

Notes from August 23, 2002

How to contact the instructor:

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The East San Jose teachers introduced themselves:

- Irene Gonzalez
- Sue Torres
- Joanne Valles
- Diana Pinkston
- Silvia Schavz
- Lupe Romero

We agreed that the East San Jose group will begin at 3:15 and end at 5:45. Starting next week, some Educational Assistants may join us for the first hour of class. If they want to get class credit for this, they can sign up for an undergraduate Problems course. (Paula or Deborah in the LLSS office at UNM will have the course call number for Julia. If not, then they will have a call number for Leroy Ortiz or Rebecca Blum-Martinez.)

Hopefully, the teachers from off-site will be able to join us by 4:15. At that time, we will work as a whole group. Then, the off-campus group will work together from 5:45-6:45.

From off-campus, we have:

- Gwen Mosley (Eugene Field)
- Kristin Healy (Wherry)
- Joyce Olivas (La Mesa)
- Cody Altringer (Eugene Field)

Brainstorm Activity

The questions generated by the group tonight were:

- Is there a perfect assessment?
- Because we all learn differently and have different strengths, is it fair/accurate to use just one assessment for everyone?
- How do you assess physical ability when everyone is so different?
- How can we assess the depth of knowledge in a content area of an second language learner?
- We could you assess language and content are knowledge as two separate items without confusing one with the other?
- What other types of assessment (tools) are there for English language learners besides what we use here at East San Jose (the Johns Reading Inventory)
- How do we get an accurate evaluation?
- What are ways to determine a students particular need?

- Besides using the Word Wall, how else can I teach words from activities that I'm doing?
- How to match or pick the correct assessment tool?
- How can we make assessment non-intimidating?
- Are there any effective tools to assess an English language student?
- How do you assess the writing abilities of English language learners who are transitioning?
- Is there a different assessment that should be used for the various language groups?
- How can you avoid confusing the language results with cultural differences?
- What types of assessment to use with second language learners besides LAS scores?
- How do you give directions clearly so that they aren't intimidated or confused?
- Why can't we create our own assessment for their own kids?
- At school we get used to using the same assessments all the time. I would like to see examples of different assessment we could see and use.
- How would the system feel if I allowed my children to assess themselves?
- How can we use assessment to consistently and frequently track the effectiveness of our instruction in an easy and manageable way?
- Why do we sometimes use assessments that are the translation of English assessments, when they don't agree with our culture?
- How can we use the results of an assessment to improve instruction?
- How can we train teachers to properly assess students who speak a language they don't understand?
- How do we adjust the testing material to accommodate the English learner?
- It is interesting to explore different ways of looking at students' work.
- How can we use technology to authentically assess out English language learners?
- Is it fair and how can we be fair when we compare the assessments done in one language and the assessments done in another language (on the same student)?
- How can we assess reading for English language learners?
- How do we implement the results that we get from assessment into planning for instruction?
- How do we organize all of the data we collect on students?

Generating Group Rules

We started working through the handout that Julia brought to class on generating ground rules (from: Brookfield & Preskill). Some of the possible rules that were suggested included:

- The opportunity to share reflections on the previous class before we start our next session.
- Openness: No put downs
- Everyone participates at their own comfort level: people will be allowed to pass and just be listeners

- Everybody has their goals and expectations up front and what they want out of the experience. Have everybody voice the up front.
- For silence to be okay sometimes. Letting there to be breaks and silence.
- Allow people to ask for a pause, say 1-2 minutes to think about the discussion.
- Take turns
- Put cell phones on discrete or vibrate
- Humor is important - it keeps things on an easy going basis and helps with the comfort level.
- Limit side conversations. Have stickies available -- write down your thoughts.
- If side conversations continue, the group will stop the main conversation.
- Make this a very safe and trusting environment --
- Bring snacks.
- Take breaks - Take individual breaks as needed during small groups. In whole group, anybody can call a break.

Agenda for Next Week

3:15 East San Jose Group

- set goals for this group
- develop agenda items for next week

4:15-5:45 Whole group sharing:

- introduce new members
- set objectives for this time together
- share an assessment ideas
- develop agenda items for next week

5:45-6:45 off-campus group

- set objectives
- set agenda