

Accountability Strategies

1. Management and Organization: Agendas/Calendars:

Teacher writes an agenda on the board daily (for each class).

The goals are already written in the adopted text (Stand Out) I write them on the board and we read them at the beginning of the class. The students who come in late will learn from the board which page the class is on. The higher-level students will write the agenda on the board at times if they are there early enough. A class discussion will take place at the end of class to talk about what they have learned.

The students write down what they are learning on their calendars. The beginning students are copying the words, but learning their meaning as we discuss them. They are also learning the days, weeks and months. I reinforce the concepts of next to, between, on, in. Any concepts not taught the week of instruction could be moved to another day.

These strategies are not easily modified but are more important to the teacher to give a guideline to the teacher's instruction and to students about their learning. Vocabulary such as handouts, weekly tests, group projects, student writings, vocabulary lists, spelling lists, grammar charts, dialogue, worksheets, answer keys, and homework. The teacher should select a limited number of categories to use and have students decide what would be best.

Binders:

Students are shown a sample of a binder that they will be expected to have for the class. Our school sells a binder for \$4.00. with dividers, pencil, pen, and holder. We talk about what the 5 dividers should be labeled.

Accountability Strategies 2. Instructional Strategies

A typical example of an individual project would be for students to write stories about their own families, after completing an instructional unit on "family". In another example, at the end of a unit on "community," students would make personal directories of places in the community that are important to them. Individual projects encourage students to take personal responsibility for their own learning.

Family Tree Project

I have used this strategy with my students after they studied the unit on Family. I teach them the concepts of family names. I give them an empty family tree and have them fill in

their family names with the correct title (Grandmother, Grandfather, Mother....) all the levels complete this.

I have the middle level answer these questions about one person:

What is her/his favorite color?

What do they like to do for fun?

What do they look like?

They write the questions and use short answers.

They must also draw a picture of each item.

(This can also be completed by the lower level if they want.)

The higher level will do the same but must write a short story about this person and answer why they picked this person and what is very special about this person. (I also have them do the drawing.)

Time Lines

I also teach them the concept of a time line.

I have them create a time-line about their own lives starting with birth, and putting markers along the way about important times in their lives up to the present time that brought them to my class. The time-line ends at the point of being in class. We create vocabulary that they might need to use together and define it in English and Spanish, (all my students are Hispanic).

The beginning level is given words such as, birth, starting school, leaving school/graduating, getting a job/married, having children, etc, if they need additional vocabulary I help them with it. They can also draw illustrations.

I encourage the middle students to write more describing each event.

The higher-level students will pick out 3 very important moments in their lives and draw boxes on the side describing them in detail. I help them with deciding what was really an important event or "turning event" in their lives, (such as marriage, birth of child, moving to America)

Accountability Strategies - 3. Reflection Strategies

Reflection Strategy: How to Use a SCANS Poster

Students are given a copy of the SCANS poster and must look up the definitions of the words they do not know. They will work in a group of four with a mixture of levels in each group. The lower level will be in charge of writing out the definitions created by the group. The middle level member will be in charge of reporting back to the class the information the group has acquired about the meaning of the words. The higher-level person will report back on which of these skills were used by the group during this report. All will fill out a survey on what they felt they completed during the lesson.

The SCANS poster can be used at the end of many lessons as culminating events or even if you are done with the lesson and only have 10 minutes left that you do not something to fill.

Calendars

I have included some strategies for the use of the calendar with the Agenda. That is how I teach these skills.

Reflection Strategy: SCANS Poster

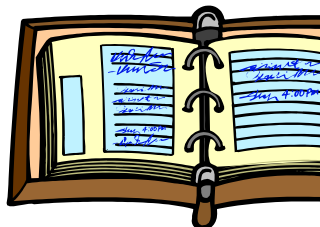
What did you do in class today?

Did you...

1) work in teams?



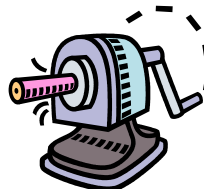
2) teach other students?



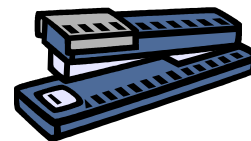
3) make decisions? negotiate?



4) solve problems?



5) organize your time and work?



6) use equipment?

7) volunteer to ask or answer questions?

8) check your work and correct your mistakes?



9) use time efficiently in class?



10) feel good about yourself?

* And of course speak, read, write and understand English.