

GEORGE MASON UNIVERSITY
(GMU)
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
(CEHD)
OFFICE OF ADULT LEARNING AND PROFESSIONAL DEVELOPMENT
(OALPD)

EDUC 400/500.695
**Teaching Content to English Language Learners:
Effective Strategies to Enhance Curriculum Development
and Implementation**

Alternate Tuesdays 4:30-7:30 PM
October 6, 2009 – April 20, 2010
Randolph Elementary School, Room B210
1306 S. Quincy Street, Arlington, Virginia

Co-Instructor: *Linda Smith*

Phone: 703-228-5830

FAX: 703-521-2516

E-mail: *linda_smith@apsva.us*

Address: *Randolph Elementary School, 1306 S. Quincy Street, Arlington, VA 22204*

Co-Instructor: *Elizabeth Varela*

Phone: 703-228-2500

FAX: 703-820-4264

E-mail: *elizabeth_varela@apsva.us*

Address: *Claremont Elementary School, 4700 S. Chesterfield Road, Arlington, VA 22206*

Enduring Understanding:

English Language Learners will accelerate their academic achievement in content and language acquisition when teachers are aware of and incorporate explicit best practices for these students in lesson planning, implementation and review.

Essential Question:

What are the critical elements of sheltered instruction that accelerate the academic achievement of English Language Learners?

COURSE DESCRIPTION:

Participants will receive training in a research-based model for effective language and content instruction for English Language Learners who are enrolled in both ESOL/HILT or mainstream classes. Participants will apply and evaluate these best practices with their students.

COURSE PURPOSE AND INTENDED AUDIENCE:

The purpose of this course is to provide both ESOL/HILT and mainstream teachers with a framework for accelerating the academic achievement of English Language Learners through training that focuses on each component of effective instruction.

COURSE FORMAT:

Class sessions will highlight the various features of the SIOP (Sheltered Instruction Observation Protocol) model through facilitator presentations, class discussions and readings, review of training videos, as well as peer collaboration in curriculum development, lesson planning and reviewing of lesson delivery. Written reflections on class sessions and participant lessons are required for most sessions. Many assignments will involve reexamining and revising existing lesson plans, as well as creating new lessons incorporating the features of the SIOP, and videotaping lessons. Participants will work with a partner to observe lessons and reflect on outcomes.

COURSE OBJECTIVES:

Participants will know:

- the elements of the SIOP model for effective instruction;
- the critical factors affecting second language acquisition;
- national, state and local standards for English Language Learners.

Participants will be able to:

- identify features of the SIOP model in the training videos;
- plan and implement lessons incorporating features of the SIOP model;
- evaluate the extent to which features of the SIOP model are evident in their own teaching;
- utilize the SIOP Checklist to observe peer lessons and provide feedback on the extent to which the features were effectively implemented;
- evaluate the extent to which their participation in this training has affected their students' achievement.

PROFESSIONAL STANDARDS:National Board for Professional Teaching Standards, Core Propositions

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring students learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities

REQUIRED/SUPPLEMENTAL/RECOMMENDED TEXTS AND/OR READINGS:

Required Texts:

Echevarria, J., Vogt, M.E., & Short, D. (2008) *Making Content Comprehensible for English Learners: The SIOP Model, 3rd edition*, Boston, MA: Pearson Allyn & Bacon.

(Optional but recommended) Peregoy, S.F., and Boyle, O.F. (2008). *Reading, Writing, and Learning in ESL: A Resource Book for Teaching K-12 English Learners*. 5th edition, Boston, MA: Allyn & Bacon.

Books are available on Amazon.com, Barnes and Noble, or Alibris online.

Additional required readings to be assigned by course instructors.

Supplemental Readings:

Second Language Acquisition:

Aukerman, M. (2007). *A culpable CALP: Rethinking the conversational/academic language proficiency distinction in early literacy instruction*. *The Reading Teacher*. Vol 60, No. 7.

Bromley, K. (2007). *Nine things every teacher should know about words and vocabulary instruction*. *Journal of Adolescent & Adult Literacy*. Vol 50, No 7.

Carrier, K., Tatum, A. (2006) *Creating sentence walls to help English-language learners develop content literacy*. *The Reading Teacher*. Vol 60, No. 3.

Cummins, J. (1999). *BICS and CALP*. Retrieved October 2, 2002.

www.iteachilearn.com/cummins/bicscalp.html

Walqui, A. (2000). *Contextual factors in second language acquisition* (Digest EDO-FL-00-50). Washington, DC: ERIC Clearinghouse on Languages and Linguistics

www.cal.org/resources/digest/0005contextual.html

Introduction to the SIOP and Sheltered Instruction:

Echevarria, J. (1998). *Teaching language minority students in elementary schools* (Research Brief No. 1). Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence.

www.cal.org/crede/pubs/ResBrief1.pdf

Echevarria, J., & Goldenberg, C. (1999). *Teaching secondary language minority students* (Research Brief No. 4). Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence.

www.cal.org/crede/pubs/ResBrief4.pdf

Echevarria, J., & Short, D. (2004) *The Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development*. Educational Leadership, Vol. 62, No. 4.

Comprehensible Input:

Mathematics: Strategies for Teaching Limited English Proficient (LEP) Students. (2004) Virginia Department of Education, Division of Instruction.

Reed, B., Railsback, J. (2003). Strategies and Resources for Mainstream Teachers of English Language Learners. *By Request...May 2003*. Northwest Regional Educational Laboratory.

<http://www.nwrel.org/request/2003may/general.html>

(The link takes you to an abbreviated version. To see the complete article, click on “Text Only” on the left.)

Strategies:

Chamot, A.U. (2009). *The CALLA handbook: Implementing the cognitive academic language learning approach*. White Plains, NY: Addison-Wesley Longman.

Crandall, J.A., Jaramillo, A., Olsen, L., & Peyton, J.K. (2002) *Using cognitive strategies to develop English language and literacy* (Digest EDO-FL-02-05). Washington, DC: ERIC Clearinghouse on Languages and Linguistics.

www.cal.org/resources/digest/0205crandall.html

Dong, Yu Ren. (2006) *Learning to Think in English*. Educational Leadership. October.

Dougherty Stahl, K. (2004). *Proof, practice, and promise: Comprehension strategy instruction in the primary grades*. The Reading Teacher. Vol 57, No 7.

Lombardi, J. (2004) *Practical Ways Brain-based Research Applies to ESL Learners*. The Internet TESL Journal, Vol. X, No. 8.

<http://iteslj.org/Articles/Lombardi-BrainResearch.html>

McKeown, R., Gentilucci, J. (2007). *Think-Aloud Strategy: Metacognitive development and monitoring comprehension in the middle school second-language classroom*. Journal of Adolescent & Adult Literacy. Vol 51, No 2.

Lesson Delivery:

Padron, Y.N., Waxman, H.C., & Rivera, H.H. (2002). *Educating Hispanic students: Effective instructional practices* (Practitioner Brief No. 5). Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence.

www.cal.org/crede/pubs/PracBrief5.htm

Stahl, R. (1994). *Using “think-time” and “wait-time” skillfully in the classroom* (Digest ED370885). Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education.

<http://ericdr.picard.csc.com/extra/ericdigests/ed370885.html>

Review/Assessment

Chapuis, J., Chapuis, S. (2008). *The Best Value in Formative Assessment*. Educational Leadership. December 2007/January 2008.

Davis Lenski, S., Ehlers-Zavala, F., Daniel, M., Sun-Irminger, X. (2006). *Assessing English-language learners in mainstream classrooms*. The Reading Teacher. Vol 60, No. 1.

Gomez, E. (2000). *Assessment portfolios: Including English language learners in large-scale assessments* (Digest EDO-FL-00-10). Washington, DC: ERIC Clearinghouse on Languages and Linguistics.

www.cal.org/resources/digest/0010assessment.html

O'Malley, J.M., & Pierce, L.V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. Reading, MA: Addison Wesley.

COURSE REQUIREMENTS

- ✓ **Attendance:** required at all sessions, as the course relies heavily on peer collaboration and instructor modeling of the course content during each session.
- ✓ **Class Participation:** course format emphasizes group work and discussions; active participation is expected.
- ✓ **Collaboration:** Participants will be required to work collaboratively and reciprocally with a colleague outside of class for review of lesson plans, observation of live or videotaped lessons and review of the lesson delivery.
- ✓ **Written Work:** 1) Written reflections are assigned as homework for most sessions. They should be directly related to class discussions, readings and the participant's teaching practice. Writing must be 1-1/2 to 2 typewritten pages in length, 12-point font, and single-spaced with 1-inch margins. Place a heading on the upper left corner to include your name, the due date, "Written Reflection #_", and the topic of title.

2) Participants select 3 articles (or assigned readings) and write a one-page reader's response indicating a) what you learned; b) what surprises you; c) how can you use the information in your teaching situation. Articles will be turned in periodically throughout the course. (Undergraduates: see below)*

3) **Teach it to Us:** For the class in which we don't meet, participants are to share with the class one technique for elaborating prior knowledge or for teaching or reinforcing oral language development. Summarize technique in 1-2 pages. Share in class.

- ✓ **Final Lesson Plan and Reflection:** presented at the last meeting of the course. The lesson plan must be written in the SIOP format (provided by instructors) with a 3-5 page written analysis (see below)* of the lesson's implementation and a reflection on the lesson as evidence of learning in this course. Your partner's annotated SIOP Checklist of your lesson must also be included.

*Undergraduate Requirements:

- Written reflections – 1 to 2 pages in length
- Reader's response – Select 2 articles
- Final Lesson Plan & Reflection: Write 2-3 page analysis of your lesson

GMU GRADING SCALE:

A= 94-100

A-= 90-93

B+= 84-89

B= 80-83

C= 70-79

F= <70

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

CLASS SCHEDULE:

Date	Topic	Readings due next meeting:	Assignment(s) due next meeting:
#1 10/6	Welcome and Course Overview	For 10/20: Text: Peregoy & Boyle, Chapter 1 (EL in School) (optional)	For 10/20: Purchase texts Bring personal artifact Reflect on reading strategies while reading Peregoy, ch. 1
#2 10/20	Second Language Acquisition	For 10/27: Text: Peregoy & Boyle, Chapter 2 (SLA) (optional)	For 10/27: Written Reflection #1: Choose 2 ELLs in your classes. Assess their progress in English language development, making specific reference to Cummins’ model and their “contextual factors” as discussed in class and in the readings.
#3 10/27	Introduction to the SIOP and Sheltered Instruction	For 11/10: Text: Echevarria, Chapter 1	<i>Article Response #1 due 11/10</i>
#4 11/10	Lesson Preparation	For 12/1: Text: Echevarria, Chapter 2; Peregoy & Boyle, Chapters 3 (Classroom Practices for EL Instruction) (optional) and 4 (Oral Language Development in SLA) (optional)	Lesson Plan: Bring a prepared lesson plan (it could be one you will use in your class soon). Your lesson plan will be incorporated into a class assignment and discussion during the 12/1 class meeting.
#5 11/24	No Class Meeting		Teach It To Us Assignment for 12/1: Summarize a teaching technique for Building Background or for incorporating Oral Language Development. (Details to be described on 11/10)
#6 12/1	Building Background	Text: Echevarria, Chapter 3; Reiss pp. 84-88 (handout)	Practice: 1) Choose three of the ways to develop academic language described in your text (Echevarria). Use them in your class this week. 2) Incorporate building students’ background experiences into your lesson plans. Written Reflection #2: Describe your activities in the above two areas and reflect on how it may or may not improve your students’ achievement.

<p>#7 12/15</p>	<p>Comprehensible Input</p>	<p>Text: Echevarria, Chapter 4; Reiss, pp 88-91 (handout)</p>	<p>Audio or Videotape 2 Lessons: Record a lesson in the coming week. Alone or with your partner, analyze the language you used in the lesson for rate, idioms, repetitions, rephrasing, etc. Record a second lesson a week later. Repeat your analysis, looking for differences. Written Reflection #3: Write about your discoveries relating to your own oral “comprehensible input.” Article Response #2 due 1/5</p>
<p>#8 1/5/10</p>	<p>Strategies</p>	<p>Text: Echevarria, Chapter 5; Chamot (2009), ch. 4 (handout)</p>	<p>Written Reflection #4: Conduct a learning strategies interview with students (more detailed instructions given in class). Record the results and your impressions in a journal entry.</p>
<p>#9 1/19</p>	<p>Interaction</p>	<p>Text: Echevarria, Chapter 6; Reiss pp. 91-99 (handout) Zwiers and Crawford (2009) article (handout)</p>	<p>Observe another teacher OR videotape your own lesson. Analyze what you see as it relates to “teacher talk.” Written Reflection #5: Discuss the proportion of teacher talk and student talk. Given the ratio of teacher-student talk, what are some possible ramifications for ELLs in the class? How will this analysis of interaction impact your teaching practice in the future? Bring an idea for a lesson that you intend to teach in the near future to our meeting on February 2.</p>
<p>#10 2/2</p>	<p>Practice/ Application</p>	<p>Text: Echevarria, Chapter 7</p>	<p>Written Reflection #6: To what extent are you incorporating the first six components of the SIOP into your practice? What successes and challenges are you experiencing?</p>

<p>#11 2/16</p>	<p>Research-Based Lesson Planning</p>		<p>Lesson Plan: Revise or plan a lesson that has six of the eight components of the SIOP. Collaborate with a colleague to review your lesson before teaching it. Videotape OR ask your partner to observe your lesson. Analyze and evaluate your lesson with your partner, using the SIOP checklist.</p> <p>Reflect on the lesson, including insights gained from your conversations with your partner. Attach your written reflection to your lesson plan and submit on March 23.</p>
<p>#12 3/9</p>	<p>No Class Meeting: CLASS OBSERVATIONS and PEER COLLABORATION</p>		<p>Videotape OR have your partner observe your lesson. Analyze and evaluate your lesson with your partner, using the SIOP checklist.</p>
<p>#13 3/23</p>	<p>Lesson Delivery</p>	<p>Text: Echavarria, Chapter 8</p>	<p><i>Article Response #3 due 4/6</i></p>

#14 4/6	Review/ Assessment	Text: Echevarria, Chapter 6	Lesson Plan: Plan your final lesson for the course. See today's agenda for detailed instructions.
------------	---------------------------	------------------------------------	--

#15 4/20	Wrap-Up and Presentations		<p>Teach your lesson. Analyze and evaluate your lesson with your partner, using the SIOP checklist. Finalize your lesson plan according to the Arlington SIOP Lesson Plan format. Bring enough copies to share with a small group during our last meeting.</p> <p>Written Reflection: Write your final reflection on this lesson (3-5 pages). Extend your reflection to include how this lesson provides evidence of what you have learned and how your teaching has changed during the course of the year. Include your observations about the impact on student achievement. Be prepared to share your lesson and reflection with a small group during our last meeting.</p> <p>Whew! All done 😊. Enjoy your new knowledge and skills.</p>
-------------	----------------------------------	--	--

COURSE RUBRIC

	Accomplished A	Developing B	Beginning C	Does not meet course requirements
Attendance and Participation 25%	<ul style="list-style-type: none"> ▪ Missed none or only one class session. ▪ Contributed regularly and thoughtfully to whole class and small group discussions. 	<ul style="list-style-type: none"> ▪ Missed two class sessions. ▪ Contributed thoughtfully to whole class and small group discussions. 	<ul style="list-style-type: none"> ▪ Missed three class sessions. ▪ Contributed occasionally to whole class and small group discussions. 	<ul style="list-style-type: none"> ▪ Missed four or more class sessions. ▪ Few contributions to class discussions.
Collaboration 15%	<ul style="list-style-type: none"> ▪ Clear and consistent evidence from class participation and written work of meaningful and productive collaboration with a partner outside of class. 	<ul style="list-style-type: none"> ▪ Clear evidence from class participation and written work of productive collaboration with a partner outside of class. 	<ul style="list-style-type: none"> ▪ Some evidence from class participation and written work of collaboration with a partner outside of class. 	<ul style="list-style-type: none"> ▪ Little or no evidence of collaboration outside of class.
Written Work (Written Reflections, Article Responses, & Teach it To Us) 30%	<ul style="list-style-type: none"> ▪ All written assignments completed and turned in on time. ▪ Required length ▪ Clear and consistent evidence of thoughtful analysis and reflection on concepts presented in class and lessons taught and/or observed, with specific and tightly related references to class discussions, readings and own teaching practice. 	<ul style="list-style-type: none"> ▪ All written assignments completed but some may be late. ▪ $\frac{3}{4}$ required length ▪ Clear evidence of thoughtful analysis and reflection on concepts presented in class and lessons taught and/or observed, with several references to class discussions, readings or own teaching practice. 	<ul style="list-style-type: none"> ▪ One to three assignments not completed; others may be late. ▪ $\frac{1}{2}$ required length ▪ Some evidence of analysis and reflection on concepts presented in class and lessons taught and/or observed. Few direct references to class discussions, readings or own teaching practice. 	<ul style="list-style-type: none"> ▪ More than three assignments not completed; others may be late. ▪ Less than $\frac{1}{2}$ required length ▪ Little or no evidence of analysis and reflection on concepts presented in class or lessons taught and/or observed,
Final Lesson Plan and Reflection 30%	<ul style="list-style-type: none"> ▪ Lesson turned in on time. ▪ Lesson closely follows the SIOP lesson plan format. ▪ Lesson includes all elements of the SIOP, clearly and thoroughly explained. ▪ Reflection provides thorough analysis of the lesson with numerous specific references to the lesson and its implementation. ▪ Lesson and reflection together show clear and consistent evidence of knowledge and understanding of the concepts and practices taught in the course. ▪ Presentation to the class is thorough and complete. 	<ul style="list-style-type: none"> ▪ Lesson turned in on time. ▪ Lesson plan follows the SIOP plan, generally. ▪ Lesson includes all elements of the SIOP. ▪ Reflection provides analysis of the lesson. ▪ Lesson and reflection together show clear evidence of understanding of the concepts and practices of the course. ▪ Presentation is complete. 	<ul style="list-style-type: none"> ▪ Lesson turned in late. ▪ Lesson plan attempts to follow the SIOP format. ▪ Reflection provides minimal analysis of the lesson. ▪ Reflection shows limited evidence of understanding of the concepts and practices of the course. 	<ul style="list-style-type: none"> ▪ Lesson turned in late. ▪ Does not follow the SIOP format. ▪ Reflection shows little or no evidence of analysis or understanding of the concepts and practices of the course.