL-2009.2.c.2.ii.I	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	and the reflection are clearly linked to the standard and to the Conceptual Framework.	and the reflection are somewhat linked to the standard and to the Conceptual Framework.	not linked to the standard and to the Conceptual Framework.
Provide standards-based instruction that builds upon ELLs’ oral English to support them in learning to read and write. (1, 2%) AL-PAT-ESOL-2009.2.c.2.ii.II	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.
Provide accommodations for ELLs in standards-based reading instruction. (1, 2%) AL-PAT-ESOL-2009.2.c.2.ii.III	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.
Provide accommodations for ELLs in standards-based writing instruction. (1, 2%) AL-PAT-ESOL-2009.2.c.2.ii.IV	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.
Develop students' writing through a range of activities, from sentence formation to	Standard is supported with an	Standard is supported with an	Standard is not supported with an artifact. The

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
<p>expository writing. (1, 2%) AL-PAT-ESOL-2009.2.c.2.ii.V</p>	<p>artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.</p>	<p>artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.</p>	<p>artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.</p>
<p>Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials. (1, 2%) AL-PAT-ESOL-2009.2.c.2.ii.VI</p>	<p>Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the</p>	<p>Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the</p>	<p>Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.</p>

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	Conceptual Framework.	Conceptual Framework.	
Select materials and other resources that are appropriate to students' developing language and content-area abilities, including the appropriate use of first language. (1, 2%) AL-PAT-ESOL-2009.2.c.3.i	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.
Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia. (1, 2%) AL-PAT-ESOL-2009.2.c.3.ii	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	and the reflection are clearly linked to the standard and to the Conceptual Framework.	and the reflection are somewhat linked to the standard and to the Conceptual Framework.	not linked to the standard and to the Conceptual Framework.
Use appropriate technological resources to enhance language and content-area instruction for ELLs (e.g., Web, software, computers, and related devices). (1, 2%) AL-PAT-ESOL-2009.2.c.3.iii	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.
Use software and Internet resources effectively in ESL and content instruction. (1, 2%) AL-PAT-ESOL-2009.2.c.3.iv	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.
Ability to use a variety of standards- and performance-based classroom assessment tools to inform language and content instruction for the ELL’s language proficiency level. (1, 2%) AL-PAT-ESOL-2009.2.d.1.ii.I	Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.	Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.	Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.
Assess ELL’s language skills and communicative competence using multiple	Standard is supported with an	Standard is supported with an	Standard is not supported with an artifact. The

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
<p>sources of information. (1, 2%) AL-PAT-ESOL-2009.2.d.1.ii.ii</p>	<p>artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the Conceptual Framework.</p>	<p>artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the Conceptual Framework.</p>	<p>artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.</p>
<p>Ability to use a variety of standards-based language proficiency instruments and understand their uses for identification, placement, and demonstration of language growth of ELLs. (1, 2%) AL-PAT-ESOL-2009.2.d.2.ii</p>	<p>Standard is supported with an artifact. The artifact is clearly described. The reflection clearly demonstrates how the artifact supports the standard. The artifact and the reflection are clearly linked to the standard and to the</p>	<p>Standard is supported with an artifact. The artifact is somewhat described. The reflection somewhat demonstrates how the artifact supports the standard. The artifact and the reflection are somewhat linked to the standard and to the</p>	<p>Standard is not supported with an artifact. The artifact is not clearly described. The reflection does not clearly demonstrate how the artifact supports the standard. The artifact and the reflection are not linked to the standard and to the Conceptual Framework.</p>

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	Conceptual Framework.	Conceptual Framework.	