

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

EDUC 500: SLATE®
Fall 2011
Tuesday/ 4:30-7:30 p.m.
Begins January 17, 2012/Ends May 1, 2012
Victory Elementary School

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1. Background

With over 14,000 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 SLATE course correlates to the Virginia Department of Education Standards for the Professional Practice of Teachers and also with the PWCS Professional Performance Process.

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 (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, Virginia Collier and Wayne Thomas.

- 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 (Attention: ALL assignments are expected to be turned in on or before their due date. Any unexcused late assignments will result in a reduction of 1 point per late day until the assignment is turned in.)

- **Attendance:** There will be 15 class sessions. Attendance is mandatory with exceptions for family or medical emergencies only. While class attendance and promptness are not formal parts of the grading requirements, attendance and promptness are crucial in order to maximize the experiential aspect of the course. To that end, 1 point per unexcused absence and/or 3 late arrivals will be deducted from the final overall score.
- **Response Paper:** Participants will produce one response paper throughout the course that demonstrates their ability to synthesize, internalize and apply concepts discussed in class. The 3-4-page response will follow parameters specifically defined by the instructor in the guidelines. Guidelines and a rubric will be provided at the first class session. (Total - 20 points)
- **Student Needs Assessment:** Participants will conduct a student needs assessment. The project is intended to demonstrate the participant's ability to explain and analyze specific aspects of second language acquisition as it relates to a specific ESOL student, and to recommend instructional strategies that would aid the student's academic progress. Guidelines and a rubric will be provided at the first class session. (25 points)

- **Materials Review:** Participants will conduct a materials review using instructional materials currently in use by the ELL student. Participants will analyze the effectiveness of the instructional materials and make suggestions if necessary as to how the materials could be better utilized by the student. Guidelines and a rubric will be provided at the first class session. (20 points)
- **Final Project:** Participants will: 1) create and present a videotaped or live segment of an instructional lesson reflecting a knowledge of appropriate strategies and techniques effective with ESOL students based on information learned throughout the SLATE course; and 2) write a rationale for the use of the chosen strategies and techniques used in the segment based on the readings, discussions and activities provided in the course. Guidelines and a rubric will be provided at the first class session. (35 points)

The project will consist of:

1. A type-written rationale of strategies and techniques chosen to present in the segment;
2. Either a 10 minute videotaped segment of the lesson being taught **or** a 10 minute live teaching presentation to the members of the class; and

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 will be distributed as needed.

◆ **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.

Participants should be aware that any grade less than a B (82-85 points) for this course will result in the inability to transfer the credits to a graduate level university program.

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. Semesters With Fewer than 15 Weeks

From time to time, a Fall or Spring Semester will contain fewer than the necessary 15 weeks to complete the course. GMU requires a total of 45 contact hours to receive full credit for a 3 hour graduate credit course. In order to meet the required number of hours, scheduling a class on a night other than the one on which the class meets may be necessary. In order to minimize scheduling issues, the class will most likely be held during the last week of the course and will be designated as a final presentation class.

10. 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.

11. Prince William County Schools Statement of Expectations:

The ESOL Office wants to ensure that every participant experiences the best learning opportunity. Your cooperation in upholding some fundamental responsibilities to the class are also key to providing a mutually respectful and positive learning experience.

For this reason, it is essential that each participant enrolled in a course offered as described above, do the following:

1. Enroll only if you know you can attend class on time for all sessions (unless for an emergency). Instructors should be notified of an emergency as soon as it is possible. Notify the instructor before you register of any anticipated tardies; all tardies in increments of 15 minutes add up towards the final attendance requirements.
2. Come to every class with all required materials(articles, books, notebooks, texts or other assigned materials); all participants are expected to purchase his/her own either used or new materials not otherwise provided by the ESOL Office.
3. Sit with the partners or groups as specified or assigned by the instructor. This may vary depending on the goals of the class activity. Class activity groupings follow best practices of different strategies for grouping students; participants of the same school may be together for some portions of the class but will be mixed with others as appropriate to the activity.
4. Represent your school/office in the most professional way by being respectful of all class rules/norms and requirements throughout the course.