Integrating ESL Students into the Classroom

Workbook

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Workbook

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PROGRAM OVERVIEW

Integrating ESL Students into the Classroom is a program for educators working with both native and non-native speakers of English. English Language Learners (ELLs) are a visible and growing segment of school populations across the United States, and it is important that they, like all students, thrive and improve, both in learning English and in other core subject areas. This program reviews basic ESL (English as a Second Language) standards and strategies, provides examples of how to incorporate these techniques into mainstream teaching, suggests ways in which to assist ELLs in mastering English in academic and social settings, and shares thoughts and advice from educators with ESL and ELL experience. Throughout the program, specific scenarios, suggestions, and resources are provided, making this a useful and practical tool for classroom teachers. Advocating creativity, sensitivity, and awareness, *Integrating ESL Students into the Classroom* aims to expand the knowledge and experience base of teachers working with ELLs and thus improve the education and interaction these students receive.

WORKBOOK DESCRIPTION

Each of the six chapters in *Integrating ESL Students into the Classroom* is covered separately in this workbook. Each chapter has a corresponding section in the workbook that gives background and instructional information on that phase.

The symbols below are used throughout this workbook. They will serve as visual clues to the types of activities participants will perform throughout the program.

Video Start Icon: This tells the instructor when to start (or continue) the video.

Video Pause Icon: This tells the instructor when to pause the video.

Video Response Discussion Icon: This informs the instructor to lead a group discussion on a topic directly related to the video.

Individual Challenge Exercise Icon: This symbol represents an opportunity for individuals to practice skills or explore ideas on a variety of topics and themes.

Group Exercise Icon: This symbol represents an opportunity for groups to work together on an activity.

INTRODUCTION TO *INTEGRATING ESL STUDENTS INTO THE CLASSROOM*

This program provides teachers with an opportunity to learn more about ESL as well as ways in which they can become more proficient and effective educators of English Language Learners. After completing this program, participants will:

• Have a basic understanding of the core concepts of ESL instruction
• Understand ways in which traditional core subject area instruction can be modified to engage the ELL in a classroom context
• Understand how instruction that focuses on social and cultural contexts can help effectively acclimate ELL students to a classroom and culture
• Learn from the ESL experience of other educators

This video should be viewed chapter by chapter, and time for discussion and exercises should be allowed between each section.

The following is a list of pre-program questions that will allow program participants to reflect on their experiences with ESL/ELLs. Encourage participants to take notes, and then discuss any insights the group would like to share or answer any questions they may have.

1. What, if any, experience do you have with students who are learning English as a second language?
2. If a new student joined your class tomorrow and he or she was an English Language Learner, what are some steps you might take to get him or her off to a strong start?
3. Do you have specific resources in place at your school to assist ELLs? If so, what are they?
4. Do you know any of the specific types of ESL instruction? Do you have any general ideas about what these might be?
5. What questions do you have about ESL or about ELLs?

With these topics and questions in mind, begin watching the program.

CHAPTER 1: INTRODUCING THE ELL TO THE CLASSROOM

The first few days for any student in a new school are important, but they are critical for an ESL (English as a Second Language) student, or ELL (English Language Learner). ELLs and their classroom teachers face a number of unique challenges, and need a variety of competent resources to successfully address them.

In this first chapter of the program, viewers meet Eddie, a new student who has just arrived at an American school from Mexico. Viewers also meet Eddie's classroom teacher and some of his classmates. Eddie's teacher immediately makes him feel welcome by speaking clearly and offering additional explanations, and by inviting classmates to interact with Eddie in a friendly and communicative manner. Eddie's teacher also points out a variety of resources she has prepared in advance for him, including dictionaries, relevant contact information, and an appropriate textbook.

The education association TESOL (Teachers of English to Speakers of Other Languages) has identified three primary goals for English Language Learners:

- To use English to communicate in social settings
- To use English to achieve academically in all content areas
- To use English in culturally appropriate ways

In introducing an ELL to the classroom successfully, the teacher needs to keep each of these goals at the forefront as primary objectives for the student. In addition, the mainstream classroom teacher should be prepared to answer the ELL's questions, allay fears, and make all learners feel comfortable regardless of their English language ability. These are challenges that many, if not all, classroom teachers may face during their careers. According to the National Center for Educational Statistics, "In the 2003-04 school year, English language learner (ELL) services were provided to 3.8 million students (11 percent of all students)."
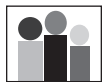
Begin watching the program from the very beginning. If you are viewing this program in VHS format, ensure that the video is completely rewound and start playing it from the beginning (1:00:01 on your video counter).

Pause the program at approximately 1:06:48 on your video counter, at the conclusion of Chapter 1.

Group Activity: Bringing Experience to the Table

In this activity, participants should first take a few minutes to reflect and write on their own. Focus should be on any previous experience teachers have had with ESL education. Obviously, the most relevant experience would come from teaching or interacting with ELLs in a classroom, but in the absence of these direct encounters, participants might focus on ELLs in their school, experience with ESL while in school as a student, or even on previous experience helping non-ELL students adjust and adapt to the classroom.

Participants should each prepare two thoughts from their reflections and writing: first, a piece of advice from their previous experience that they think will benefit other educators; and second, a question or concern prompted by their previous encounters (or lack thereof) with ELLs.

Next, participants should break into small groups and share their reflections. Wherever possible, group members should comment on each other's thoughts and also provide any answers or thoughts to the questions and concerns raised. Educators should utilize their knowledge and previous experience to collaborate on challenges and uncertainties.

Invite each group to share both their words of wisdom and their questions and concerns with the larger group. Again, draw on the resources in the room to add to the conversation and to answer questions or address concerns. As appropriate, the facilitator may also want to answer inquiries or expand upon ideas raised. You might record ideas and questions, and also ask participants to record them. Throughout the program, the facilitator should refer back to these early questions and comments and work them into the presentation where possible.

Individual Challenge: My Resources

This chapter references the resources that Eddie's teacher has prepared in advance of his joining her class. This preparation not only makes Eddie feel welcome, it also facilitates a smooth transition for him as he adapts to a new school system, a new classroom, and a new language. If an ELL were to join each participating teacher's classroom, what resources might they get ready to share with the student?

Ask each participant to work independently to prepare a list of possible resources. Ideas include:
- Different types of dictionaries, including a picture dictionary
- Copies of all the materials the class is currently using (textbook, workbook, handouts, etc.)
- Supplementary academic materials, such as a subject-matter book written in the student's native language, or a helpful video
- Relevant contact information for staff at your school, such as the ESL coordinator and certain administrators
- Copy of the student's schedule, map of your school layout, list of upcoming events at your school, etc.

When participants have finished their lists, ask them to share ideas with the larger group. Encourage the educators to add to their own lists with ideas from their colleagues. Participants might also want to record their complete lists in the workbook.

CHAPTER 2: COMMUNICATION-BASED INSTRUCTION

"Communication-based ESL: Instruction in English that emphasizes using *the language skillfully in meaningful contexts; less emphasis on error-correction in early stages, and more on providing understandable input to encourage communicative engagement and lowered resistance to risk-taking."*

—from *Fostering Academic Success for English Language Learners: What Do We Know?,* by Robert Linquanti

Communication-based instruction focuses on feedback and using English in context, rather than on stressing error-correction and grammar rules and structure. As teachers work with students, they help them to learn through hearing and listening rather than through grammatical correction. Examples include one-on-one interactions with teachers and other students, as well as work in small groups. Small group work allows students to discover for themselves that not all knowledge and competence is demonstrated through language.

Communication-based instruction places less emphasis on error-correction in the early stages, and more emphasis on providing feedback that encourages interaction. As a result, this approach lowers resistance to risk-taking. As one educator in the program puts it, this form of ESL instruction is "learning the game without learning the rules first"; in other words, having ESL students jump into making use of English without first memorizing its proper usage. As an example in this chapter, the classroom teacher asks Eddie to write an essay in English and, instead of identifying all of its grammatical flaws, she reads it out loud to him and together they work on improving the sound, flow, and word choice. Eddie is also given the opportunity to read *Don Quixote* in his native language—though he must prepare to discuss it in English.

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Respect for cultural differences and understanding the background and experiences of ELLs is also stressed in this section. Teachers should remember that nonverbal cues—such as eye contact—are not the same in all cultures, and take any possible differences into account when connecting with a new student.

▶▶ Continue playing the program. If you are viewing this on DVD, continue with the chapter titled "Communication-Based Instruction." If you are viewing a VHS version, continue at approximately 1:06:49 on your video counter.

⏸ Pause the program at the end of the chapter, or at approximately 1:12:15 on your video counter.

## Individual Challenge: Nonverbal Communication

ⓘ Nonverbal communication—gestures, eye contact, posture, tone of voice, expressions, etc.—can have a significant impact on the relationship between a student and teacher. As pointed out in this chapter, what constitutes respectful eye contact can be different depending on the country or culture. Just as you, as the teacher, might misunderstand the nonverbal cues of a new student, a student from a different culture might mistake a message that you are sending through your body language or expressions.

Ask participants to work to make a list of the nonverbal communication messages that they might assume when in their classroom. For instance, to each teacher, what nonverbal cues signify a(n):

- Engaged student
- Authority role
- Sad person
- Respectful student
- Unprepared student

- Bored student
- Angry person
- Happy person
- Prepared student

Ask participants to compare their lists. Odds are, there are significant differences—even within the participating group. Foster a discussion on what it means to make assumptions about students' behaviors, especially those from a different cultural background. Remind participants that, when working with any students, it's important to be aware of the nonverbal messages everyone is sending, and whether or not they are always accurately interpreted.

Video Response Discussion: Adapting a Lesson
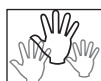
🖐 This section depicts Eddie's classroom teacher giving him the option to read *Don Quixote* in his native Spanish while still being prepared to participate in class discussions on it in English. This transition assignment allows Eddie to gain a more complete understanding of the novel by reading it in a language he fully understands, but also pushes him to practice and improve his English, as he will be called on to demonstrate his English-reading comprehension.

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Ask participants to think of at least one lesson or activity they currently conduct in their class-room that could be adapted in a similar way to accommodate an ELL. For example, they might show a film with native-language subtitles, or they might allow a student to complete a written report in the native language, but ask him or her to present the report orally in English. As participants work on their lists, ask questions such as:

• Does this adaptation include other students in the class?
• Does the adjustment you are considering push the ELL to improve his/her English?
• Would the adjustment or adaptation single out or embarrass the ELL student? If so, is there a way to incorporate this change one-on-one?
• Would small group work be effective in the case above? Would one-on-one interaction (whether between the ELL and the teacher, or the ELL and another student) be effective?

Ask participants to share their thoughts and ideas with each other, and to offer commentary and possible adjustments to each other's ideas. Encourage participants to think of ways they can evolve and improve their lessons and activities for the benefit of all learners.

CHAPTER 3: CONTENT-BASED INSTRUCTION

"Content-based ESL: Instruction in English that attempts to develop language skills and prepare students to study grade-level material in English. Emphasis is still on language, but augmented with measured introduction of academic subject matter content, vocabulary and beginning concepts."

—from *Fostering Academic Success for English Language Learners: What Do We Know?,* by Robert Linquanti

Content-based instruction emphasizes academic subject matter and concepts while still focus-ing on English language instruction and improvement. Wherever possible, teachers should use multiple modalities to reach ELLs on as many different levels of understanding as possible—for example, writing down instructions or information, giving demonstrations, providing opportunities to get hands-on with work or materials, utilizing pictures, or facilitating small group work. Some other effective techniques including making use of gestures, and repeating an ELL's answer or question, but using correct grammar and/or pronunciation. Writing instruc-tions or other important information on the board is helpful, but teachers should also remem-ber to keep any information on the board simple and to the point.

Mainstream classroom teachers should also remember the importance of consistency and pre-dictable routine to ESL students. When students do not have to focus on wondering about how you grade or when to complete an assignment, they are better able to open up to other work and challenges.
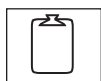
▶▶ Continue playing the program. If you are viewing this on DVD, continue with the chapter titled "Content-Based Instruction." If you are viewing a VHS version, continue at approximately 1:12:16 on your video counter.

⏸ Pause the program at the end of the chapter, or at approximately 1:15:36 on your video counter.

Worksheet: Consistency

ELLs are already adapting to a great deal of new information, challenges, and questions. As a result, the consistency and routine that the classroom teacher can introduce to their school day is appreciated and can be very valuable. Consistency around certain processes and expectations can ease anxiety and increase an ELL's comfort level and familiarity with his or her new classroom and educational structure.

Hand out a copy of the Consistency Worksheet located at the back of this workbook to each participant. Ask all to work through each line of the worksheet, filling in how they might (or already do) standardize the basic procedures and information in their classrooms. When participants have finished filling out the worksheet, ask questions such as:

- How much of this consistency and routine is already in place in your classroom?
- Even without the impending arrival of an ESL student, are you interested in making information more consistent in your classroom? Why or why not?
- Do you think routine and consistency benefit *all* students? Why or why not? Give specific examples.
- Do you personally find value in maintaining consistency around certain information and procedures? Why or why not?

Invite participants to share information they included on the worksheets. Encourage them to collaborate and provide each other with new ideas and suggestions.

Video Response Discussion: Gestures

One participant in the video suggests that the use of appropriate gestures is an effective way to help improve the comprehension and learning of an ELL. While some subjects and lessons lend themselves more readily to gesturing, others may prove trickier. For instance, while it might seem natural to elaborate dialogue in a short story or play with nonverbal communication, it may feel more awkward or take more thought around other topics.

Present the following classroom scenarios to the participants, and ask for examples of how gestures and perhaps other nonverbal communication cues might improve the learning of an ELL student:

- Taking students through a multi-step math problem
- Discussing geography or comparing multiple countries
- Reviewing spelling and/or definitions of words
- Explaining a chemical reaction or lab procedure
- Discussing a debate or dilemma taking place in a book
- Covering the different political parties in the United States

Ask participants to demonstrate nonverbal communication for the rest of the group. Invite the educators to comment on whether or not they would want to increase their nonverbal communication while teaching. Would this be a challenging adaptation? Would it benefit other students in the classroom? Does it make sense with all teaching styles and subjects?

CHAPTER 4: GRAMMAR-BASED ESL

"Grammar-based ESL: Instruction in English that teaches about the language: its structure, functions, and vocabulary, typically stressing rules, drills, and error correction."
—from *Fostering Academic Success for English Language Learners: What Do We Know?,* by Robert Linquanti

Grammar-based ESL subscribes to the architect theory of learning—that students need grammar building blocks in order to establish language competency. The focus is on the English language itself.

In combination with communication-based instruction, grammar-based ESL can be especially effective. It is critical not only that students learn the rules and structure of the English language, but also that they do so in a context that supports the overall development of their usage of and comfort with English in multiple settings.

In this chapter, Eddie's teacher models a good example of clarifying a grammar question. When Eddie asks how to distinguish granting land from exchanging it, his teacher uses role-play and gestures to clarify the grammar and usage. This exchange helps establish Eddie's grammatical knowledge, but also frames it in both communication and classroom content.

Competence in more than one language is a great achievement, and teachers can certainly improve the confidence of the ELLs by reminding them of what they are working hard to accomplish.

▶▶ Continue playing the program. If you are viewing this on DVD, continue with the chapter titled "Grammar-Based ESL." If you are viewing a VHS version, continue at approximately 1:15:37 on your video counter

⏸ Pause the program at the end of the chapter, or at approximately 1:17:28 on your video counter.

Group Activity: Incorporating Grammar

While learning the rules and structure of the English language is important for ELLs, this chapter of the program points out that this knowledge is gained most effectively by combining grammar-based instruction with a communication-based approach. In the program, Eddie's teacher demonstrates this technique by explaining the answer to a grammar usage question through a role-play conversation and gestures.

Divide participants into small groups. Ask group members first to share with each other the subject matter that they primarily teach. Participants should next help each other to brainstorm at least two suggestions for each subject area. The suggestions should focus on a potential lesson or interaction in which the teacher could explain or illustrate a grammatical rule or proper language usage through a communication-based scenario. Some ideas might be:

- Illustrating the messages that different punctuation marks send by dramatically acting them out (very excited for exclamation point, quizzical for question mark, etc.)
- Clarifying definitions of words using pictures or examples from literature
- Dividing students into small groups, with each group creating a skit illustrating proper word usage

Invite groups to share their ideas. Encourage all participants to record the different ideas for future reference.

Group Activity: How to Build Confidence

In the video, an educator stresses building confidence in ELLs by emphasizing their accomplishment of mastering more than one language. Developing the pride of ESL students and encouraging them to demonstrate competence is an important part of the role of a classroom teacher. In addition to pointing out their abilities in working to master a second language, what are some other ways in which teachers can encourage confidence and a feeling of achievement in ELLs?

Ask participants to brainstorm ways in which they could help an ESL student develop confidence and demonstrate competence. After they have had time to think, divide them into a few small groups. Group members should compare ideas and suggestions, and ultimately choose one suggestion for confidence-building in ELLs that they would like to share with the rest of the participants. When groups present their ideas, they should do so through a role-play. After each role-play, other participants can offer feedback and suggestions to extend or improve each idea. (Participants may also want to comment on whether or not the role-plays are realistic…or at least realistic for their classroom!)

If groups do not want to role-play, you may instead solicit suggestions and record them on flipcharts or on the board.

CHAPTER 5: SHELTERED INSTRUCTION

"Content-Based Instruction/Sheltered Instruction Method: …also known as Structured Immersion…This involves the teaching of grade-level subject matter in English in ways that are comprehensible and engage students academically, while also promoting English language development."

—adapted from Echevarria, Vogt, & Short, 2000

Sheltered Instruction for ELLs is a specially designed curriculum that utilizes supplementary academic materials. It can serve as a bridge or transition between primary language instruction and the traditional classroom. While it often requires additional and specialized teacher training, the basic idea is that content is conveyed without language impeding upon this progress.

In this chapter, new student Eddie and his teacher discuss the daily journals that Eddie and his classmates are expected to complete. Eddie's teacher reassures him that, as long as the majority of his entries are written in English, he may also compose some in Spanish. This assignment allows Eddie to both practice and improve his English while still allowing him the opportunity to fully express himself in Spanish. As such, it helps him bridge his native language and the new language he is learning.

This chapter also briefly elaborates on how teachers of ELLs can adapt grading and assessment procedures as students are still learning English. For example, teachers can remove True/False questions that hinge on the clear understanding of a crucial vocabulary word, eliminate some of the options from multiple-choice questions, and grade essays on content rather than on grammar and usage.
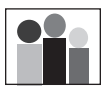
Continue playing the program. If you are viewing this on DVD, continue with the chapter titled, "Sheltered Instruction" If you are viewing a VHS version, continue at approximately 1:17:30 on your video counter.

Pause the program at the end of the chapter, or at approximately 1:20:19 on your video counter.

Group Activity: Making Modifications

In this chapter, an educator recommends that classroom teachers make adjustments and modifications to current testing and assessments. For instance, it's suggested that True/False questions are eliminated, some choice is removed on multiple-choice questions, and that essays are graded on content rather than grammar.

Generate discussion among participants on whether or not they agree with this approach. Does it help ELLs? Is it fair to other students? Are similar accommodations made for non-ELL students who need them? How might it benefit both ELLs and their teachers?

Divide participants into small groups. Ask each group to work together to develop ideas on how to modify assessment procedures. Each group should offer suggestions about how teachers might do this (tailored to the subject areas of participating teachers), and also provide questions and concerns around each idea.

Ask groups to share their thoughts and questions. Continue the discussion around how teachers might put this advice to work, or adjust it as needed for their own classroom. Remind participating teachers that they should evaluate what they hear and adapt it for their own classroom based on what will work best with their teaching style and students.

Video Response Discussion: Journal Topics

In this chapter, journaling and personal reflecting in writing is offered as an opportunity for ELLs to express themselves, perhaps more fully than they are able to do in spoken English. An educator in the program notes that a positive experience results when ESL students are able to bring to light their thoughts, competence, and abilities through writing.

Ask the participants to share their feelings on personal journals and writing. Ask questions such as:

- Do journals work for all subjects?
- Do journals benefit larger groups of students?
- How do teachers assess or review personal journals?
- Should ELLs be able to write in both English and their native language in a personal journal?
- What can be gained through journaling?
- Do you currently have your students keep journals or reflect through personal writing? Why or why not?

Solicit creative ideas for student journaling from the participants, with an emphasis on journal topics that will inspire positive and learning-oriented experiences for ELLs. You may want to have educators break up into smaller groups to brainstorm together, or simply share personal thoughts. Solicit a variety of responses, and record ideas that pertain to multiple subject areas. Remind participants that they may want to write down the ideas being shared for future use with students.

CHAPTER 6: BEST PRACTICES FOR INTEGRATING THE ELL

Successfully integrating the ELL into the school community and mainstream classroom requires, above all else, effective partnership. Teachers, ESL coordinators, administrators, family members, and other students should all play a role in making the ELL's transition as smooth and positive as possible. A variety of resources, from staff to academic materials to teaching techniques, should be engaged to help the ELL integrate into the classroom and school community.

Partnering an ELL with a buddy or small group for classwork can prove a very effective technique. This type of setup will allow the ELL to gain the stability of routine in an unfamiliar setting and provide a safe setting in which to contribute and ask questions. These arrangements may also lead to friendships between the ELL and other students in the classroom. In the program, Eddie's buddy encourages him to join the school soccer team, and Eddie obtains permission from his parents to do so. Not only do these expanded opportunities develop the English-language skills of the ELL, they can also heighten confidence and better integrate the student into the school and community.

Teachers have a variety of resources on which to draw as they seek to successfully integrate an ELL student into an English-speaking classroom. Classroom teachers are not alone as they work with ELLs—they can always call on the help and expertise of the larger school community.

 Continue playing the program. If you are viewing this on DVD, continue with the chapter titled "Best Practices for Integrating the ELL." If you are viewing a VHS version, continue at approximately 1:20:20 on your video counter.

 Pause the program at the end of the program, or at approximately 1:26:29 on your video counter.

Individual Challenge: Draw on the School Community

Ask participants to imagine that they have just received word that a new ELL will start in their classroom in approximately one week. The student is from China, and is interested in music and theater. She will be in the mainstream classroom, but will also be supported by an ESL coordinator and additional support.

Participants should determine what resources in the larger school community they would be able to draw on in preparation for the arrival of the new student. Ask educators to record their thoughts and plans. Some areas to consider are:

- *At the district or administrative level:* What formal ESL support is in place or is needed? What plans or policies must be followed? Are there any professional development or educational materials for the teacher to review?
- *At the school level:* What is the student's schedule? Into what classes/levels has she been placed? What other teachers (if any) at the school are working with the new student? Is there an ESL professional with whom I can collaborate? How will we work together?
- *At the classroom level:* What resources do I currently have in my classroom? What resources can I borrow from the library or guidance office? What assignments can I potentially adapt, if needed? How can I change or modify my assessment techniques, if needed?
- *At the student level:* Who would be a good buddy for this new student? If I were forming small groups in the classroom, who would be the members of this student's group? How can I prepare my students appropriately for the new student joining the class? What can I prepare as a good introduction on the new student's first day of school?

Invite participants to share their thoughts and questions. Encourage them to build a formal resources list from the ideas they have jotted down here.

SUMMARY

Integrating ESL Students into the Classroom provides specific information, statistics, tips, techniques, suggestions, and experienced advice to educators who are or will be integrating ESL students into their classrooms. Through six distinct sections, this program covers basic information about ELLs in the classroom, direction on different types of ESL instruction, and techniques that contribute to the success of an ELL. The information contained in this program provides concrete strategies and facts for educators to utilize. This program also provides first-hand advice and experience from seasoned educators.

After watching *Integrating ESL Students into the Classroom*, both new and experienced classroom teachers should have tools to educate ELL students. Scenarios, educator narration and testimony, recommended resources, and examples of techniques to utilize all support the program's goals. At the conclusion of this program, teachers will feel more comfortable with ESL vocabulary and concepts, have concrete action steps on how to implement the program's suggestions in their own classrooms, and will be more prepared to effectively work with ELL students to successfully integrate them into mainstream classrooms.

Successfully integrating an ELL into a mainstream classroom takes hard work, resources, creativity, and awareness on the part of the classroom teacher. This program not only educates teachers about the different types of ESL instruction and ways in which they can put these variations to work effectively, it also provides real-life examples of the situations, issues, and questions that can arise when an ELL and classroom teacher begin to work together. From the types of resources that are useful (such as picture dictionaries) to classroom arrangements that can lead to success (such as small group work) to assignments that allow ELLs to learn and improve (like working with pictures and text through scrapbooking), *Integrating ESL Students into the Classroom* is a key resource for teachers who need to adapt their classrooms to ELLs.

After watching this program, teachers will have a foundation for successfully introducing an ELL to the mainstream classroom, helping to build positive relationships between the ELL and other students in the class.

CONSISTENCY WORKSHEET

Consider your current classroom procedures and expectations. Do you have consistent information or a routine for the items listed below? If so, record that information. If not, jot down some ideas for establishing consistency.

Attendance _____

_____

Classroom Rules _____

_____

Class Participation _____

_____

Schedule for Tests and Quizzes _____

_____

Amount of Homework _____

_____

Format of Homework _____

_____

Assessment of Homework _____

_____

Assignments Other than Tests/Quizzes/Homework _____

_____

How/When Assignments are Given _____

_____

Roles/Responsibilities of Students in Your Classroom _____

_____

How/When/If Students Receive Supplementary Materials _____

_____

Expectations for Public Speaking/Oral Reports _____

_____

Expectations for Paper Length/Structure _____

_____

Expectations for Group Projects _____

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