



Improving the
lives of immigrants
through education.

Volunteer Manual

Washington English Center
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Improving the Lives of Immigrants through Education

TABLE OF CONTENTS

ABOUT WASHINGTON ENGLISH CENTER	2
Our Mission	2
Staff and Contact Information	2
WASHINGTON ENGLISH CENTER PROGRAMS	4
CLASS TERMS	4
ESL Classes	4
Citizenship Exam Prep	4
Computer Literacy	4
Employment Services	4
One-on-one Tutoring	4
Conversation Clubs	4
WEC VOLUNTEER OFFICE HOURS	4
VOLUNTEER PLACEMENTS	5
VOLUNTEER TEACHER GUIDELINES	5
Co-Teaching Teams	6
Course Materials	7
Teacher Observations	7
Class Logs and Attendance	7
Absences and Substitute Requests	8
ONE-ON-ONE TUTOR GUIDELINES	8
CONDUCT POLICY	9
VOLUNTEER DISMISSAL	10
INCLEMENT WEATHER POLICY	10
FIRE SAFETY PLAN	11
STUDENTS AT WASHINGTON ENGLISH CENTER	12
Student Attendance	13
Student Class Change Policy	13
Graduation	13
Appendices	14
Appendix A: Washington English Center ACCESS Teaching Standards	14
Appendix B: Lesson Plan Template	16
Appendix C: Lesson Planning Worksheet	17
Appendix D: AM Class Logs	20
Appendix E: Map of Fire Exits at WEC	21

ABOUT WASHINGTON ENGLISH CENTER

Washington English Center (WEC), formerly Language ETC, was founded in 1993 to provide English and literacy training to low-income adult immigrants. Since 1993 our volunteer teachers and tutors have provided students with the education and support they need to build a better future for themselves and their children. Our commitment is to provide high-quality educational services to low-income immigrants in the Washington area, regardless of ability to pay. With over 2800 annual enrollments and over 1500 individual students, Washington English Center, a 501(c)(3) charitable organization, is one of the largest non-profit ESL providers in the Washington D.C. area.

Our Mission

To have volunteer teachers, tutors and coaches provide excellent and affordable English literacy classes and workforce preparation programs to adult immigrants.

Staff and Contact Information

Full Time

Interim Executive Director - Kathlyn Taylor Gaubatz, ktaylorgaubatz@washingtonenglish.org

Director of Academic Programs - Jessie Ebersole, jebersole@washingtonenglish.org

Director of Employment Programs - Renee McKie, rmckie@washingtonenglish.org

Director of Volunteer Programs - Kyaira Ware, kware@washingtonenglish.org

Operations Manager - Christopher Griffiths, operations@washingtonenglish.org

Program Coordinator - Sheeva Harris, coordinator@washingtonenglish.org

Student Affairs Manager - Claudia Belloso, cbelloso@washingtonenglish.org

Student Affairs Manager - Clodoaldo Lopez, clopez@washingtonenglish.org

Part Time

Saturday Program Coordinator - Daniel Snyder, weekend@washingtonenglish.org

Website	washingtonenglish.org
Facebook	facebook.com/washingtonenglish
Twitter	@DCEnglishCenter
Instagram	@washington_english_center

WASHINGTON ENGLISH CENTER PROGRAMS

CLASS TERMS

Fall	September (after Labor Day) – early December
Winter	January – late March or early April
Spring	April – end of June
Summer	mid July – end of August (6-week term)

ESL Classes

Beginning - Advanced (13 Levels)

Weekdays AM (M-Th)	10 am - 1 pm <i>*summer schedule: M-W 10 am - 1 pm</i>
Weekdays PM (M-Th)	7 - 9 pm <i>*summer schedule: M-W 6:30 - 8:30 pm</i>
Weekends (Sat-Sun)	2 - 5 pm
Sunday Conversation	10 am - 12 pm <i>*summer schedule: no Sunday AM classes</i>

Citizenship Exam Prep

*Intermediate & Advanced Level Students	6 pm - 7 pm (M-Th)
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Computer Literacy

*Basic Computing Level Students	6 pm - 7 pm (T/Th)
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Employment Services

Free for Registered Students	By Appointment
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One-on-one Tutoring

*Free for Registered Students	1:15 pm - 2 pm (M-Th) 6 pm - 6:45 pm (M-Th)
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Conversation Clubs

*Free for Registered Students	1 pm - 2 pm (M-Th) 6 pm - 7 pm (M-Th)
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**Conversation Clubs, Tutoring, Citizenship Preparation, and Computer Literacy do not meet during the summer term.*

WEC VOLUNTEER OFFICE HOURS

Monday- Thursday: 9 am - 9 pm

**summer term: Monday-Wednesday: 9 am - 9 pm, Thursday: By appointment*

Friday: Closed

Saturday: 1 - 5 pm

Sunday: 9 am - 5 pm **summer term: 1 pm - 5 pm*

VOLUNTEER PLACEMENTS

While WEC reviews applications and welcomes new volunteers throughout the year, we open volunteer sign-up for specific teaching and tutoring assignments about six weeks before the beginning of each term. When sign-up opens for a particular term, you will receive a link to a sign-up form via email. This sign-up form gives you the opportunity to mark availability and make co-teaching requests for the upcoming semester. WEC staff works to meet as many requests as possible and will follow up with you directly if we're unable to meet your request. All volunteers must complete a background screening before receiving a volunteering assignment.

WEC conducts background screening through GoodHire who will be performing criminal records checks.* We screen every volunteer for the safety of our students, our staff, and other volunteers. This information will remain private and confidential and will be reviewed only by the WEC Executive Director and Director of Volunteer Programs. By providing your email address and submitting the sign-up form, you consent to provide GoodHire with the necessary information to complete this screening. Once you have submitted the sign-up form, you will receive an email from GoodHire to provide your name, address and social security number. Please respond to the GoodHire email as quickly as possible, as we will not be able to make your teaching assignment until the screening has been completed.

*If you are an international candidate and do not have a social security number, please contact Kyaira Ware, kware@washingtonenglish.org, for information about next steps.

VOLUNTEER TEACHER GUIDELINES

Please arrive on time for class. Ideally, it is best to arrive 45 minutes before class so you have time to review any notes in the class binder, read announcements, and prepare for teaching. If you are running late, please call the office and your co-teacher as soon as possible to let them know.

Submit a class log to your team. Weekday AM teachers will submit logs via email and copy the Director of Volunteer Programs and Director of Academic Programs to all team emails (see Appendix D). Weekend and PM teachers will submit class logs via Google Sheets (see [sample log](#)).

Take attendance during every class. WEC uses attendance records for funding reports and internal analysis. You will submit attendance in your class binder and through wec.proactiveschool.com, our online database (you will receive more information about this after you are scheduled to teach).

The dress code for volunteers is “smart casual.” Please be thoughtful about how you dress for class; we have a wide variety of students and physical appearance can be meaningful in different ways. Jeans, tennis shoes, and t-shirts are fine but please avoid any clothing that might be perceived as provocative.

Off-site classes and field trips are subject to staff approval. Requests to move to another location should be directed to a WEC staff member who may grant approval on a case by case basis as permitted by internal parameters.

Cell phones belonging to both volunteers and students should be silenced during class time. When appropriate, we encourage both students and teachers to use cell phones for educational purposes.

Please do not tape anything to the classroom walls, as removal of the tape will mar the paint and plaster. To display maps or other materials, you may either tape them to the black/whiteboard or hang them on the cork board strips on the wall.

Please return the furniture in the classrooms to the way you found it. Often, classroom furniture must be rearranged to accommodate various class activities; however, since other groups use our classrooms, the rooms must be returned to the way they were found at the end of class. Please place desks in rows that face the blackboard or whiteboard at the front of the room.

When you leave the classroom:

- **Move the classroom desks and chairs into rows**
- **Close all windows**
- **Turn off the lights**
- **Turn off the air conditioning/heaters, and close the blinds (in summer)**

Please be aware that we are tenants of the church, and share the space with other groups. Many activities take place in the **church building**. There may be other meetings or classes, church services, and other activities going on in rooms adjacent to, above or below your classroom. If you are planning a class activity that may be disruptive to others, please close your door.

Please also note that to abide by the terms of our lease, daytime classes, tutoring sessions, and conversation clubs must be complete by 2:00pm. Evening teachers and students should be out of classrooms by 9:00pm and out of the building by 9:15pm. Weekend teachers and students should be out of classrooms by 5:00pm and out of the building by 5:15pm.

Co-Teaching Teams

WEC uses a team teaching model in which each course is taught by a team of teachers and **every class is led by two teachers** from the team. While volunteer teachers make a commitment to teach only one day per week, students attend scheduled classes on each day of their program and will have **4-8 teachers working with them on a weekly basis** (2 per class/day.)

It is important to work with your co-teacher on how you will present the lesson as a team (role playing or “modeling” dialogues, having one teacher present a lesson while the other helps individual students, etc.). Maintaining a cohesive and consistent learning environment through communication, responsibility, and reliability is very important within each team. More information about co-teaching is provided at pre - term new volunteer orientation sessions.

WEC uses a team-teaching approach for several reasons:

- It exposes our students to a variety of teaching styles and types of English
- It allows us to pair experienced teachers with new teachers to foster a mentoring relationship
- With two teachers in the room, teachers are better able to target instruction to students at different proficiency levels.
- In the event of a single teacher absence and no available substitutes, classes are not left without a teacher

Course Materials

WEC will provide every teacher with the materials they will need for each term. One of the materials teachers are provided with is a textbook for the course that they are assigned to teach. WEC reuses these textbooks every term and we ask that volunteers **treat them gently, do not write or highlight inside them, and return them to WEC on or before their last day of class.**

WEC also provides teachers with a course syllabus and other ancillary materials to aid instruction.

Teacher Observations

As part of the support we offer our teachers, WEC staff observe classes and conference with teachers. These visits are an opportunity for us to check in with you about how the term is going, and to offer individualized tips and ideas in relation to WEC's ACCESS standards (Appendix A). We try to get to as many classes as possible, and we prioritize new teachers and teachers who have not been visited before. If your class is scheduled to be observed, you will receive an email in advance, asking that you choose 2-3 ACCESS areas where you would most like ideas. If you know you would like teaching support, please contact the Director of Academic Programs, Jessie, at jebersole@washingtonenglish.org, and she will be sure to include you in our class schedule.

Class Logs and Attendance

After each class or at the end of the class, one of the co-teachers must use the WEC class log formats to submit a brief description of what was covered in class to all the other teaching team members. Teachers must also report attendance in the class binder and via wec.proactiveschool.com. These tasks can be rotated or one co-teacher can assume responsibility for doing this for the entire term.

Purpose of Class Logs

- to provide the next team of teachers with an idea of what went on in your class so that they can prepare the next lesson
- to inform all the team members of any issues or problems in the class
- to keep WEC staff informed so that they can provide support if needed

Class Log Instructions

Weekday AM

Format and Sample: see Appendix D

Deadline: email sent **by 5pm** to co-teachers, Kyaira Ware, (kware@washingtonenglish.org) , and Jessie (jebersole@washingtonenglish.org)

Weekday PM and Weekend

Format and Sample: [sample log](#)

PM Deadline: update Google sheet **by 10:30PM**

Weekend Deadline: update Google sheet **by 6:30PM**

Absences and Substitute Requests

In the event of an absence, following WEC protocol for reporting your absence and/or requesting a substitute is the best insurance you can take out for your co-teacher and your students. Note that if a substitute is found, they will be connected with your co-teacher. In the event that a substitute can not be found, your co-teacher will teach the class alone. WEC staff always connects co-teachers and substitute teachers as soon as they are placed.

Unplanned Absences (Last Minute):

Your co-teacher will be present: Please inform the Coordinator and your co-teacher as soon as possible. *Substitutes are not a viable option in the event of unplanned absences less than 1 business day before the start of your class.*

Your co-teacher will also be absent: Please email the Director of Volunteer Programs and the Coordinator, and the Saturday Program Coordinator (if you are teaching on the weekend) and call WEC until you *speak directly to a staff member* using these numbers: **Director of Volunteer Programs:** (240)243-2093; **Program Coordinators:** (202)387-0023; **Director of Curriculum and Instruction:** (240)289-2101; **Student Affairs Managers:** (202)387-2222.

Planned Absences:

1a. Always inform the Program Coordinator (coordinator@washingtonenglish.org) of your expected absence by email correspondence as soon as possible.

1b. Always ask your co-teacher if they prefer to teach alone or with a substitute and copy coordinator@washingtonenglish.org to all emails.

2a. Your co-teacher does not want a substitute: if the Coordinator has been copied on your correspondence, great, you are finished. If not, please inform them.

2b. Your co-teacher does want a substitute: email your co-teaching team (*and copy the Coordinator!*) to alert them of your absence and inquire if anyone can cover your class (or swap classes with you).

3a. Someone on your team is available: If the Coordinator has been copied on the correspondence, great, you are finished. If not, please inform them.

3b. No one on your team is available: email the Coordinator to request a substitute.

ONE-ON-ONE TUTOR GUIDELINES

For full details on our guidelines and policies, please refer to our [Volunteer Tutor Manual](#).

Please arrive on time for your session. Ideally, arrive 15 minutes before session so that you have time to prepare. If you are running late, please alert your student as soon as possible to let them know.

Tutoring pairs will be assigned to a classroom. Some classrooms may have more than one tutoring pair assigned to it. Please be considerate of other pairs while you are working. All tutoring sessions must meet at WEC unless otherwise approved by the Director of Volunteer Programs. Occasionally, off-site tutoring sessions may be approved if both the tutor and student speak to the Director of Programs to make this request. Only requests to work in a public location will be approved.

WEC has many resources available for tutors to use while at school. Many tutors find that they have a better idea of what resources would be most helpful after their first tutoring appointments. Please let staff know if you would like help locating resources after your first appointment.

Placement

Placements will be made in person during the second and third weeks of classes. Tutors will be invited to WEC on a specific day and matched with their students when they arrive. During the first session, tutors and students must exchange contact information and confirm each others email addresses and phone numbers. It is imperative that tutors and your students are able to contact each other. **After you are connected with your student, all scheduling and further communications will be with your student and not with WEC staff.** If you or your student need to cancel an appointment or reschedule, you must communicate with each other.

CONDUCT POLICY

WEC does not discriminate on the basis of race, ethnicity, national origin, sexual orientation, gender expression, age, religion, disability, or any other legally protected characteristic. WEC is committed to providing an inclusive and welcoming environment and will not tolerate harassment, discrimination, or disrespect directed at students, volunteers, staff, and other people using the building. This policy also extends to digital communication including but not limited to: text messages, emails and social media.

WEC encourages all students and volunteers to bring any incidents of harassment, discrimination, or disrespect to the immediate attention of a staff member they feel comfortable with, either orally or in writing. WEC's Executive Director is always available to those who wish to discuss issues of harassment, discrimination, or disrespect. After a concern has been brought to the attention of a staff member, the issue will be treated as **confidential**, and every effort will be made to preserve the privacy of all parties involved to the extent that it is possible. It is paramount that everyone feels safe and welcome at our school.

Off-site meetings may happen occasionally to observe national or cultural customs and celebrations or to visit places of interest in Washington, D.C. Outside meetings with teachers, tutors, job coaches, or staff should be in groups of three or more.

WEC has a strict drug-free policy. The use of intoxicating substances including but not limited to alcohol and marijuana anywhere on church property is strictly forbidden. Reporting to class in a state of impairment may result in disciplinary action.

VOLUNTEER DISMISSAL

WEC is committed to creating an inclusive and welcoming learning environment for all students and volunteers. **WEC reserves the right to dismiss any volunteer** for any reason including, but not limited to:

- Discrimination: actions, words, jokes, or comments based on an individual's race, ethnicity, national origin, sexual orientation, gender expression, age, religion, disability, or any other legally protected characteristic.
- Sexual harassment. This includes sexual advances, romantic relationships, and/or other verbal or physical conduct of a sexual nature between a current teacher and current learner.
- Being disrespectful to students, staff, and/or co-teachers.
- Cultural insensitivity
- Repeatedly arriving to class late or unprepared
- Not showing up at all without warning
- Inability to follow the assigned curriculum and lesson plans
- Inability to adhere to ACCESS teaching standards (see Appendix A)
- Inability to adhere to any WEC policies and procedures included in this manual

Steps taken in the event of reported harassment, discrimination, or disrespect:

After a concern has been brought to the attention of a staff member, the issue will be treated as **confidential**; the staff member may proceed by bringing the issue to their supervisor or an/other staff member/s as deemed appropriate. The involved WEC staff members will determine the best course of action given the circumstances. Possible outcomes include further investigation, monitoring, asking the individual to take specific actions to address their conduct, and/or dismissal. Every effort will be made to preserve the anonymity of all parties involved to the extent that it is possible.

INCLEMENT WEATHER POLICY

In the event of inclement weather, updates will be posted to our website and social media accounts. When in doubt please call our main number, 202-387-2222, and/or check our website at www.washingtonenglish.org. Please note that these sources will be updated *as soon as a decision has been made*.

Washington English Center generally follows DC Public Schools for AM classes—if they are closed, it is likely we will not have daytime classes. Depending on the weather, we may also cancel evening

classes or weekend classes. Please note however, that a two hour delay for DCPS typically **does not** change our schedule.

FIRE SAFETY PLAN

WEC takes the safety of all students, volunteers, and staff very seriously. Please help us to ensure your safety by familiarizing yourself with the following fire safety plan and the maps of fire exits at WEC found in [Appendix E](#).

In the event of a fire drill:

- First floor classrooms and offices should walk towards the nearest exit
- Second floor classrooms exit down the stairs next to classroom 202
- People should file out in a quiet and orderly fashion and assist those with limited mobility down the stairs. **Do not use the elevator**
- Children from the daycare will exit first with their teachers – hold the door open for them. Students should wait for the daycare to cross the street before gathering in the meeting place, and should not walk through the daycare group.
- Students will meet by the Amelia and Paul building on California St., across from the Open Door Market.
- If a drill occurs during class time, teachers should bring binders with them to double check attendance sheets with their class. Classes should remain grouped together once out of the building. **Students should remain in at the meeting point until their class has been fully accounted for** and not leave the area.
- A staff member will check that instructors are accounted for outside
- Do not re-enter the building until given the all clear by WEC staff. Re-enter through the California St. entrance
- Staff will inform teachers of upcoming fire drills

In the event of a real fire:

- Follow the fire drill protocol, calmly exit the building
- If the building fire alarm is not yet sounding, pull the nearest alarm
- Notify anyone not evacuating to evacuate along the way
- Once you are in the meeting checkpoint by the Amelia and Paul building on California St., call the fire department (911)

STUDENTS AT WASHINGTON ENGLISH CENTER

Our students range in age from 18 to 80+. You will have students with very different life experiences and knowledge. This can be a great source of conversation topics as students share their thoughts at different stages of their lives.

Students come from over 100 different countries and speak a variety of languages. While the majority are Latinx our student population is increasingly diverse. Both our presence near many of the embassies and recent changes in immigration patterns have brought us students from Central and Eastern Europe, China, Southeast Asia, and Africa. This can lead to truly mixed classes and makes teaching a very rich experience, as you have lots of different traditions and experiences to draw on. As a teacher, you are likely to learn something new in every class.

Students have various levels of education. Some grew up in countries where there was no public school system while others had their education interrupted by war or civil unrest. Others may have completed advanced degrees in their native countries. Some students may have limited literacy in their native tongues; others may have native language literacy skills that are transferable to English. Some students are fluent in languages that use a different alphabet (Chinese, Amharic) which makes English literacy more complicated. Some students have studied English in their native countries and have the ability to read and write English, however, they may struggle with listening and speaking. WEC classes focus on reading, writing, speaking and listening. It is very important to remember the range of levels in your classroom when you are preparing a lesson plan (and keep it as simple as needed).

Students may have the type of jobs in which hours may change suddenly or where unexpected overtime is required. This, along with childcare needs or responsibilities for elders, may affect attendance and punctuality. There may be students in your class roster who never appear or who attend irregularly or arrive late. Some students drop out before the end of the term. **Most classes are smaller at the end of the term than at the beginning.** Don't take this personally. Students appreciate your efforts and may have to drop out for reasons beyond their control. Students may transfer from one level to another or from one time (i.e. day program to evenings) to another. Please be sure that students know of this option if needed.

A teacher can help irregularly attending students by reminding them that they can use their workbook and audio at home to keep up with the class if they can't be here. Welcome students back when they return. **A welcoming and warm environment in which students feel they are learning ensures they will attend class as much as possible.**

Student Attendance

Student attendance must be tracked for internal monitoring and as part of our funding requirements.

Volunteers must record attendance DAILY. While we encourage punctuality, we also respect that our students are adults and have outside obligations to family, work or otherwise. No matter the time, students should be welcomed and integrated into class activities upon their arrival. Students who are present for any portion of the class, should be marked present for that day.

Once you are assigned to teach a class, you will receive more information about our attendance management system and instructions for submitting attendance after each class.

Student Class Change Policy

Students take a placement test when they enroll, and Student Affairs staff also advise students about their class level. Students can change classes if their schedule changes or if they feel they are not in the right level. Teachers can offer guidance to students about these choices, but they should be careful not to pressure or discourage students, and they should respect their autonomy as adults. Some students may desire to stay in a class that is challenging for them because of the social relationships they have built. Others may feel most comfortable at a level that is a little easier than their current proficiency.

Graduation

Graduation ceremonies are held in the auditorium or in individual classrooms (depending on availability) on the last day of classes each term. Graduation is very meaningful to our students and is a rewarding experience for volunteers; all students and volunteers are encouraged to attend, and volunteers whose teaching day falls on graduation are required to attend. WEC provides paper products for a buffet lunch or dinner; students bring food to share with other students and teachers. WEC staff will include information about graduation in an email near the end of the semester. Many students regard the meals they bring to graduation ceremonies as their way of thanking their teachers. Your attendance allows them to thank you for your service and the impact you have made in their lives.

Appendices

Appendix A: Washington English Center ACCESS Teaching Standards

Achievement (of goals): Each lesson should be focused on a specific goal or goals, which should answer the question “What can students do at the end of class that they couldn’t do before?” These goals, which can be found in your textbooks as well as on the syllabi, should be written on the board and communicated to students at the beginning of each lesson. All of the activities in class that day should contribute to the students’ achievement of the goal(s). Return to the goals at the end of the lesson and check them off. Ask a few students to demonstrate what they can do. This creates a nice sense of accomplishment for students.

Centered on Students: Research shows that adult ESL students learn best when they are given ample time to engage with their peers and practice new language (as opposed to listening to teacher-led presentations). With this in mind, it is essential that teachers aim to spend less than 30% of class time doing teacher-centered activities and 70% of class time engaged in **student→student interaction** in activities such as pair/group work, dialogues, hands-on practice activities, etc.

Corrective Feedback: Providing corrective feedback can be tricky but is a very important part of language learning. Some general guidelines for corrective feedback are:

- Focus on correcting errors that are relevant to the material you are covering in class that day or has been covered earlier in the semester.
- If many students are making the same error, take a few minutes to give a “mini-lesson” on the concept they are struggling with.
- Consider correcting errors in a variety of different ways, focusing on ways to elicit student-generated corrections (recasts, asking for clarification, prompting them to think about the correct form, making a questioning face until they self-correct, etc.)
- Remember, as a teacher you see giving feedback as neutral—it’s part of your job. However, students will often feel it as a criticism. Try to balance “correcting” with praising students for their effort or empathizing (e.g., “ohhh, anybody could make that mistake, but...”)

Explanation: Knowing that students will not comprehend everything teachers say, it is very helpful for students when teachers use alternative ways of explaining concepts and keep language input at an appropriate level for the students in your class. Some of the best ways to do this are modeling concepts and activities, using visual supports, giving plenty of examples, and presenting the same material in a variety of different ways. Also, keep your pace of speaking slowly and consider writing key concepts and instructions on the board for visual learners.

Sequencing: Good lessons follow a specific order of activities that allows students to gradually build towards achieving the goal of that day's lesson(s). Proper sequencing is helpful to students because it ensures that they are adequately challenged throughout the lesson without becoming overwhelmed. The lesson plans in your textbooks do a great job providing guidance on how each lesson should be structured. Generally, this sequence should be:

1. Warm-up/Review
2. Presentation
3. Practice I (less complex task done with teacher's guidance)
4. Practice II (more complex task done more independently from teacher)
5. Application (most complex task done independently from the teacher, as authentic or situational and relevant to students' real lives as possible)
6. Wrap-up/Evaluation

Silence and wait time: Language learners benefit tremendously from having ample time to process information in their second language. Native speakers tend to become uncomfortable after about 2 seconds of silence, whereas ESL students **may need up to 8 seconds** to respond to a question.

The concept of wait time also applies to assigning students independent practice: teachers should always be available to answer student questions, but it can make students anxious if a teacher approaches them to look at their work soon after assigning it.

Appendix B: Lesson Plan Template

Trying to create more $S \rightarrow S$ interaction in your lesson? Check out these ideas: <http://bit.ly/stosideas>

Unit:	Lesson Goal(s): (write these on the board at the start of class!)		
Lesson:			
Stage & Time	Procedure & Steps	S \rightarrow S or T \rightarrow S?	Notes/Comments/ Materials needed
Review/ Warm-up			
Presentation			
Practice Activities (More Controlled/ Guided Activities \rightarrow More Open-ended/ Independent Activities)			
Application			
Evaluation			

Appendix C: Lesson Planning Worksheet

Objective: Students will be able to...

Lesson and Page Numbers:

Warm-up/Review activity (*review past material and get students thinking about the current topic*)

Student Behavior: _____

Teacher 1 responsible for: _____

Teacher 2 responsible for: _____

Presentation Idea (mini-lesson, introduce key concepts) *Knowing that students will not understand everything you say, how can you present the material in a way they will understand?*

Student Behavior: _____

Teacher 1 responsible for: _____

Teacher 2 responsible for: _____

Modeling Idea (demonstrate how to use the concept) *Knowing that students may not understand the written instructions, how will you model the activities in the book?*

Student Behavior: _____

Teacher 1 responsible for: _____

Teacher 2 responsible for: _____

Practice Activity *Students will do activities in textbooks for practice. Where can you look for additional practice activities?*

Student Behavior: _____

Teacher 1 responsible for: _____

Teacher 2 responsible for: _____

Evaluation/Wrap-up *Look back at your lesson objectives. How can you assess if students have met those objectives?*

Student Behavior: _____

Teacher 1 responsible for: _____

Teacher 2 responsible for: _____

Self-evaluation of lesson plan: (check all that apply)

- ☐ All of the activities in our lesson will help students accomplish the lesson goal.

- ☐ Both co-teachers are being utilized during our lesson in a way that is beneficial for the students.
- ☐ Our lesson includes a warm-up, presentation, practice, application activity and evaluation.
- ☐ Our lesson allows students time to practice new language with classmates and independently.
- ☐ At least 70% of the activities we have planned are student-centered
- ☐ Our lesson has an assessment activity that give us an opportunity to collect **objective** information to report to our teaching team about students' progress towards accomplishing today's goal.

Appendix D: AM Class Logs

Format

Logs should be entered into the body of your email- not included as an attachment.

Topic/ Lesson Identify topic/lesson very briefly

Attendance Provide attendance numbers so the team has an idea of attendance patterns. Some teachers prefer to list each student by name, but that is not required.

Class Overview Provide the topics you dealt with and the specific pages in the textbook and student workbook that you used. If you used other handouts/worksheets, describe them. If you did not cover all of the material in the syllabus, or you moved ahead, be sure to mention this.

Evaluation Let the next group know if you think the students got the material and can move on after a brief review. If you think many/most struggled with the material and need a more extensive review, note this.

Reflection/

Follow Up Any issues/observations that you see in the students and their learning, things that the team should know or be aware of, ask the next teacher to go over homework if you assigned homework, tutoring support, and etc.

Sample AM Class Log

Teachers: Laura and Ashley

Date: Feb 4

Topic/Lesson: Unit 2 Lesson F

Attendance: 5 Students- Minadac, Nehemias, Marisol, Jose, Bakhyt

Class Overview: For warm-up, we reviewed numbers, including 1-20 and then added 30, 40, 50, and 100. We stressed pronunciation and the difference in syllable stress between teen numbers and -ty numbers, that is, thirTEEN versus THIRty, fourTEEN versus FORTy. We then played bingo with the numbers we reviewed, and both students had a chance to choose and call out numbers for the group.

We showed students a simplified schedule, and asked the questions outlined in the teacher's guide: What class? What teacher? What room? etc. We then did the same with the WEC brochure and then classes in the book on page 28. Students completed the multiple-choice questions with guidance from the teachers. We modeled the first question on the board and "thought-aloud" how to answer in that format.

We completed the first activity on p. 29, and asked students to complete the word search as homework.

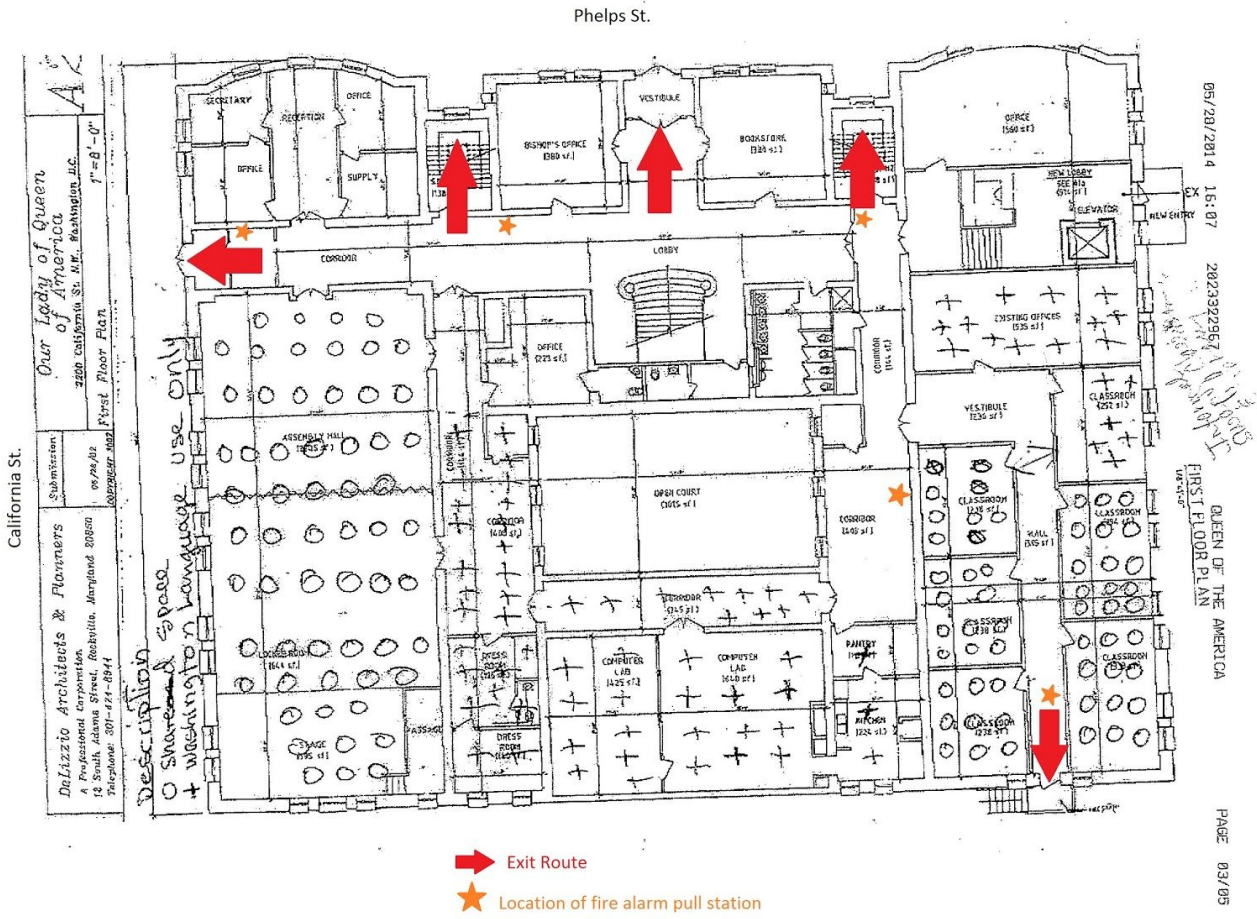
Evaluation: Stressing pronunciation, especially syllable stress, helped the students pronounce quite well and lots of repetition was helpful and needed. The multiple-choice questions in the book are coming to the students as they practice the format. They recognized the classroom objects vocab quite well, especially considering we didn't spend much time on it.

Follow-up: We assigned as homework the word search on p. 29 and pp. 28-29 in the workbook. We noticed after class that Marisol is not on our roster in Proactive. This means she is not registered for our class - she may be registered in a different section. Please send her to the Student Affairs Office when she arrives tomorrow so she can get this sorted out.

September 2019

Appendix E: Map of Fire Exits at WEC

First Floor



September 2019

