

**GEORGE MASON UNIVERSITY**  
**GRADUATE SCHOOL OF EDUCATION**  
**ONLINE COURSE**

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*This course takes place online at [Blackboard.gmu.edu](http://Blackboard.gmu.edu), using the Blackboard course software at <http://courses.gmu.edu>. Participants will receive an email with directions for accessing the course material.*

**Course Description**

*Course Prerequisites: EDCI 516 or EDCI 519. Note that EDCI 510 or LING 520 are also helpful preparation for this course.*

This course provides an in depth focus into the issues and practices affecting middle and secondary school literacy for English language learners (ELL) and other language minority students (LMS). Particular emphasis will be placed on content area reading/writing processes in first/second language, research on reading comprehension, effective teaching and assessment approaches for students with diverse cultural/linguistic backgrounds. Topics include: role of prior knowledge; cognitive interaction between reading/writing; research on teaching reading/writing strategies; effective classroom practices for older English language learners; psychological and socio-cultural dimensions for teaching older ELLs; the role of collaboration with colleagues (ESL specialists, grade-level teachers, literacy coaches, etc.); formal and informal literacy assessments (including performance based assessments).

**Course Objectives:**

Students completing this course will be able to:

1. Identify language and literacy skills critical for ELL/LMS success in the content areas.
2. Plan and execute literacy activities across a range of content areas for ELL/LMS.
3. Apply first and second language acquisition theory and praxis to developing literacy, especially reading /writing, for older ELL/LMS in the content areas.
4. Utilize current theory and praxis in literacy and biliteracy to analyze resources and materials for teaching middle school/secondary ELL/LMS in the content areas.
5. Analyze research from newer perspectives concerning implications for teachers of older children and youth from culturally diverse and second language backgrounds.
6. Use scaffolding approaches to teach pre-reading, during-reading, and post-reading and writing strategies.
7. Model for students reading and writing strategies appropriate to various learning tasks in content area subject matter.
8. Develop performance-based assessment activities in determining the content instruction for ELL/LMS.
9. Identify major pedagogical approaches to teaching reading and writing and explain applicability to teaching older English language learners of various language backgrounds and ability.

\* Adapted from MME- EDRD 615, Fall 2008 syllabus

**Assignment Overview:**

Assignment	Value	Description	Due date
1. Class Participation	4 points	Complete readings, participate in online discussions, including responding to all questions and interacting with peers.	On-going
2. Case Study	4 points	Analyze the oral and writing levels of 2 adolescent ELLS.	Week 5 Sept. 29
3. Developmental Inventory Project	4 points	Guides teacher observation and analysis of students' engagement in language and literacy in content area classrooms	Week 9 Oct. 27
4. Content Literacy Project ( <b>also turn in your Field Experience failure to do so will give you a failing grade for the course</b> )	4 points	Plan collaboratively with other colleagues improve language, literacy, and content instruction for ELL/LMS and reflect upon literacy practices across the curriculum for ELL/LMS	Week 13 Dec. 1

*You can find detailed guidelines and scoring rubrics for each assignment in subsequent sections.*

**Required Textbooks:**

- Freeman, Y. & Freeman, D. (2009). Academic language for English language learners and struggling readers: How to help students succeed across content areas. Portsmouth NH: Heinemann.  
Ruddell, M.R. (2007) (5<sup>th</sup> ed.). *Teaching content reading and writing*. Hoboken, NJ: John Wiley & Sons.

**Recommended:**

- Peregoy, S. F. and Boyle, O. F. (2005). *Reading, Writing, & Learning in ESL: A Resource Book for K-12 Teachers*. Longman Publishers USA

*Other course readings will be provided by instructor, either through GMU Electronic reserves or blackboard.gmu.edu.*

**Standards**

[Objectives and activities for this course will help teachers meet or exceed standards established by the Teachers of English to Speakers of Other Languages \(TESOL\) as well as, the National Council for Accreditation of Teacher Education \(NCATE\)\\* and the State of Virginia Standards of Learning for English Proficiency and English Standards of Learning.](#)

[TESOL Professional Standards for ESL PK-12 Licensure \(visit www.tesol.org\)](#)

[TESOL Domain 1](#)

[Standard 1a: Language as a System](#)

[Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas](#)

[TESOL Domain 2](#)

[Standard 2: Culture as it Effects Student Learning](#)

[Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement](#)

[TESOL Domain 3](#)

Standard 3a Planning for Standards-Based ESL and Content Instruction

Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum

Standard 3b: Implementing and Managing Standards-Based ESL and Content Instruction

Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

Standard 3c: Using Resources and Technology Effectively in ESL and Content Instruction

Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

TESOL Domain 5

Standard 5a ESL Research and History

Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

Standard 5b: Professional Development, Partnerships, and Advocacy

Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

Relationship to Professional Organizations

EDRD 610 primarily addresses the following standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the International Society for Technology in Education (ISTE). EDRD 610 also addresses the following Core Values from the College of Education and Human Development. Visit the appropriate links for complete descriptions and examples of each standard and/or value.

<u>INTASC</u>	<u>ITSE</u>	<u>Core Values</u>
<u>Standard #1 Learner Development</u>	<u>Standard #1 Facilitate &amp; Inspire Student Learning and Creativity</u>	<u>Value # 1 Collaboration</u>
<u>Standard #2 Learning Differences</u>	<u>Standard #2 Design &amp; Develop Digital-Age Learning Experiences &amp; Assessments</u>	<u>Value #4 Research Based Practice</u>
<u>Standard #4 Content Knowledge</u>	<u>Standard #3 Model Digital-Age Work and Learning</u>	<u>Value #5 Social Justice</u>
<u>Standard #5 Application of Content</u>	<u>Standard #4 Promote &amp; Model Digital Citizenship &amp; Responsibility</u>	
<u>Standard #6 Assessment</u>	<u>Standard #5 Engage in Professional Growth &amp; Leadership</u>	
<u>Standard #9 Professional Learning and Ethical Practice</u>		

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<a href="http://www.ccsso.org/intasc">http://www.ccsso.org/intasc</a>	<a href="http://www.iste.org/standards">http://www.iste.org/standards</a>	<a href="http://cehd.gmu.edu/values/">http://cehd.gmu.edu/values/</a>
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Objectives and activities for this course will help teachers meet or exceed standards established by the Teachers of English to Speakers of Other Languages (TESOL) and the American Council of Teachers of Foreign Languages (ACTFL) for teacher preparation in reading, and as well as, the National Council for Accreditation of Teacher Education (NCATE)\* and the State of Virginia Standards of Learning for English Proficiency and English Standards of Learning.

The following TESOL standards will be met in this course: Domain 1: Standard 1.a. Describing Language; Domain 3: Standard 3.a. Planning for standards-based ESL and content instruction, and Standard 3.c. Using resources effectively in ESL and content instruction; Domain 5: Standard 5.b. Partnership and advocacy.

**State of Virginia English Standards of Learning**

3.3, 3.4, 3.5, and 3.6; 4.3, 4.4, 4.5, and 4.6; 5.4, 5.5, 5.6 and 5.7  
6.3, 6.4 and 6.5; 7.4, 7.5, 7.6, and 7.7; 8.4, 8.5, and 8.6; 9.3, and 9.4  
10.3, 11.3, 11.4, 12.4, and 12.6

**State of Virginia English Language Proficiency Standards of Learning**

LEP 3.1, 3.4, LEP 3.5, LEP 3.6, LEP 3.7, LEP 3.8, LEP 3.9, and LEP 3.10  
LEP 4.3, LEP 4.4, LEP 4.5, LEP 4.6, LEP 4.8, and LEP 4.9

Visit <http://www.doe.virginia.gov/VDOE/Instruction/ESL/> for complete descriptions of each standard.

**GRADING**

<http://jju.gmu.edu/catalog/apolicies/gradstandards.html>

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The University-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
C*	70-79	2.00	
F*	<69	0.00	

Note: "C" is not satisfactory for a licensure course  
"F" does not meet requirements of the Graduate School of Education

In this course, students must perform at a level beyond expectations in order to earn 4 points for an assignment. This includes reading articles that are listed as optional readings and discussing them both within the discussion board where space is provided and as relevant, within assignments.

**The Professional Development Portfolio**

The Professional Development Portfolio is a collection of carefully selected materials and targeted reflections that provide a record of teaching experiences and growth. It documents a teacher candidate's knowledge, skills, and ability to teach. A performance-based document, the portfolio synthesizes learning from the teacher candidate's

coursework and school-based experiences and includes multiple sources of data that should be gathered and developed in the teaching-learning process.

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is "Content Literacy Project." This assignment must be posted to Task Stream, where it will be reviewed and graded.

Future registrations will be affected if this requirement is not met by the due dates indicated in the guidelines. Please see the FAST TRAIN website:

[http://fasttrain.gmu.edu/assets/docs/fast\\_train/PortfolioGuidelines.pdf](http://fasttrain.gmu.edu/assets/docs/fast_train/PortfolioGuidelines.pdf) for more information.

#### **Attendance Policy:**

FAST TRAIN students are expected to attend *all* class periods of courses for which they register. In class participation is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as evidence of lack of participation. In online courses failure to logon as indicated in the course outline is considered an unapproved absence.

**Course Withdrawal with Dean Approval:** For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion. (Mason catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

#### **"Absences" from online sessions**

*If you know that you will miss a week online, please notify me prior to the beginning of the week.* Absence means that you miss interacting with and contributing to group discussions. While illness and official travel are reasonable impediments, missing more than three will result in an unsatisfactory grade.

#### **Late projects**

If you need to request an extension of time to turn in a project, please **EMAIL ME BEFORE THE DUE DATE** to talk about it. **No more than one late project will be accepted from any one student and any late projects will receive a total 5 percent deduction for each day it is late.**

#### **Plagiarism and Honor Code**

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.** (Mason catalog). Refer to this hyperlinked [GMU Honor Code](#) for further details.

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#### **Double dipping**

Projects or papers submitted for credit in one course cannot also be used for a grade in a different course, even if you revise them. It's unethical.

#### **Grade Incompletes (IN):**

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F. (Mason catalog); Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

#### **Work Samples**

For purposes of NCATE Accreditation, student work samples from the designated NCATE assignment will be collected for program review. The instructor will also request voluntary permission to use student samples.

### **GSE Syllabus Statements 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 <http://www.gse.gmu.edu> for listing of these dispositions.
- Students must follow the guidelines of the University Honor Code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.** (Mason catalog). See <http://catalog.gmu.edu/content.php?catoid=15&navoid=1039#Honor> for more information.
- 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 Office of Disability Resources (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://ods.gmu.edu/> or call 703-993-2474 to access the ODS.

### COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT EXPECTATIONS

#### Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

#### Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

EDRD 610  
Content Literacy for English Language Learners

FAST TRAIN Program  
Course Syllabus: Fall 2010 9/2 – 12/2

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

**CLASS SCHEDULE**

Prepare for the class by having the reading, assignment, learning modules activity ready during the week in which it appears on the schedule.

Week /Date	Topic/Activities	Readings		Assignments Due
		Textbook	Articles (optional unless listed otherwise)	
1 9/1	Intro to the course: Objectives & Requirements	Explore: Syllabus Bb website Voice Thread Survey Monkey		Week 1 module
2 9/8	-defining our population -globalization and teaching English	Ruddell ch. 1;  Freeman & Freeman (Ch.1)	Short & Fitzsimmons (mandatory)  Carrasquillo & Rodriguez (C&R) ch. 1 &2; (*found on course website in pdf)  August & Shanahan (mandatory)  Harper & de Jong  Carder	Week 2 module
3 9/15	-challenges of content literacy for ELL/LMS - evaluating instructional materials	Ruddell ch. 2 - 3 Freeman & Freeman (Ch.2 - 4)	Grant & Wong Harklau	Week 3 module
4 9/22	-writing across the curriculum for ELLs	Ruddell ch. 8  Freeman & Freeman (Ch.5)	Williams  Warschauer	Week 4 module
5 9/29	-initial strategies for content literacy development	Freeman & Freeman (Ch.6)	Noel Pritchard & O'Hara C & R ch. 5, 6 Lundquist & Hill (mandatory)	Week 5 module Assignment due Case Study
6 10/6	-reading theory and L2 acquisition - comprehension in the content classroom	Ruddell ch 6 & 4	Olson  Pulido  Nassij	Week 6 module
7 10/13	-Vocabulary in the content classroom	Ruddell ch. 5	Spada & Lightbown  Schmitt  Jacobson, Lapp & Flood	Week 7 module



8 10/20	-assessing literacy and content knowledge	Ruddell ch. 9;		Week 8 module <b>FEEDBACK survey</b>
9 10/27	-reading across the curriculum for ELLs	Ruddell ch. 7;	Fisher, Frey & Lapp Rubinstein-Avila Wolfe	Week 9 module Assignment due: Developmental Inventory Project
10 11/3	Teaching Academic Language and Subject Area content	Freeman & Freeman (Ch.7)	<a href="http://www.wordgeneration.org">www.wordgeneration.org</a>	Week 10 module
11 11/10	-integrating language through social studies & through science content for ELLs	C & R ch. 7; 8		Week 11 module
12 11/17	-integrating language through mathematics content for ELLs	C & R ch. 9	Martiniello (mandatory)	Week 12 module
<b>Thanksgiving Break</b>				
13 12/1	-identifying language minority students in the content classroom Wrapping it up	Ruddell ch. 10; C & R 3, 10	Baugh Huerta Macias ;	<b>Assignment Due: Content Literacy Project</b>

**ASSIGNMENTS AND RUBRICS**

**1. Class Participation**

*Class Participation Guidelines*

1. Regular contributions to online class modules, including responding to all questions thoroughly and completely, extending topical discussion through integration of topics, readings, and experience, and challenging and leading colleagues to new understandings.
2. Completion all of the assigned course readings and referencing them in weekly assignments, integrating them with experiences and fieldwork.
3. Participation in all group activities related to assignments, including taking responsibility for feedback to peers in group settings, meeting deadlines, and providing feedback.
4. Sharing insights, information, and relevant experiences with classmates.
5. Respecting the opinions, ideas, and contributions of others.

*Class Participation Scoring Rubric (maximum = 4 points)*

Points					
Earned	Relationship to expectations	1	2 Progressing	3 Meets	4 Exceeds
	<b>1. Attendance</b>	Misses more than 4 online sessions; fails to contribute regularly.	Misses 3-4 online sessions, and/or fails to contribute regularly	Misses 1-2 online sessions or topics but otherwise contributes regularly.	Attends all online sessions and contributes regularly in assigned discussions, providing challenge and leadership to colleagues.
	<b>2. Preparation of Readings.</b>	No evidence of reading or preparation for class.	Prepared some of the time for thoughtful contribution to blackboard discussions.	Prepared most of the time for thoughtful contribution to blackboard discussions.	Demonstrates completion of course readings (including more than 3 optional readings) through insightful applications to online discussions.
	<b>3. Participation in activities, discussions, projects.</b>	Little to no participation in discussions, activities, or projects.	Minimal participation in discussions, activities, projects.	Satisfactory participation in discussions, activities, projects.	Active, weekly participation in topical online discussions, integrating experience and perspectives to inform discussion.
	<b>4. Homework, group projects.</b>	Rarely or never prepared with assignments for class or group work.	Responds to some questions and peers.	Responds to questions and discussion prompts in factually correct ways; responds to peers regularly.	Responds to all reading related questions, and discussion prompts, makes insightful, literature-based commentary on others' work.
#DIV/0!	Grade equals averaged total points				

## 2. Case Study

### Purpose

To evaluate aspects of language, reading/listening, and writing/speaking of ELL in the content area classroom and make recommendations for instruction. **Note:** Before beginning this project seek permission, where required, and establish rapport with the classroom teacher and student. Confidentiality will be protected as information gathered for this project will not be shared with other school, county, state officials, etc. The goal is to assist you in developing knowledge about the demands of content area learning for ELL and improve your ability to provide instruction. You **MAY** use a student you teach.

**Work with 2 students while reading Chapters 1 – 5 of Freeman & Freeman. Pick two adolescent ELLs that differ either in age or proficiency level so that you may more easily contrast the two. Work with both each week and answer the questions in the corresponding chapters.**

Week	Writing requirement	Task
1	2 paragraphs - description	<ul style="list-style-type: none"> <li>○ Identify 2 adolescent ELL students.</li> <li>○ Write a paragraph description for each student based on demographics and the context of their school.</li> </ul>
2	2 paragraphs - general background questions.	<ul style="list-style-type: none"> <li>○ Read Chapter 1 and interview the students using the questions from Application #2 (pg.21). Write up the responses.</li> <li>○ Use the SOLOM (<a href="http://www.esolinhighered.org/SOLOMSWOLMmatrix.htm">http://www.esolinhighered.org/SOLOMSWOLMmatrix.htm</a>) to give you an overall idea of the students' oral levels. Describe the results.</li> </ul>
3	2 paragraphs – oral language abilities 2 paragraphs – writing abilities.	<ul style="list-style-type: none"> <li>○ Collect a writing sample from each student that you think is reflective of their work.</li> <li>○ Apply the SWLOM to gain a general idea of the students' writing levels. Write a paragraph for each student with your initial thoughts on what the student does well and what needs improvement.</li> </ul>
4	2 paragraphs – writing instruction recommendations 2 paragraphs – textbook section analysis.	<ul style="list-style-type: none"> <li>○ Provide recommendations on writing instruction for each student after reading chapter 5.</li> <li>○ Pick a content-area textbook with each student. Choose a challenging section of text. Analyze it according to Application #1 in chpt.4 (p. 102).</li> <li>○ Write a paragraph for each student as a reflection of the analysis.</li> <li>○ Provide recommendations for working with the text (either for the students or their teachers)</li> </ul>
5	1 page analysis	<ul style="list-style-type: none"> <li>○ Write a one page analysis comparing both students.</li> <li>○ Revise, edit and turn in. (use the suggested format below)</li> </ul>

### Format for the report (maximum 12 pages double-spaced)

Introduction – use Week 1 information  
 Case study student A – use weeks 2-4 for information  
 Case study student B - use weeks 2-4 for information  
 Comparative analysis  
 Conclusion

**Due date: Week 5**

**Rubric**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Completeness</b>	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements	
<b>Analysis</b>	Presents an insightful and thorough analysis of all issues identified. Includes 2+ optional readings to inform the discussion.	Presents a thorough analysis of most issues identified.	Presents a superficial analysis of some of the issues identified.	Presents an incomplete analysis of the issues identified.	
<b>Evaluation</b>	Thoroughly supports diagnosis and opinions with strong arguments and evidence; presents a balanced and critical view.	Supports diagnosis and opinions with specific reasons and evidence; interpretation is both reasonable and objective	Supports diagnosis and opinions with limited reasons and evidence.	Supports diagnosis and opinions with few reasons and little evidence; argument is one-sided and not objective	
<b>Recommendations</b>	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations with little, if any, support from the information presented and concepts from the reading	
<b>Writing mechanics</b>	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized	
<b>APA guidelines</b>	Uses APA guidelines accurately and consistently to cite sources	Uses APA guidelines with minor violations to cite sources	Reflects incomplete knowledge of APA guidelines	Does not use APA guidelines	
<b>Total:</b>					

### 3. Developmental Inventory Project (Student Assessment)

#### Purpose

To evaluate aspects of language, reading/listening, and writing/speaking of ELL in the content area classroom and make recommendations for instruction

**Note:** Before beginning this project seek permission, where required, and establish rapport with the classroom teacher and student. Confidentiality will be protected as information gathered for this project will not be shared with other school, county, state officials, etc. As a requirement of the GMU MME graduate program the goal is to assist you in developing knowledge about the demands of content area learning for ELL and improve your ability to provide instruction. You **MAY** use a student you teach.

#### Timeframe

2-3 weeks

#### Tasks

This project allows you the opportunity to utilize observational assessment in the content area classroom.

- A. Early in the semester, identify one adolescent student as a potential subject for this project. Your analysis will be more robust if you work with an intermediate English proficiency level student. After you read the section on the Developmental Inventory (DI) in Ruddell, begin to make informal observation, assessments and maintain notes.
  - 1) I highly recommend that you run a DI in your student's first language (if you can) before running it in your student's second language.
  - 2) Also determine your student's level of second language proficiency. You may apply ONE of the following (hyperlinked: **press control + click on the link to enter the webpage**) informal tools to assess this:
    - a. US based descriptors [the ACTFL guidelines](#)
      - i. [What you can write at different proficiency levels](#)
      - ii. [What you can say at different proficiency levels](#)
      - iii. [What you can understand people say at different proficiency levels](#)
      - iv. [What you can read at different proficiency levels](#)
    - b. Common European Framework: This is used throughout most of Europe and Latin America: <http://www.pearsonlongman.com/ae/cef/cefguide.pdf>
    - c. US based descriptors from WIDA: <http://www.wida.us/standards/elp.aspx>
  - 3) You should maintain anecdotal notes on 1 -2 substantive occasions before conducting formal observation using the Developmental Inventory (DI).
    - Read with care all information about the Development Inventory contained in the Ruddell text. Make at least three copies of the DI. In some cases, you may wish to adjust the sub-topics of the DI to more fully reflect the second language acquisition process of your student's development
    - Conduct an interview with the classroom teacher and case study subject (observation student). In some situations, it may be best to conduct your interview with the student after you complete your formal observation. Keep in mind that if you select a student you currently teach, you will have rich background information. In an effort to improve validity and reliability of the DI, be sure to observe during periods of substantive instructional activity and complete the DI for each formal observation.
    - After formal observation, organize your notes into two broad categories: listening/reading and speaking/writing. If it helps you to organize, feel free to establish four separate categories: listening, reading, speaking, and writing.
    - Analyze your data.

### **Writing Your Report**

To write up your report (maximum 10 pgs.) include the following headings to organize the report.

#### **Part A- Introduction (1- 2 pgs.)**

Give a general background of the student that is relevant to the literacy skills being analyzed.

- o Age
- o Gender
- o English proficiency level
- o Linguistic/Cultural background
- o Level of literacy development in first language (if possible to find out)
- o Interests
- o Conditions for the observation period (time, date, duration of the observation, type of classroom).

#### **Part B- Analysis (2 ½-3 pgs.)**

Use the four categories (speaking, listening, reading, and writing) as subheadings to report your findings. Use your notes for examples to supporting your analysis.

- Guides self or audience through text
- Knows how text works
- Understands social aspects of meaning construction
- Uses range of strategies while listening, reading, speaking, and writing

#### **Part C- Recommendations (1 ½ -2 pgs.)**

In this section make specific, recommendations for supporting the student's language, literacy, and content development. Use course readings to sustain your recommendations.

#### **Part D- References**

Provide references from assigned and optional course readings to justify your work.

**Due Date: Week 9**

**Developmental Inventory Project Analytic Scoring Rubric**

Points Earned	DOMAIN Points Possible	Introduction	Analysis	Recommendations	Citations	Writing Quality
	4 Exceeds Expectations	Clearly & thoroughly describes student and observation conditions	Conducts thorough, accurate analysis and justifies points made	Explains and justifies specific research-based recommendations for improvement	Makes specific references to assigned readings and at least 2 optional articles.	Writes clearly, cohesively with appropriate organization and no errors in grammar, mechanics, and APA format
3 Meets Expectations	Clearly describes student and observation conditions	Conducts an incomplete or inaccurate analysis and justifies points made	Makes recommendations but misses justifying some of them	Makes general references to assigned readings.	Writes needs elaborations and contains some errors in grammar, mechanics, and APA format	
2 Progressing toward expectations	Describes student incompletely or misses observation conditions	Incomplete or inaccurate analysis is evident.	Makes recommendations that are too general or not research-based	Makes limited references that are overly general.	Writing lacks clarity and has several errors in grammar, mechanics, and APA format	
1	Describes student incompletely and misses observation conditions	No analysis is made because writing remains at a descriptive level	No recommendations are evident.	No references are evident	Writing lacks clarity, organization and has many errors in grammar, mechanics, and APA format	
#DIV/0!	Grade equals average of total points					

#### 4. Content Literacy Project – Performance Based Assessment (PBA)

1. Professional Development, Partnerships and Advocacy (Standard 5b): Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources and advocate for ELL's.
2. Using Resources and Technology Effectively in ESL and Content Instruction (Standard 3.c) Candidates are familiar with a wide range of standards-based materials, resources, and technology and choose, adapt and use them in effective ESL and content teaching.

##### Timeframe

5-6 weeks

##### Tasks

Early in the semester seek permission, where required, and establish rapport with a classroom teacher and students. You may use your own classroom for this project, but you will be expected to confer with other stakeholders e.g. colleagues, parents other resource teachers to: plan, teach, and reflect upon the project (e.g., reading specialist/literacy, ESL specialist, content area teacher).

- ~~1. Consult with the teacher, parents and other stakeholders to identify the specific content you wish to teach where English language learners are predominant in the class. **Only design activities that are tailored specifically for this semester and for this course.**~~
- ~~2. Consider the language proficiency level, literacy skills, background and prior content knowledge students will need to understand the content you wish to teach. For example: using content clues to unlock the meanings of new vocabulary, make predictions or draw inferences, determine main ideas and supporting details, extract information from multiple text sources, conduct research, write for specific audience or purpose, summarize information orally and in writing, draw conclusions, respond to text, monitor comprehension, engage in self-assessment, understand information in narrative and/or expository text, etc. Also, indicate what background knowledge about the content students will need?~~
- ~~3. Select at least two instructional strategies listed on pages xi of the Ruddell text as a basis for developing a lesson plan/activity outline provided in this syllabus.~~
- ~~4. Include technology tools that can be used and note any adaptive materials that should be included.~~
- ~~5. Prepare a draft lesson plan.~~
- ~~6. Post the draft to your on-line group and receive feedback from your peers.~~
- ~~7. Review the feedback and make changes to your lesson plan.~~
- ~~8. Use the lesson in your classroom.~~
- ~~9. Keep anecdotal notes, student work samples to help your recall important information about the experience.~~
- ~~10. Using the evidence you have collected reflect on your learning and the implications for future teaching: tie your conclusions to the literature on teaching ELL students.~~
1. Consult with the teacher, parents and other stakeholders to identify the specific content you wish to teach where English language learners are predominant in the class.
2. Identify the language proficiency level, literacy skills, background and prior content knowledge students will need to understand the content you wish to teach
3. Select at least two instructional strategies listed in class text(s) as a basis for developing a lesson plan/activity outline provided in this syllabus.
4. Create a lesson plan that includes technology tools that can be used and note any adaptive materials that should be included. Only design activities that are tailored specifically for this semester and for this course.
5. Share the draft lesson plan with your on-line group and receive feedback from your peers.



6. Review the feedback and make changes to your lesson plan.
7. Use the lesson in your classroom and keep anecdotal notes, student work samples to help your recall important information about the experience.
8. Reflect on the content literacy plan and its implications for future teaching using the evidence you have collected; tie your conclusions to the literature on teaching ELL students.
- 9.

### Content Literacy Project-Writing Your Report

#### Part A- Introduction (2 pgs)

Include this information in the introduction:

- Describe the students in the class (e.g., age range, grade level, language proficiency levels, language backgrounds, socioeconomic backgrounds, social class, etc.)
- Indicate and briefly describe the purpose and basic content covered in the class
- State the factors you considered that led you to design the lesson such as: poor skill development in a certain area, low comprehension of a particular content area skill or concept, to improve student motivation through the innovative use of a certain literacy strategy.
- Briefly describe how you collaborated with your colleagues and what you learned from them to develop the lesson.
- Briefly describe how you collaborated with parents or other stakeholders.
- Show why the strategies you chose are precisely relevant to your students' needs. **Justify your choices using the course readings.**

#### Part B- Analysis of Instruction (3 - 4 pgs)

1. State the instructional goals and student learning objectives. The objectives should show a separation between language and content objectives. (see lesson/activity plan outline)
2. Document any adaptations needed in the lesson to suit individual student needs.
3. Briefly summarize how you implemented the strategies and your use of technology
4. Describe students' reaction/behaviors in response to your instruction. Overall, did the reaction appear to be positive, neutral, or negative? Did some students appear to respond favorably, while others had a different response? Was the response to instruction based on individual student differences, group differences?
5. Did you meet your goals for instruction? How do you know? Provide examples/support
6. Did students meet the objectives? How do you know? Provide examples/support

#### Part C-Conclusions and Reflections (3-4 pgs)

1. What did you learn about the nature of language, literacy, and content area instruction for ELLs by using the strategies?
2. What is the role of collaboration in planning and implementing content area literacy for ELLs?
3. How can ESOL teachers work to improve teaching in the content areas to benefit ELL's language and literacy development and increase their academic achievement inside and outside of the ESOL classroom?
4. What information do you believe is critical for content area teachers to know about language development to support literacy development and academic achievement for ELLs?
5. What additional knowledge, training, experiences do ESOL teacher need to effectively support the students' literacy development and acquisition of content?
6. How might literacy specialists/coaches work with ESOL teachers to improve the literacy skills of ELLs and prepare them to meet the demands of learning across the curriculum? Be sure to use course readings to support your comments in the section.
7. Document how you can collaborate to build partnerships with colleagues and student families by identifying community and/or online resources that would be beneficial.

EDRD 610  
Content Literacy for English Language Learners

FAST TRAIN Program  
Course Syllabus: Fall 2010 9/2 – 12/2

Part D-References

Cite the relevant course readings and other professional theory and research on literacy, language, and/or content area instruction for ELLs to justify and support your work for this project.

Part E – Appendix

Place your lesson plan here for reference while reading the report.

**Due Date: Week 13**

| \* Turn in your field experience forms [in TaskStream](#) along with this project as part of your grade.

**LESSON PLAN FORMAT**

Lesson Title: \_\_\_\_\_

Teacher : \_\_\_\_\_ Grade: \_\_\_\_\_

Content: \_\_\_\_\_ Time: \_\_\_\_\_

Days: \_\_\_\_\_

Total Number of Students: \_\_\_\_\_ Number of ELL/LMS: \_\_\_\_\_

**PURPOSE:** (Why this lesson should be taught.)

**ASSESSMENT SOURCE:** (What data support the need for this lesson?)

**INSTRUCTIONAL GOALS:**

**STUDENT OBJECTIVES:** (What will students be able to do as a result of this lesson/activity/strategy?)

Content objectives

Language objectives

Key vocabulary

Technology Resources

**STANDARDS:** VA (English Standards of Learning and English Language Proficiency Standards of Learning) and/or Professional (NCTE, NCTM, NCSS, etc.) (What curriculum standards are addressed?)

**Activate Prior Knowledge:** (How you will set the stage for learning?) Link to prior learning/experiences/ build a shared understanding/ pre-teach key vocabulary.

**PROCEDURE:** (How you will teach the lesson? Describe how you will use the strategy. Don't just tell what the strategy is or merely indicate the steps in this strategy/activity, describe how you will execute the strategy to support content learning. What will the teacher do? What will the students do? Be specific.

**ADAPTATIONS/ACCOMMODATIONS FOR DIVERSE LEARNERS** (What adjustments/modifications will you make to the strategy or within the lesson to meet students' needs or special circumstances?)

**CLOSURE:** (How will you end the lesson? You should link this back to the goals and objectives for the lesson.)

**FOLLOW-UP ACTIVITY:** (How will you reinforce, extend, enhance, or enrich the strategies, skills, concepts of the lesson.)

**HOME/COMMUNITY LITERACY CONTEXTS:** (How will you extend the lesson or the strategies and skills learned in the lesson to students' family or community? This is not merely home work.)

**ASSESSMENT/EVALUATION:** (How will you determine whether or to what extent the goals and/or objectives were met?) Suggest at least two ways for you to assess students learning.

**TEXTS/MATERIALS USED:** (What texts and resources will you use?) Be sure you use **APA style** to cite all sources.

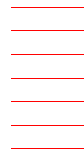
## Content Literacy Project Rubric

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Category	TESOL Domain	Score		
		1	2	3
		Approaches Standard (Unmet)	Meets Standard	Exceeds Standard
Understand and apply cultural values and beliefs in the context of teaching and learning to develop appropriate unit lesson plan	2	Candidates note that cultural values have an effect on ELL learning but do not address this effect in content lesson plan	Candidates plan instruction that reflects their knowledge of students' culture and how it impacts student learning	Candidates consistently design the unit lesson plan that allows students to share and apply cultural perspectives to meet learning objectives
Engage in collaboration with parents, content-area teachers, resource teachers, and other colleagues to design lesson plan	5b	Candidates note the value of collaboration but do not demonstrate meaningful engagement	Candidates collaborate with at least two stakeholders to design lesson plan that integrate language and content learning	Candidates provide evidence of multiple collaborations for planning and teaching that reinforce content-area and language skills throughout the lesson plan
Demonstrate knowledge of current language teaching methods and the field of ESL to design effective ELL instruction	5a	Candidates are familiar with different and well-established teaching methodologies but provides limited or no references to field of ESL	Candidates use their knowledge of the field of ESL to provide effective instruction and make connections between assigned reading and teaching practice	Candidates use their knowledge of the field of ESL, including referencing assigned reading and at least two optional readings, and best teaching practices to make instructional and assessment decisions and design appropriate instruction for students
Plan standards based ESL and content instruction that creates a supportive and accepting classroom environment	3a	Candidates are aware of standards based ESL and content instruction but do not address learning needs individually within the unit	Candidates plan and implement standards based ESL and content instruction that use instructional models appropriate to individual student needs	Candidates systematically design standards based ESL and content instruction that is student centered and require students to work collaboratively to meet learning objectives
Provide for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for student to successfully meet learning objectives	3a	Candidates note the importance of assessments to measure students' degree of mastery of learning objectives but do not use them effectively to continue instruction throughout the plan	Candidates plan lessons that are scaffolded and link student's prior knowledge to newly introduced learning objectives and continually monitor students' progress toward learning objectives	Candidates plan lessons that are scaffolded and link students' prior knowledge to new learning objectives. Candidates connect ELLs with additional support for learning such as tutoring, homework clubs or homework buddies that continue growth outside of the classroom

Provide a variety of activities and materials that integrate listening, speaking, writing, and reading	3b	Candidates note that integrated learning activities build meaning through practice but offer few opportunities for students' to refine their skills	Candidates provide integrated learning activities using authentic sources. Candidates model activities to demonstrate ways student may integrate skills and provide some opportunity for practice.	Candidates design activities that integrate skills and content areas through thematic and inquiry-based units and provide multiple opportunities for students' to practice these skills.
Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content area material	3b	Candidates note the need for authentic uses of academic language in ESL and content-area learning but do not incorporate these into the content-area lesson plan	Candidates plan and implement activities, tasks, and assignments that develop authentic uses of academic language as students access content-area learning objectives	Candidates design and implement a variety of activities, tasks, and assignments that develop authentic uses of academic language as students access content-area learning material. Candidates collaborate with non-ESL classroom teachers to develop these authentic language activities.
Select materials and other resources that are appropriate to the students' developing language and content-area abilities, including appropriate use of L1	3c	Candidates note differences between content-area materials for ELLs and those for native speakers of English but do not use appropriate materials in lesson	Candidates incorporate a variety of resources at multiple proficiency levels including selections from or adaptations of materials from content-area texts.	Candidates collaborate with non-ESL classroom teachers to develop materials and resources that integrate ESL and content areas. All materials are appropriate, linguistically accessible, and used in both ESL and content instruction.
Use technological resources (e.g. web, software, computers, and related devices) to enhance language and content-area instruction for ELLs	3c	Candidate note the ways in which computers and other technological resources can improve ELLs learning, but employ them on a limited basis in the lesson plan	Candidates use technology resources to enhance, create, and/or adapt instruction to meet ELLs language and content learning needs.	Candidates use a variety of technology resources to obtain and create materials that promote language, literacy, and content development in English and whenever possible the students' L1s. Candidates create new technology tools in collaboration with content-area teachers to enhance ELL instruction.
Clearly and professionally communicate detailed self-reflection and analysis of the unit lesson planning process		Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. More than 6 language errors prevent professional communication	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching. Three to five language limit professional communication	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context. No language errors ensure professional communication

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Points Relationship to target expectations	DOMAIN	Introduction	Analysis	Conclusions and Reflections	Citations and References	Writing quality	Partnerships & Advocacy	Resources and Technology
							Standard 5b	Standard 3c
							Target—4 Exceeds	Clearly & thoroughly describes instructional setting, Purposes and collaborative relationships leading to the lesson.
3 meets	Clearly describes instructional setting purposes and collaborative relationships leading to the lesson.	Conducts an incomplete or inaccurate analysis and justifies points made	Reflections vaguely lead to conclusions that are otherwise stated cohesively. Provides some community resources.	Makes general references to assigned chapter readings.  Includes: lesson plan and field experience forms.	Writing needs elaboration and contains some errors in grammar, mechanics, and APA format	Provides some evidence for using parent, community and stakeholder information	Uses some resources and technology to scaffold learning	
2 Approaching but Does Not Meet	Incompletely describes purposes and collaborative relationships leading to the lesson.	Incomplete or inaccurate analysis is evident.	Reflections don't match conclusions. Community connections are readily not apparent.	Makes limited references that are overly general.  Includes: lesson plan and field experience forms.	Writing lacks clarity and has several errors in grammar, mechanics, and APA format	Evidence of partnering with other teachers is apparent but not extended community and/or parent connections are evidence.	Has limited use of resources and few technology opportunities to scaffold learning	

4 Doesn't meet	Describes student incompletely and misses other required information	No analysis is made because writing remains at a descriptive level	No conclusions are evident. No community connections are apparent.	No references are evident	Writing lacks clarity, organization and has many errors in grammar, mechanics, and APA format	No evidence provided of collaboration	No clear indication of resources or technology use
-	Grade equals average of total points						

## **5. Field Experience Guidelines**

### **Timeframe**

Throughout the semester

### **Tasks**

Fieldwork is required for all ESL licensure courses. You must complete a minimum of 20 hours of fieldwork for this class. In EDRD 610, fieldwork is tied with the Content Literacy Project. You will be expected to complete 20 hours of face-to-face interaction with a classroom teacher and students in order to complete this assignment satisfactorily. For help identifying a fieldwork placement, review the Fieldwork and Portfolio Guidelines on Blackboard or contact the Field Work Coordinator.

At the conclusion of the semester you will need to turn in a log of hours and a fieldwork evaluation form (below). Remember, fieldwork hours can be logged as classroom observation, direct teaching time, and consultation with other teachers. Have your cooperating teacher or supervisor sign off on your log of hours and evaluation form. Scan both forms and submit them together into your TaskStream Portfolio under "Fieldwork Logs – EDRD 610."