

George Mason University
Graduate School of Education
Delivering Instruction to Diverse Learners:
The Work of Professional Learning Communities



EDCI 519.6F1 : Methods of Teaching in Multilingual Settings

Instructor: Connie Thibeault
Address: Alan Leis Center
Phone: Work: 703-208-7801
Email: Connie.Thibeault@fcps.edu
Office Hours: Please email for appointment.

Instructor: Nicki Conners, PhD
Address: Fairfax Ridge, Department of Special Services, Second Floor
Phone: Work: 571-423-4178
Email: Nicole.Conners@fcps.edu
Office Hours: Please email for appointment.

Dates: THURSDAYS, February 2nd – May 17th, 2012
Time: 4:30 -8:30 PM + 2.5 hours online/week minimum
Location: Terra Centre ES

Course Description:

EDCI 519 is designed to examine past and present approaches, methods, and techniques for teaching English as a Second Language (ESL) in bilingual and ESL classrooms. Participants will analyze program models and methods of instruction for English language learners; demonstrate teaching approaches based on second language learning research, develop lesson and unit planning skills, and evaluate materials and resources available in the field.

Student Outcomes:

Students completing EDCI 519 will (1) examine second language teaching methods/approaches, past and present, and relate them to teaching in a second language setting; (2) learn to develop a lesson plan that uses the four language skills: listening, speaking, reading, and writing; (3) plan and demonstrate one mini lesson based on a method/approach or an instructional strategy; and (4) locate and examine multimedia resources in the field of bilingual/ESL education.

(This course is aligned with TESOL/NCATE Standards for PK-12 Teacher Education.)

Relationship of Courses to Program Goals and Professional Organizations:

EDCI 519 relationship to the GSE program goals include: (1.) *Knowledge base for teaching in the second language classroom.* Learn the fundamental concepts of the knowledge base pertaining to ESL, English as a second dialect, and the teaching of other second and foreign languages; second language acquisition, psycholinguistics, sociolinguistics, pragmatics, and language pedagogy; (2) *Utilization of research.* EDCI 519 students should be able to understand and critically evaluate second language learning theories and engage in systematic investigation of the knowledge base to inform their own or others teaching practices; (3) *Classroom teaching.* EDCI 519 students should be able to plan and manage a second language class effectively and be able to evaluate and selectively apply a range of teaching strategies as appropriate to their students' needs and characteristics. For this purpose, they will need to be able to assess different teaching situations and changing conditions in culturally and linguistically diverse classrooms, so as to select appropriate teaching procedures and adapt to teaching students with differing learning styles and cultural backgrounds; and (4) *Curriculum.* Students will develop the skills needed to design, implement second language teaching strategies.

The EDCI 519 relationship to National and State Standards include:

ESL Standards for P-12 Teacher Education Programs

The ESL Standards for Pre-K-12 Students

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

National Board for Professional Teaching Standards (NBPTS)

Virginia Standards of Learning (SOLs)

EDCI 519 Relationships to the Standards:

EDCI 519 is part of the George Mason University, Graduate School of Education, ESOL licensure and master's degree program. The program aligns with the standards for teacher licensure established by TESOL (*Teachers of English for Speakers of Other Languages*), the major ESOL education professional organization in the United States (www.tesol.org). Upon successful completion of this course, students will be able to demonstrate the TESOL standards listed below.

TESOL Domain 2. Culture - Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

Standard 2. Culture as It Affects 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. Planning, Implementing, and Managing Instruction - Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

Standard 3.a. 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 3.b. 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 3.c. 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 4. Assessment - Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

Standard 4.a. Issues of Assessment for English Language Learners

Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

TESOL Domain 5. Professionalism - Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

Standard 5.a. 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 5.b. 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.

Required Texts for FCPS Course:

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree.

Lemov, D. (2010) Teach like a champion: Forty-nine techniques that put students on the path to college. San Francisco, CA: Jossey-Bass.

Tomlinson, (2010) *Leading and managing a differentiated classroom*. Alexandria, VA: ASCD

Resource Texts:

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

Highly Recommended:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Articles and Readings:

These are available on the course Blackboard site. More related readings will be listed in syllabus and Blackboard site as the course is differentiated to meet individual school/class needs.

Carolan, J. & Guinn, A. (Feb 2007). Differentiation lessons from master teachers. *Educational Leadership*, 44-47.

Jackson, R.R. (Feb 2010). Start where your students are. *Educational Leadership*, 6-10.

Pransky, K. There's more to see. (Apr 2009). *Educational Leadership*, 74-78.

Sapon-Shevin, M. (Sept 2008). Learning in an inclusive community. *Educational Leadership*, 49-53.

Short, D. & Echevarria, J. (Dec 2004/Jan 2005). Teacher skills to support English language learners, *Educational Leadership*, 9-13.

Villegas, A.M., & Luca, T. (Mar 2007). The culturally responsive teacher. *Educational Leadership*, 28-33.

All from Education Leadership:

Linking to Prior Learning (Yu Ren Dong) April 2009

Getting at the Content (Yu Ren Dong) Dec 2004/Jan 2005

Best Practices for Adolescent ELLs (Judith Rance-Roney) April 2009

Participants will watch the Scarcella Academic Language Development for ELLs video. This is assigned as an online activity or used during class. It can be found at the US Department of Education website.

All participants will thoroughly explore the WIDA website and resources, as well as the TESOL website, to compare the ELP standards and the instructional resources and research.

The work of Jim Cummins is discussed thoroughly during one class period in terms of BICS/CALP and the SLA continuum.

The US Department of Education website is used extensively as a resource. The Doing What Works section is utilized. <http://dww.ed.gov/> The articles found on the website are also used a supplement, to meet the needs of individual teachers and/or teams.

Fairfax County Public schools has a *Best Practices for Teaching and Learning* resource that our teachers are required to access. Teachers have a 'one stop shopping' for research based best practices that FCPS believes will result in high academic achievement for all students when implemented consistently and effectively. They are especially useful for ELs as they acquire and learn English language through content. This resource not only has teacher resources, but additional readings on specific best practices that a teacher hopes to learn more about and to extend their learning.

FCPS 24/7 Learning (Blackboard):

All assignments and course materials are located on FCPS 24/7 Learning including required course readings, online assignments, and collaborative team resources.

NATURE OF COURSE DELIVERY:

Class sessions will include some combination of the following learning activities, and others, to address the objectives for each module:

- Guiding questions for textbook reading
- Case Studies
- Video clips
- Discussion posts and blogs including thought questions, case study analyses, personal responses to video clips and websites, sharing ideas, and reflections.
- Web site exploration
- Preparation for or reflection on participation in PLCs.

COURSE EXPECTATIONS:

Attendance: students are expected to (a) attend all classes during the course (b) be actively involved in on-line discussions by providing thoughtful and reflective writing (c) arrive on time and stay for the duration of class time. Lack of attendance and professional participation at all sessions (online and in class) with significantly diminish the impact of the course and interfere with creating a collaborative learning community. As such, absences from any portion of the course are strongly discouraged. Lack of participation by a student for any two weeks will result in a recommendation that the student drop the course(s).

Withdraw: If you are unable to meet the participation requirements of the course(s) it is strongly recommended that you drop the course. Withdrawing from the course is not an automatic process. You must inform the instructor in writing if you wish to withdraw from the course. Failure to notify the instructor will result in an "F" on your official George Mason University transcript.

Workload: This combined course (EDSE 540 & EDCI 519) is a rigorous master's level course. In-depth reading, study, and online work/assignments requires outside class time. Students are expected to allot class study and preparation time weekly in addition to time spent on papers and assignments.

Grading is standards-based. Assignments may be revised, based on feedback from instructors, in order to improve grades on individual assignments and overall grade for the course.

Written and Oral Language: APA Style is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) You are required to use APA guidelines for all course assignments. This website links to APA format guidelines: <http://apastyle.apa.org>

We will use **person-first language** in our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.

Academic Integrity: Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. **Evidence of plagiarism or any other form of cheating in the class will result in a zero on that assignment and a report of the incident to the Dean’s Office.**

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

TaskStream

All students enrolled in this course will be required to submit two “signature” assignments into an electronic portfolio system known as TaskStream (www.taskstream.com) where it will be scored by your instructors. The two signature assignments for this course are:

- Case Study (submitted to the Special Education Portfolio)
- Unit Lesson Plan (submitted to the Fast Train ESL Portfolio)

All students must have an account to access TaskStream. In the beginning of the semester, you will receive an email from TaskStream to **your GMU email account** which will contain a link to “activate” your TaskStream account. Once you have activated your account, you will be able to login using your GMU email address and the provided password. **Therefore, all students must activate and use their GMU email account to access TaskStream and successfully complete this course.** You will receive instructions upon quick admission on how to activate your GMU email account. **These assignments will ONLY be accepted via the TaskStream portfolio system.** Once your account has been activated, you will receive instructions on how to submit work to this system.

Questions regarding TaskStream may be directed to Jennifer Lebrón (jlebron@gmu.edu).

Failure to submit the required signature assignments into Taskstream will result in an Incomplete (IN) grade in the course. This Incomplete (IN) grade will change to the grade of “F” if the required signature assignments have not been posted into Taskstream by the incomplete work due date listed in the current GMU schedule of classes.

COURSE REQUIREMENTS

| <i>Assignment (graded on a five point rubric)</i> | Date Due | Weight |
|---|----------------------|---------------|
| 1. *Case Study: Student Characteristics and Learning Profiles (one SWD and one EL) | 3/1/12 | 4 |
| 2. Meeting the Needs of Diverse Learners through Differentiation Classroom Observations and Reflection (Field Experience) | 3/22/12 | 3 |
| 3. PLC and Collaborative Team Resource Portfolio | 5/3/12 | 4 |
| 4. **Unit Lesson Plan | 5/17/12 | 4 |
| 5. End of Course Reflection and Synthesis | 5/17/12 | 1 |
| Online Activities | Weekly | 1 |
| TOTAL | End of Course | 17 |

***This assignment is the “signature” assignment for EDSE 540.**

****This assignment is the “signature” assignment for EDCI 519.**

EVALUATION

This course will measure student’s progress according to how he or she is performing on expected outcomes of the assignments listed in the syllabus. Multiple assessment formats will be used to determine students’ understanding of the standards, skills, and knowledge presented in the course. Evidence of achievement will be determined by instructors.

Rubric measures will be used for individual assignments.

| Assignment Rubric | |
|-------------------|---|
| Points | Description of aspects of the assignments |
| 4 | Meets <u>all</u> aspects of the assignment (A) |
| 3 | Meets <u>most</u> aspects of the assignment (B) |
| 2 | Meets <u>some</u> aspects of the assignment (C) |
| 1 | Meets <u>few</u> aspects of the assignment (D) |
| 0 | <u>Does not meet</u> aspects of the assignment (F) |

GRADING CRITERIA

Detailed information and feedback will be provided to participants throughout the course and will provide a clear path to improvement. Participants will be provided multiple opportunities to improve their learning and grades. Instructors will focus on evidence of achievement and growth through the cumulative resource portfolio.

A cumulative rubric measure will convert weighted assignments into a final course grade according to the following scale:

| Final Grade Scale | |
|-------------------|----|
| 4.0 - 3.8 | A |
| 3.4 - 3.7 | A- |
| 3.1 - 3.3 | B+ |
| 2.4 - 3.0 | B |
| 1.4 - 2.3 | C |
| 1.0 - 1.3 | F |

Course Calendar and Sequence (subject to change based on class needs):

| Date | Topic(s) | Readings: To be completed by this date | Assignment: Due on this date |
|---|---|--|--|
| Class 1 2/2/12 4:30 – 8:30 Online Assignments | Professional Learning Communities: Overview (How do CLT’s support the needs of SWD and EL students?) Course Requirements & Syllabus | N/A | |
| Class 2 2/9/12 4:30-8:30 Online Assignments | Relationships I: Building Teacher–Student Relationships | Chapter 1 and 2 <i>Learning By Doing</i> Chapter 1 <i>Leading and Managing a Differentiated Classroom</i> <i>We Care, Therefore They Learn (Sparks)</i> | <u>Online Activity:</u> <i>Webinar for Leading and Managing A Differentiated Classroom</i> <u>Online Activity:</u> Pre-assessment for CLTs at your school |
| Class 3 2/16/12 4:30-8:30 Online Assignments | Snapshot of a Classroom: Characteristics of Diverse Learners | <i>NICHY Students with Disabilities (SWDs) Fact Sheets</i> <i>Teacher Skills to Support English Language Learners (Short & Echevarria)</i> Chapter 2 <i>Leading and Managing a Differentiated Classroom</i> | <u>Online Activity:</u> Investigate a culture of your choice (Culture Grams) Bring your class lists— identify the diverse learners within your class and team <i>Teach Like a Champion</i> Reading Group # 1 Chapters 1, 6, & 9 |
| Class 4 2/23/12 4:30-8:30 Online Assignments | Methods I (ESOL) | <i>The Culturally Responsive Teacher (Villegas & Lucas)</i> Chapter 3 <i>Leading and Managing a Differentiated Classroom</i> | <u>Online Activity:</u> WIDA and TESOL English Language Proficiency Standards Bring a copy of a WIDA score report for your EL student (found in cumulative folder) DUE DRAFT Assignment 1: Case Study of Characteristics and Learning Profiles (Only parts a and b for SWD and EL Students) |

| | | | |
|--|---|---|--|
| Class 5 3/1/12 4:30-8:30 Online Assignments | Methods II (Special Education) | Chapter 4 <i>Leading and Managing a Differentiated Classroom</i> | <i>Teach Like a Champion</i> Reading Group # 2 Chapters 5, 7, & 8 Online Activity: Investigate DSS Intranet Resources Available within FCPS Bring IEP for SWD student (include classroom accommodations) |
| Class 6 3/8/12 4:30-8:30 Online Assignments | Best Practices I: Standards Alignment Unpacking the Standards (Including creating language objectives in four domains) | Chapter 5 <i>Learning By Doing</i> Chapter 5 & 6 <i>Leading and Managing a Differentiated Classroom</i> <i>There's More to See</i> (Pransky) | DUE FINAL Assignment 1: Case Study of Characteristics and Learning Profiles* (EDSE 540) <u>Online Activity:</u> Explore the Best Practices for Teaching and Learning site (FCPS 24/7 Learning blackboard) |
| Class 7 3/15/12 4:30-8:30 Online Assignments | Best Practices II: LEARN Lesson Delivery Model Assessment (Formative & Summative) Using Data to inform instruction—Data Protocol | Assessment articles for EL and SWD Chapter 3 <i>Learning By Doing</i> | DUE DRAFT Assignment 3: SMART Goals for PLC and Collaborative Team Resource Portfolio <i>Teach Like a Champion</i> Reading Group # 3 Chapters 2,3,4 |
| Class 8 3/22/12 4:30-8:30 Online Assignments | Differentiation Universal Design Technology Integration including Assistive Technology | Chapter 6 <i>Learning By Doing</i> Chapter 7 <i>Leading and Managing a Differentiated Classroom</i> | <u>Online Activity:</u> Find a formative assessment within eCART assessments or resources to share |
| Class 9 3/29/12 4:30-8:30 Online Assignments | Intervention | Chapter 4 <i>Learning By Doing</i> | DUE FINAL Assignment 2: Meeting the Needs of Diverse Learners through Differentiation Classroom Observation & Reflection (EDCI 519 Field Experience) <u>Online Activity:</u> Explore <i>Responsive Instruction</i> blackboard community (self-enroll) |

| | | | |
|---|--|------------------------------------|--|
| Class 10 4/12/12 4:30-8:30 Online Assignments | Relationships II: Parent Panel Teacher-Parent School-Community | Chapter 7 <i>Learning By Doing</i> | <i>Teach Like a Champion</i> Reading Group # 4 Chapters 10, 11, 12 <u>Online Activity:</u> Historical Perspectives in Education (on blackboard) |
| Class 11 4/19/12 4:30-8:30 Online Assignments | Work Session: LEARN Lessons More on Collaborative Teams and Differentiation (Class Need or Choice) | | Plan, Do, Study, Act |
| Class 13 4/26/12 Independent Work | School-Based Learning and Application (No face-to-face class) | | Plan, Do, Study, Act DUE DRAFT LEARN Lessons for Assignment 4- Unit Lesson Plan |
| Class 14 5/3/12 Independent Work | Face-to-Face Reflecting on Learning: Sharing successes and areas of difficulty-adjusting practices | | DUE FINAL Assignment 3: PLC and Collaborative Team Resource Portfolio |
| Class 15 5/10/12 Independent Work | School-Based Learning and Application (No face-to-face class) | | Plan, Do, Study, Act |
| Class 16 5/17/12 4:30 – 6:30 Online Assignments | Face-to-Face Final Activity: Reflection and Synthesis | | DUE FINAL Assignment 4: Unit Lesson Plan (EDCI 519)* Assignment 5: Final Reflection |

* Upload assignment to TaskStream www.taskstream.com

Assignment 1: Case Study of Characteristics and Learning Profiles

Choose **two students** – one EL and one SWD and identify student characteristics and learning needs.

Purpose/Connection:

The purpose of this assignment is for school staff to identify specific characteristics and learning needs of one student with a disability (SWD) and one English Learner (EL).

This assignment provides each participant an opportunity to thoroughly explore the specific learner characteristics and needs of two diverse learners in their classroom. Teachers will explore and design specific teaching strategies tailored to the needs of specific students with disabilities and with English Learners (ELs) and to see how these strategies will enhance the learning of a wider group of students. In completing this assignment and sharing the strategies with other professionals, teachers will have the opportunity to increase their repertoire of effective teaching strategies to meet the needs of diverse learners.

Format:

This assignment should be typed using APA format.

Structure:

The following components need to be included for a student with a disability:

- Identify student name (pseudonym), disability area, characteristics of disability based on information from student file/individualized education program (IEP).
- Identify student learning goals, accommodations and modifications that are currently in use with this student.
- Report observations of student in the class setting related back to the disability.
- Based on the observations, identify student needs to access and make progress in course content.

The following components need to be included for an English Learner (EL):

- Identify student name (pseudonym), English language proficiency (ELP) in four domains (reading, writing, listening, and speaking) based on information from the student file and WIDA ACCESS score report
- Identify general characteristics of cultural/educational background including home language literacy, academic experiences, length of time in US schools and background knowledge
- Report observations of student in the class setting as related to language development and cultural background.
- Based on observations, identify student needs to access and make progress in course content.

Assignment 1: Case Study of Characteristics and Learning Profiles

| Components | Comments/ Feedback |
|---|---|
| <p>A. Student with Disabilities</p> <ul style="list-style-type: none"> a. Identify student name (pseudonym), SWD disability area, provide a general overview based on information from student file/IEP b. Identify how the student's specific disability impacts his or her learning as well as student learning goals, accommodations and modifications that are currently in use c. Observe the student and describe how the student's needs were met or not by the lesson and classroom environment d. Recommend at least two specific strategies to promote student progress | |
| <p>B. English Learner:</p> <ul style="list-style-type: none"> a. Identify student name (pseudonym, English language proficiency (ELP) in four domains (reading, writing, listening, and speaking) based on WIDA ACCESS score report b. Identify general characteristics of cultural/educational background including home language literacy, academic experiences, length of time in US schools and background knowledge c. Observe the student and describe how the student's language needs were met or not by the lesson and classroom environment d. Recommend at least two specific strategies to promote student progress | |
| <p>C. Application for Other Learners: Briefly describe how the teaching strategies cited above enhance the learning in the classroom as a whole</p> | |
| Holistic Rubric Score | 4 3 2 1 0 <i>Weight = 4</i> |
| Other Comments: | |

Assignment 2: Meeting the Needs of Diverse Learners through Differentiation Classroom Observations and Reflection

Observe two team members/colleagues' classrooms and look for whole class instructional techniques as well as specific targeted strategies to support individual students using the observation form provided by your instructors. Write a 2-page paper reflecting on your observations and how it impacts your thinking about **differentiated instruction and the extent to which universal supports were used in the classroom by teachers and students.**

Purpose/Connection:

The purpose of this assignment is for collaborative team members to observe each other's classrooms and to engage in thoughtful and reflective observations about the components of a differentiated and flexible classroom to support the learning of all students.

This assignment provides the opportunity for teachers to observe their colleagues and reflect on what components are in place that allows for differentiation to occur within the classroom environment. Teachers will evaluate their own classrooms and look for creative ways to maintain a flexible and responsive learning environment.

Format:

This assignment should be typed using APA format. The expectations for this assignment involve a two-page paper, with personal reflections on differentiated practices, based on the observations of two colleagues' classrooms using the classroom observation form provided by instructors.

This assignment provides the opportunity to explore the depth of understanding of the theories that support differentiation and to identify strengths and weaknesses in the application of such strategies, specifically in terms of meeting the needs of students with disabilities and English Learners (ELs) in your classroom.

Structure:

The two-page paper should include the following observations and reflections:

- Two observation forms (below) which show the observations of two different colleagues
- Reflections on whole class or universal instructional supports in place by colleagues
- Reflections on specific targeted strategies to support small groups or individualized strategies to support specific students (differentiation)
- A reflection on the current practices for differentiating instruction in your classroom (to date)
- Analyzes the effectiveness of new strategies used in lessons (to date)-- Reference should be made to the strategies identified in Assignment 1 that have been incorporated into lessons
- A brief reflection on personal next steps to improve your classroom instruction and differentiation for diverse learners.

Assignment 2: Classroom Observation Form (Field Experience EDCI 519)

| | The students... | The teacher... | Notes (Evidence) |
|----------------------------|--|---|------------------|
| Lesson Planning | <ul style="list-style-type: none"> <input type="checkbox"/> Understand the learning targets <input type="checkbox"/> Use academic language | <ul style="list-style-type: none"> <input type="checkbox"/> Provides clear learning targets <input type="checkbox"/> Clearly targets student learning needs <input type="checkbox"/> Purposefully incorporates academic language | |
| Universal Supports | <ul style="list-style-type: none"> <input type="checkbox"/> Use high-yield strategies (similarities & differences, summarizing, note taking, nonlinguistic representations, etc.) <input type="checkbox"/> Are appropriately challenged <input type="checkbox"/> Set goals and track progress <input type="checkbox"/> Are engaged <input type="checkbox"/> Ask questions <input type="checkbox"/> Assist peers <input type="checkbox"/> Work cooperatively in an effective manner <input type="checkbox"/> Engage in conversations related to content | <ul style="list-style-type: none"> <input type="checkbox"/> Uses wait-time effectively <input type="checkbox"/> Uses high-yield strategies <input type="checkbox"/> Activates and/or builds background knowledge <input type="checkbox"/> Checks for understanding <input type="checkbox"/> Asks spiraling questions (including high level analysis and synthesis questions) <input type="checkbox"/> Provides appropriate feedback to students throughout sequence of instruction <input type="checkbox"/> Provides appropriate challenge for students (varies by student) <input type="checkbox"/> Provides engagement structures that provide all students an opportunity to talk and process their learning | |
| Differentiated Instruction | <ul style="list-style-type: none"> <input type="checkbox"/> Used tiered or differentiated assignments <input type="checkbox"/> Work in flexible groups <input type="checkbox"/> Implement individualized strategies <input type="checkbox"/> Uses multiple learning styles during lesson | <ul style="list-style-type: none"> <input type="checkbox"/> Provides tiered or differentiated (process, content or product) assignments <input type="checkbox"/> Uses flexible grouping <input type="checkbox"/> Establishes learner-centered environment <input type="checkbox"/> Provides instruction through varied modes (visual, auditory, kinesthetic) | |

**Assignment 2:
Meeting the Needs of Diverse Learners through Differentiation
Classroom Observations and Reflection**

| Components | Comments/ Feedback |
|---|--|
| A. Two observation forms which show the observations of two different colleagues within your content area or collaborative team | |
| B. Reflection on observations of colleagues a. Whole class or universal instructional supports in place by colleague b. Specific targeted strategies to support small groups or individualized strategies to support specific students – including technology | |
| C. Reflection on your current practices for differentiating instruction a. Universal instructional supports b. Individualized strategies for groups or individual students c. Use of technology to support instruction and provide access to learning | |
| D. Analysis of the effectiveness of new strategies used in lessons to date--reference should be made to the strategies identified in Assignment 1 | |
| E. A brief reflection on personal next steps to into improve your classroom instruction and differentiation for diverse learners | |
| Holistic Rubric Score | 4 3 2 1 0 <i>Weight = 3</i> |
| Other Comments: | |

Assignment 3: PLC and Collaborative Learning Team Resource Portfolio

Throughout the course, collect and organize information associated with Professional Learning Communities (PLC) and Collaborative Learning Teams (CLTs). The purpose of this assignment is for school staff, as members of a Professional Learning Community (PLC), to actively & thoughtfully engage in Collaborative Learning Teams (CLT) around a commitment to continuous improvement.

This assignment provides the opportunity to showcase the work of the CLT by showing how its members plan for instruction, collect data about current student learning, develop teaching strategies based on that data that address student strengths and weaknesses, analyze the effectiveness of strategies that are implemented in their classrooms, and make changes based on that analysis in order to continuously improve practice and student achievement.

As part of this assignment, you will develop a personal and a collaborative team **SMART** goal to focus your work during the job-embedded portion of the course. Submit your goals using the SMART format template on page 25 of this syllabus. . You will be asked to review, re-calibrate, and monitor your SMART goal progress throughout the job-embedded portion. Format: Use the SMART goal template to set and monitor your goals. Monitor your progress toward your SMART goal. Submit it as part of your PLC portfolio. In addition, the portfolio contains actual samples of team agendas, team meeting notes, planning tools, data collection tools, and other documents that show a commitment to the foundations of PLCs with a reflection on your CLT process and progress that is typed following APA format.

Structure:

The portfolio for this assignment should include the following artifacts from your PLC:

- Team planning tools
- Team agendas
- Team notes
- Samples of tools used for collecting data about student achievement complete with student data (names may be hidden);
- Notes from a CLT meeting where data was analyzed showing conclusions about student strengths and weaknesses and ideas about teaching strategies to address them (these may be informal notes, notes gathered on a form developed by the CLT, or the Smart Goal worksheets available as reproducible in *Learning by Doing*)
- Evidence of an analysis of the effectiveness of those teaching strategies after implementation (e.g. post-assessment scores, PLC notes);
- Evidence of the CLT's journey towards becoming a more effective team AND evidence of the school's journey towards becoming a stronger PLC-if applicable (trainings, readings, etc . that the team/school has participated in)
- A short reflection regarding your Collaborative Learning Team – current successes and areas for improvement.
- SMART Goal and Goal Monitoring Note Page

Assignment 3: PLC and Collaborative Team Resource Portfolio

| Components | Comments/ Feedback |
|--|--------------------|
| <p>A. SMART GOAL</p> <ul style="list-style-type: none"> a. A personal and CLT SMART goal written to strengthen the learning of the participant with a focus on meeting the needs of diverse learners through the work of Professional Learning Communities. b. Monitor and document both goals for four weeks. | |
| <p>B. ARTIFACTS</p> <ul style="list-style-type: none"> a. Collaborative Team tools: agendas, planning tools, meeting notes, etc. b. Evidence of tools used for collecting data about student achievement. (complete with student data) c. Evidence that the team and school is focused on becoming a stronger Learning Community/Team (trainings, readings, team norms, vision, mission statements, etc) d. Evidence from a CLT meeting that data was analyzed showing conclusions about student strengths and weaknesses and ideas next steps, strategies and intervention plans. e. Evidence of an analysis of the effectiveness of teaching strategies after implementation (i.e., team notes showing "what's next") | |

Assignment 3: PLC and Collaborative Team Resource Portfolio

| Components | Comments/ Feedback |
|---|---|
| <p>C. EVALUATION and REFLECTION</p> <ul style="list-style-type: none"> a. Evaluate your progress toward your SMART Goals. b. Evaluate the strategies and enrichments your CLT has implemented to meet the needs of students who have already acquired specific skills and knowledge and students who need further support and instruction. c. Reflection regarding your Collaborative team – current successes and areas for improvement. | |
| Holistic Rubric Score | <p>4 3 2 1 0</p> <p style="margin-left: 150px;"><i>Weight = 4</i></p> |

Comments:

| Personal SMART Goal* | Collaborative Team SMART Goal* |
|---|---|
| <p><i>Example: Each week, I will try a new strategy for building background knowledge with my students focusing on both the content vocabulary and the academic vocabulary needed in the content areas.</i></p> | <p><i>Example: The 6th grade CT will unpack at least one mathematics standard per week and identify <u>differentiated</u> formative assessments that are directly linked to the standard, benchmark and indicator. Each week, the differentiated assessments will address at least 2 specific learning styles/needs.</i></p> |

*Must be **S**pecific, **M**easurable, **A**ttainable, **R**ealistic **and T**ime-bound and directly related to the objectives of this course.

The following components should be included within the assignment:

- Each goal should be directly related to the objectives of this course and focused on an area that the participant and collaborative needs to strengthen.
- Each goal needs to be **S**pecific, **M**easurable, **A**ttainable, **R**ealistic (Relevant, Results Oriented) and **T**imebound.
- There must be evidence that the course participant and team continue to revisit the goals to review progress made and to calibrate the goals if necessary.

| |
|---|
| <p><i>Instructor Support for Personal SMART Goal:</i></p> |
| <p><i>Instructor Support for CLT SMART Goal:</i></p> |
| <p><i>CLT Meeting Times:</i></p> |

Assignment 3: SMART GOALS

GOAL Monitoring Note Page

Document evidence that both goals have been reviewed, evaluated, and/or calibrated throughout the job-embedded portion of the class. Review your SMART Goals each week.

| | Personal SMART Goal | Collaborative Team SMART Goal |
|--------|---------------------|-------------------------------|
| Week 1 | | |
| Week 2 | | |
| Week 3 | | |
| Week 4 | | |

Assignment 4: Lesson Plan/Unit in Your Content Area **(EDCI 519 TESOL/NCATE Signature Assignment)**

The Unit Lesson Plan requires the candidates to design a series of five full day lesson plans as part of an integrated unit for a diverse classroom including English Learners and students with disabilities. By identifying the unique needs and cultural concerns of individual students, candidates design the plan to create a supportive learning environment for all students. The plan is then implemented in the classroom, where candidates are evaluated by a course instructor. Participants are required to provide a detailed self-reflection about the process, highlighting ways to improve their planning and teaching based on this experience.

To begin, unpack the standards (using the template) with your collaborative team and create a unit plan calendar with broad topics for planning purposes. Select one topic to build differentiated lesson plans and ongoing formative assessments over 5 consecutive days of instruction. Requirements for the lesson plans:

- Use the LEARN lesson model to create 5 model lessons
- Include whole class instructional techniques as well as specific targeted strategies to support individual students (including those students identified in Assignment 1)
- Create formative assessments to monitor the progress of students in a timely fashion
- Show evidence of pre-planning to prepare for students who may have already mastered the content or for those who need more time to learn through additional in-class instruction
- Integrate the four language domains into the lesson plan/content evidenced by incorporating academic language objectives into instruction.

Purpose/Connection:

The purpose of this assignment is for participants to apply the concepts and instructional strategies discussed in the course to create a unit plan calendar and two lesson plans that meet the needs of all learners. This assignment provides an opportunity for teachers to demonstrate how they will create and incorporate appropriate instructional strategies and ongoing formative assessment tools into lesson planning to measure student progress.

Alignment with TESOL Standards

The Unit Lesson Plan most closely aligns with TESOL Domain 3 involving planning and implementing standards based ESL and content instruction. The Unit Lesson Plan also requires candidates to understand Domain 2 standards as they relate to understanding how culture can affect student learning, Domain 4 standards as they relate to evaluating student progress by implementing appropriate assessments in the plan, and Domain 5 standards as they relate to current methodology and research in teaching ELs.

Format:

The lessons should be in the LEARN format-using the LEARN lesson design template.

Other documents used for unit planning will be accepted, in addition to the LEARN.

The reflection portion of this assignment should be typed using APA format with 1 inch margins and 12 point font.

Structure:

In this assessment, you will use your knowledge of standards based curriculum and concepts and theories in English language acquisition to plan a supportive learning environment for ESL students in multileveled classrooms with learners from diverse backgrounds.

You will:

- Conduct a needs assessment of a classroom with EL and SWD students (using your own classroom or working with a cooperating teacher) identifying the level/age/grade/content you will be teaching as well as the program model (i.e. pull out, push in, sheltered, immersion).
- Create a unit lesson plan appropriate for your teaching circumstance that covers at minimum five full days with one separate lesson plan for each day. Each lesson will provide preparation, presentation, practice, evaluation, expansion and scaffolding (multilevel) instruction and will include one theme or topic to be covered each day
- Implement at minimum 2 separate lessons from the five lesson plans in the classroom. You will have your teaching evaluated by a **course instructor** (or school administrator) through direct observation or by videotaping your lesson for evaluation at a later time.
- Self-evaluate your teaching and review the feedback from your instructor to provide critical reflection and steps for improvement
- Write a paper addressing the following questions below and submit, along with your complete unit lesson plans using the provided template and the evaluation conducted by your peer or supervisor, to the instructor.

Step one: Identify and provide a brief context for the classroom in which you plan to implement the unit lesson plan.

1. What are some of the unique characteristics and challenges of your classroom and how do they effect instruction on a day-to-day basis?
 - a. Be sure to provide basic set up classroom and descriptions of your language learners including language proficiency, educational backgrounds, and cultural values influence the learning environment. (TESOL Domain 2a, 4a)

Step two: Explain the concepts, research, and best practices that are most appropriate for your classroom.

2. What approaches, models, and skills are most appropriate for your students?
 - a. Include references to language acquisition research and current methodologies and strategies in the field of ESL to provide evidence that chosen methods would be most effective in teaching your students.(TESOL Domain 3a, 5a)
3. In what ways can you differentiate among your students?
 - a. How can you address each ELLs unique learning needs within the context of the larger classroom.(TESOL Domain 3a)

Step Three: Create a minimum of five connected lessons addressing the learning needs of your students

4. Provide the preparation, presentation, practice, evaluation, expansion, and scaffolded (multilevel) instruction required for this five lesson unit using either the lesson plan template in the syllabus or one of your own.
 - a. Explain how this unit embedded assessment, included scaffolding, and/or provided re-teaching when necessary. How did this unit create differentiated learning experiences for students? (TESOL Standard 3a)
5. What variety of activities, tasks, and assignments that develop authentic use of language and integrate listening, speaking, writing, and reading have you included in this unit?
 - a. In your response to this question, be sure to explain why you selected specific activities and how they were used to create a multileveled plan for instruction. (TESOL Domain 3b)

6. In what ways was it necessary to adapt materials and activities to support ELLs in this unit?
 - a. Identify specific student needs addressed through the adaptation of materials. Explain how these materials are age appropriate, culturally responsive, and linguistically accessible. How could you enhance the unit by using technology to support student learning. (TESOL Domain 3c)

Step Four: Implement at minimum two of the daily lesson plans developed in your five lesson plan unit. If you are able, you should attempt to teach all five lessons in your classroom. A course instructor will provide you with descriptive feedback.

7. How did you manage and implement your unit lesson plan? What were some of the challenges and surprises you faced?
 - a. Be sure you specifically address how you implemented the lesson addressing reading, speaking, listening, and writing of your students. Identify the specific strategies you used to support the development of each of these skills. (TESOL Domain 3b)
8. What would you plan to teach the class next and how would you implement these ideas?
 - a. Identify any next steps, weaknesses in the unit in addressing reading, speaking, listening and writing, and/or additional materials you would adapt to continue learning. (TESOL Domain 3a, 3b, 3c)

Step Five: Provide self-evaluation and reflection on the unit lesson plan

9. After reviewing your feedback from your peer or supervisor evaluation, why do you feel you received this score?
 - a. Address specific comments from your evaluator and expand on their analysis. Do you agree or disagree with the evaluation and explain why. (TESOL Domain 3b)
10. Do you feel you implemented the unit lesson plan effectively? What are some areas of strength and weakness of the unit lesson plans.
 - a. Be sure to address specifically whether you knew, understood, and used evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Did you implement a variety of teaching strategies effectively? Did you integrate technology or adapt classroom resources effectively? (TESOL Domain 3)

Lesson Plan Template

| |
|---|
| STANDARD: ESSENTIAL KNOWLEDGE: LANGUAGE OBJECTIVES: <ul style="list-style-type: none">• LISTENING:• READING:• WRITING:• SPEAKING: |
| GRADE: ENGLISH LANGUAGE PROFICIENCY LEVELS: METHODS/APPROACHES/STRATEGIES: LEARNING STYLES: |

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| LINK: |
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| ENGAGE & EDUCATE: |
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| ACTIVE LEARNING <i>Differentiated</i> | | |
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| ASSESSMENT: |
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| REFLECTION: |
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|------------------------|
| NOW & THEN: |
|------------------------|

Unit Lesson Plan Scoring Rubric (EDCI 519)

| Category | TESOL Domain | Score | | |
|---|--------------|---|--|---|
| | | 2 | 3 | 4 |
| | | Approaches Standard | 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 are aware that cultural values have an effect on ELL and SWD learning but do not address this effect in unit 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 |
| Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriate to plan unit | 4a | Candidates are aware of the various purposes of assessment but do not use assessment to plan instruction | Candidates understand the purpose of assessment and use it to create appropriate classroom activities | Candidates understand and can effectively use a variety of assessments to plan instruction that is scaffolded appropriately for all levels of ELLs and SWDs |
| Demonstrate knowledge of current language teaching methods to design effective ELL instruction | 5a | Candidates are familiar with different and well-established teaching methodologies | Candidates use their knowledge of the field of ESL and Special Education to provide effective instruction and make connections between current research and teaching practice | Candidates use their knowledge of the field of ESL, Special Education, 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, Special Education, and content instruction that use instructional models appropriate to individual student needs | Candidates systematically design standards based ESL, Special Education, 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 are aware of assessments to measure students' degree of mastery of learning objectives but do not use them effectively to continue instruction throughout the unit | 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 and SWDs 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 are aware 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. |

| Category | TESOL Domain | Score | Category | TESOL Domain |
|--|--------------|--|---|--|
| | | 2 | 3 | 4 |
| | | Approaches Standard | | |
| Provide standards based reading instruction, and provide opportunities for students to develop their listening, speaking, and writing skills individually for both academic and social purposes. | 3b | Candidates identify specific reading, listening, speaking and writing needs among students but do not address each of these skills individually | Candidates plan for and provide instruction in each of these areas that provide opportunities for practice and making use of what students' already know in order to read, write, listen and speak effectively | Candidates provide practice and assist students in learning to read, speak, listen, and write effectively and collaborate with General Education classroom teachers to select appropriate goals in each of these areas. |
| Select, adapt, and use culturally appropriate, responsive, and age-appropriate and linguistically accessible materials | 3c | Candidates are aware that materials should be appropriate for students' age and language proficiency but use of adapted resources is very limited | Candidates incorporate a variety of resources at multiple proficiency levels using selections from or adaptations of materials from content-area texts. All materials are appropriate and linguistically accessible | Candidates collaborate with General Education teachers to develop materials and resources that integrate ESL, Special Education, and content areas. All materials are appropriate, linguistically accessible, and used in both ESL and content instruction. |
| Employ a variety of materials for language learning including books, visual aids, and props | 3c | Candidates are aware of the usefulness of a variety of materials and resources in English and the L1 but incorporate only one or two different materials in the unit. | Candidates provide instructional materials in English for student instruction and use. Candidates enable students to use a variety learning tools including hands-on visual, and multimedia means of instruction | Candidates use a variety of resources to obtain and create materials that promote language, literacy, and content development in English and whenever possible the students' L1s. Candidates use a variety of tools with a focus on hands-on, visual, and multimedia means of 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. Extensive APA formatting 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. | 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 |
| Holistic Rubric Score | | | 4 3 2 1* 0* | <i>Weight = 4</i> |

* Assignments with a score of 0 or 1 indicate the need for further development

Assignment 5: End of Course Reflection and Synthesis

Write a reflection paper on what you have learned throughout the course. Your paper must include a reflection on changes you have seen in your own practice, and a description of your future goals and areas of growth as a teacher, team and school community.

Purpose/Connection:

This assignment provides the opportunity to look back and to look ahead. The goal is that the knowledge, skills and practices learned in this course will continue to produce positive change for students and school staff through the work of PLCs and school culture. How can this bring about change for your school as a whole?

Format:

This assignment should be typed using APA format.

Structure:

The paper should include a reflection that addresses the following questions:

- What are three most important changes you have seen in your own practice when it comes to differentiating instruction for SWDs, ELs, and other diverse learners?
- What are your goals for growth as a teacher and a collaborative team?
- What are ways to improve your school as a whole? What are possible pathways forward for your school community?

Assignment 5: End of Course Reflection & Synthesis

| Components | Comments/ Feedback |
|--|---|
| <p>A. Describe the three most important changes you have seen in your own practice when it comes to differentiating instruction for SWDs, ELs, and other diverse learners.</p> | |
| <p>B. Describe current and future goals for your growth as a teacher.</p> | |
| <p>C. Describe ways to improve or augment success for the school as a whole. What are possible pathways forward for your school community?</p> | |
| <p>Holistic Rubric Score</p> | <p>4 3 2 1 0</p> <p><i>Weight = 1</i></p> |

Comments: