

George Mason University
College of Education and Human Development
Office of Adult Learning & Professional Development

EDUC 500: SLATE®
Spring 2009
Thursdays/ 4:30-7:30 p.m.
Begins January 14, 2010/Ends April 29, 2010
Pattie Elementary School Library

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1. Background

With over 13,000 ESOL students in Prince William County Schools, there is an increasing need to provide mainstream teachers and educators with the knowledge and skills necessary to provide more effective instruction and to improve student achievement. Beginning in 1999, under the guidance and direction of Carol Bass, PWC ESOL Supervisor, the ESOL Program SLATE® Planning and Advisory Committee (consisting of ESOL teachers in elementary, middle, and high schools) designed and implemented an innovative educational training course for Prince William County mainstream teachers and educators to meet this need.

The SLATE® course is a unique staff development model for training educators of ESOL students because it combines the essential knowledge from all the coursework required for ESOL certification into one course. Participants receive 3 graduate credits from George Mason University and 90 recertification points. In addition, SLATE® incorporates Prince William County Schools' vision, philosophy, and ESOL Program procedures for ESOL students.

In June, 2004 the ESOL Department and the SLATE® Planning and Advisory Committee were awarded the Prince William County Schools' Outstanding Performance Award for their contributions to the promotion of excellence in education. The committee consists of the following members:

- Peggy Brummett, *Minnieville ES*
- Ginette Cain, *Hylton HS*
- Jo-el Cox, *Old Bridge ES*
- Kate Dail, *ESOL Program Specialist*

- Pam Dowdell, *ESOL Program Specialist*
- Phyllis Giasson, *ESOL Administrative Coordinator*
- Donna Hankins, *West Gate ES*
- Donna Hessein, *Lake Ridge ES*
- Mary Kassem, *Stonewall Jackson HS*
- Marcia Morse, *Marsteller MS*
- Michelle Skelton, *Stonewall MS*
- Donna Webb, *ESOL Program Specialist*

2. Course Description

Increases participants' knowledge of cultural considerations, second language acquisition, effective instructional practices, the acculturation process and effective strategies to adapt their lessons, assessments and materials to meet the needs of ELLs.

3. Course Purpose and Intended Audience

SLATE[®] raises awareness of English Language Learner (ELL) students' needs and provides educators with knowledge and skills necessary to enable ELL students to succeed in their education. SLATE[®] incorporates an overview of the essential knowledge of the majority of the courses required for Virginia State ESOL certification. This basic foundation course is designed for all Prince William County K-12 educators who hold a Bachelor's degree or higher.

4. Course Content and Format

In an effort to maximize every participant's learning potential, methods of delivery will include:

- Instructor presentations (i.e. lectures supplemented with visual aids)
- Discussions and interactions with other participants
- Cooperative learning utilizing small group activities emphasizing both individual and group participation
- Guest speakers
- Participant presentations
- SDAIE and SIOP strategies
- Video observations

The format for each class will be as follows:

- Preview of Class Content/Language Objectives
- Warm-up/Focus Questions
- Questions/answers/review of class reading assignments
- Lesson presentation
- Review of lesson content
- Reading assignment(s) for next class
- Reflection/Wrap-up/Tickets Out

5. Student Outcomes

At the end of this course, participants will be able to:

- Identify the stages of the second language acquisition process including the development of reading and writing in another language.
- Discuss language acquisition issues reflecting research from language acquisition experts Steven Krashen, Jim Cummins, and Virginia Collier.
- Identify the stages of the acculturation process, the cross-cultural communication process, and the issues and challenges of immigrant families in our school system.
- Incorporate SDAIE (Specifically Designed Academic Instruction in English) into future lesson plans and instruction.
- Identify characteristics of an English Language Learner (ELL) and the PWC ESOL services available to students, teachers and other educators who work with ELLs.
- Identify and teach academic language to ELLs using scaffolded techniques and strategies.
- Explore the impact of standardized assessments and how the content area objectives can be taught more effectively to promote ELL students' success.
- Apply the course content to their role as an educator.
- Reflect on complex issues, discussions, readings, and activities that involve ESOL students.
- Identify and apply effective practices for educating ESOL students.
- Participate effectively in the special education process to identify ELLs with special needs.
- Recognize the importance of parental involvement in their children's education and address how parental involvement in PWC is promoted via the PEP Program.

6. Required/Supplemental/Recommended Texts and/or Readings:

SLATE© Notebook (to be provided)

Becijos, J. (1997). SDAIE Strategies for Teachers of English Learners. Bonita, CA: Torch Publications. (100 pages) (To be provided)

Rothenberg, C. and Fisher, D. (2007). Teaching English Language Learners: A Differentiated Approach. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

7. Course Grading Requirements and Grading Scale

- **Attendance:** There will be 14 class sessions. Attendance is mandatory with exceptions for family or medical emergencies only. While class attendance and participation are not formal parts of the grading requirements, attendance and participation are crucial in order to maximize the experiential aspect of the course. To that end, 1 point per unexcused absence will be deducted from the final overall score. Participants are expected to arrive for class on time.
- **Journal Response Papers:** Participants will produce two journal response papers throughout the course that demonstrate their ability to synthesize, internalize and apply concepts discussed in class. The 2-page responses will follow parameters specifically defined by the instructor in the

guidelines. The guidelines and rubric are attached to the syllabus. (20 points: 2 responses for 10 points each)

- **Student Needs Assessment:** Participants will conduct a needs assessment. The project is intended to demonstrate the participant's ability to explain and analyze specific aspects of second language acquisition, to describe the impact of instructional strategies. Guidelines and a rubric for the project are attached to the syllabus. (30 points)
- **Materials Review:** Participants will conduct a materials review based on the needs identified in the Student Needs Assessment. The participant will examine selected materials on the ELL student's academic development and to identify possible ramifications for the classroom. Guidelines and a rubric for the project are attached to the syllabus. (15 points)
- **Final Project:** Participants will: 1) create and present a videotaped or live presentation of a portion of a lesson developed following the PWC Lesson Plan Template; and 2) write a lesson plan using the PWC Lesson Plan Template, relating strategies and techniques used in the lesson to the research-based readings provided in the course. Guidelines and a rubric are attached to the syllabus. (35 points)

The project will consist of:

1. a hard copy lesson plan using the PWC Lesson Plan Template;
2. either a 10 minute videotaped presentation of a segment of the lesson being taught **or** a 10 minute live teaching presentation to the members of the class; and
3. a copy of the lesson plan for the instructor.

An Alternative Final Project will be provided for those in the class who are not currently teaching in a classroom setting. Guidelines and a rubric are attached to the syllabus.

◆ **Grading Scale:**

<u>Grade</u>	<u>Points</u>
A+	100-98
A	97-94
A-	93-90
B+	89-86
B	85-82
C	81-74
F	73-0

*A Course Incomplete (IN) grade is given only for emergency, non-academic circumstances. Please see the instructor for further information if necessary.

8. Weather-Related Cancellations

The SLATE® class will follow the guidelines established for Prince William County Schools regarding cancellations due to inclement weather. If the schools are closed due to weather on a date the SLATE® class is scheduled to meet, the class will not meet. If the schools are closed at any time during the school day for weather related issues, the class will not be held that night. A class make-up schedule will be distributed if necessary.

9. 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/apologies/#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.

Students wishing to access their grades and/or request a transcript are asked to follow the directions found on the CEHD website: www.cehd.gmu.edu/oes and click on the link called Student Information.