



FAST TRAIN Programs

EDCI 516.602: FOUNDATIONS OF MULTICULTURAL EDUCATION Summer 2012

Professor: Ann A. Kennedy, Ph.D>

Class Day & Time: June 25 - July 5, 8:30-3:30

Class Location:

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Office Hours: Before/after school or by appointment

Course Description

This course provides students with knowledge of first and second language acquisition, of key concepts and vocabularies, of issues face bilingual students, of types of bilingual education, and of implications for classroom strategies. This is a required course for Virginia State PK - 12 ESL licensure and for FAST TRAIN Elementary master's program teachers. Students will examine research on the cognitive and linguistic achievements of bilingual children and will acquire knowledge about the consequences of bilingualism for children's cognitive development, school achievement, and linguistic processing.

Course Delivery

Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Course delivery is accomplished through a variety of in-class, on-line, and individualized instructional strategies. Instruction includes:

- *Presentations* (i.e., lectures assisted by PowerPoint and other visuals);
- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Cooperative learning* (i.e., small group guided learning interactions emphasizing learning from and with others);
- *Collaborative learning* (i.e., heterogeneous groups in an interdisciplinary context);
- *Student presentations*;
- *Video presentations*;
- *Blackboard 9.1™* web-based course management system.

The seminar format of EDCI 516 requires the active participation of all students. As an experiential course, it is structured around discussion, hands-on activities, and small group projects. Therefore, it is critical that students attend all classes, actively participate in class, and

keep up with the readings. Students should be prepared to discuss the content readings in class in relation to teaching culturally and linguistically diverse students in grades PK-12, as well as to ask questions for clarification, exploration, or discussion.

Course Outcomes

At the conclusion of EDCI 516, students will be able to demonstrate:

1. Understanding of first language (L1) and second language (L2) acquisition processes, research, and developmental stages as well as their applicability to classroom instruction.
2. Knowledge of various definitions and theories on bilingualism, language proficiency, and language acquisition.
3. Understanding of the developmental stages of L2 acquisition.
4. Ability to identify and discuss the social, cultural, affective, and cognitive factors playing a role in L2 acquisition.
5. Familiarity with the concepts of code-switching, language borrowing, and the role of L1 and L2 acquisition and foreign/world language acquisition.
6. Familiarity with the relationship of standard languages and dialects and the implications for teaching.
7. Understanding of the relationships among teaching practice and second language acquisition (SLA) research, methods of teaching foreign/world/second languages and language assessment practices.
8. Use of technology to assist in their understanding of SLA and an understanding of its use to support learning in the WL/SL classroom.

Relationship to Program Goals and Professional Organizations

Language is the most human form of behavior, and the investigation of what research shows us about how language is acquired and the study of how language interacts with culture are essential areas of information that individuals seeking to teach world languages must know and understand. By exploring how languages are acquired and the link between culture and communication candidates will develop a knowledge base appropriate for individuals teaching in today's multicultural world. Emphasis will be on understanding second language acquisition research and the social, cultural, affective, and cognitive factors playing a role in L2 acquisition.

TESOL/NCATE Standards Addressed:

Domain 1. Language- Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs') develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order.

Standard 1.a. 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.

Standard 1.b. Language Acquisition and Development - Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

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.

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.

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, to provide support, and to 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.

College of Education & 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/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].
- The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

Additional Course Policies

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 a whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the participation grade as stated in the course syllabus (Mason catalog). Any unexcused absences will result in a “0.5” point deduction from your participation grade.

Technology in Class: Students will not be permitted to use cell phones during class. Please silence cell phones (not vibrate) while class is in session unless the instructor gives permission. Students may use laptops only when specifically directed by the instructor to do so during class.

GMU E-mail & Web Policy: Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and

instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog). All communication with the instructor will be through the Mason e-mail system.

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 withdrawals will be permitted.

Texts and Resources

Required Texts:

Baker, C. (2006). *Foundations of bilingual education and bilingualism* (4th ed.). Clevedon, UK: Multilingual Matters.

Nieto, S. (2002). *Language, culture, and teaching: Critical perspectives for a new century*. Mahwah, NJ: L. Erlbaum.

Recommended Books:

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

Please note: Students are expected to have the latest edition of the required textbooks. E-books are not recommended for this course as your fieldwork and Performance Based Assignments have extended deadlines that are after the books' rental period.

Course Requirements

EDCI 516 is comprised of class meetings (see Schedule) and a series of course products and assessments aimed toward providing evidence of meeting the course objectives. It will include a hands-on learning project where you will spend time working and interacting with a language learner analyzing his/her language acquisition and presenting an exploratory action plan to ensure growth, development, and academic success. Included in this syllabus are the specific descriptions and evaluation criteria for each of the course requirements.

Students are ***expected to attend all class sessions***, to participate actively during large and small group discussion and activities. Students will also lead warm up discussions on the class readings during the course. Because this course is interactive in nature, your active participation in class and on Blackboard provides performance-based opportunities for sharing your reading and preparation for class and will be a strong component of your final class participation points. Time should be spent going over lecture notes, answering discussion questions and completing assignments in and out of class. A large portion of your grade is based on class participation, students will be expected to first respond to all discussion questions/activities, **and then** engage in discussing other student's answers during our class sessions.

Students should complete all assignments on time and be aware that points will be taken off assignments that are submitted past any deadline (0.35/day), unless special arrangements have been made with the professor in advance. If you believe you will have difficulty meeting course requirements in a timely manner, please quickly discuss your situation with the instructor.

Summer 2012EDCI 516–001 course requirements will be met as follows

Class Assignments			
Project	Goal	Percentage of Grade	Due Date
<p style="text-align: center;">In-class Participation (details pg.17)</p>	<p>Students are expected to actively participate in every class session by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class. Students will also lead one warm-up discussion based on the readings. Student will need to develop discussion questions based on the reading for that class, and facilitate discussion. Students must inform instructor of the need for an absence from class. Students are expected to fully participate in each BB session.</p> <p style="text-align: center;"><i>TESOL/NCATE Standards: 1b, 3a, 4a, & 5a</i> <i>ACTFL/NCATE Standards 3a, 5a, 6a</i></p>	15 percent	Each class meeting
<p style="text-align: center;">Critical Journal Response (<i>Theory & Research</i>) (pg. 19)</p>	<p>Using traditional and on-line sources, students will demonstrate an understanding of the course objectives by reviewing connections between selected readings (juried articles or short book/monograph), class activities, and their connection to the student’s own personal/professional classroom experiences.</p> <p style="text-align: center;"><i>TESOL/NCATE Standards 1b, 2a & 2b</i> <i>ACTFL/NCATE Standards 3a, 5a, 6a</i></p>	15 percent	<p style="text-align: center;">Class 3 June 27th</p>
<p style="text-align: center;">Philosophy of Teaching (<i>Professionalism, Theory, & Research</i>) (pg. 25)</p>	<p>This is a two-part assignment over two courses and is an <i>EDCI 516 Performance-based Assessment required for the FASTTRAIN ESOL Portfolio for ESOL Program Students.</i> Students will apply their knowledge about the principles and methods that influence successful second language acquisition for linguistically and culturally diverse students and craft a Philosophy of Teaching statement. <i>This assignment must be posted to Blackboard (Day 5) where it will be peer reviewed by Day 7. The final assignment must be posted to Task stream (ESOL students only) or Blackboard (Elementary students only)</i></p>	15 percent	<p style="text-align: center;">Draft paper posted on BB for students’ responses Class 5 June 29th</p> <p style="text-align: center;">Final Paper due to Instructor Nov 15th</p>

	<p><i>by Nov 15th when it will be scored by the instructor.</i></p> <p>TESOL/NCATE Standards 2a, 2b, 4a, 5c ACTFL/NCATE Standards 2a, 2b, 6b</p>		
<p>Language Lesson Plan</p> <p><i>(Theory, Research, Collaboration)</i></p> <p>(pg.21)</p>	<p>Working in pairs, students will create a lesson plan that reflects language components rather and content objectives. The student will select a child's storybook (generally something you use in your school) and isolate two language components (e.g. semantics, syntax, graph phonemic, morphology) and design a lesson that will teach the desired language components to ELLs. The student must include a hands-on activity, differentiation, and assessment as part of the lesson. The student will write a brief paper summarizing the lesson and drawing connections to language acquisition theory in support of the instructional choices.</p>	15 percent	<p>Midnight before Class 6 July 2nd</p>
<p>Group Language Sample and Analysis Presentation</p> <p><i>(Theory, Research, Professional Collaboration & Practice)</i></p> <p>(pg. 23)</p>	<p>Students will work in small groups to collect, record, and analyze oral and written language samples from a language learner. Groups will present their findings in light of SLA research and theory. This group project will help inform the final Language Acquisition Case Study that must be completed independently (see below). Students should complete the group language sample with either a K-6 or 7-12 student and complete the Language Acquisition Case Study with an ELL from a different level.</p> <p>TESOL/NCATE Standards - 1a, 1b, 2a, 2b, 4a, 4b, and 5a, 5b</p>	10 percent	<p>Class 8 July 5th</p>
<p>Language Acquisition Case Study and Presentation</p> <p><i>(Theory, Research, Professional Collaboration &</i></p>	<p>This case study is an <i>EDCI 516 Performance-based Assessment required for the FASTTRAIN ESOL Portfolio for ESOL Program Students</i>. Students will work individually to collect, record, and analyze oral and written language samples from one different language learner in their current teaching environment. Students will provide a written paper connecting this experience to course readings, SLA research and theory. Students will present their findings to a colleague or family member and provide personal reflection the entire experience.</p>	30 percent	<p>Paper due to Instructor Nov 15th</p> <p>No late papers will be</p>

<p><i>Practice)</i> (pg. 28)</p>	<p>References as well as examples of the data collection are required.</p> <p>.</p> <p><i>TESOL/NCATE Standards - 1a, 1b, 2, 3a, 3b, 3c, and 5a, 5b</i></p>		<p>accepted.</p>
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Grading Policy

The FAST TRAIN-wide system for grading graduate courses is as follows:

Grade	TESOL ESL Standards	GRADING	Grade Points	Graduate Courses
A+	Substantially Exceeds Standard	98 - 100	4.00	Satisfactory /Passing
A	Meets Standard	93 – 97.49	4.00	Satisfactory /Passing
A-	Meets Standard	90 – 92.49	3.67	Satisfactory /Passing
B+	Meets Standard	88 – 89.49	3.33	Satisfactory /Passing
B	Meets Standard	83 – 87.49	3.00	Satisfactory /Passing
C	Do Not Meet Standard	70 – 79.49	2.00	Unsatisfactory /Passing
F	Does Not Meet Standard	Below 70%	0.00	Unsatisfactory /Failing

All students will receive an IP or “In Progress” at the conclusion of this course. Students will be required to turn in the final two assignments (Performance Based Assessments) to the instructor according to the FAST TRAIN Fieldwork Timeline posted here: <http://fastrain.gmu.edu/current-students/field-req/>. The deadline for posting the PBAs to Task Stream and for completing the required fieldwork documents in the course is **November 15, 2012**. Failure to submit this work to the instructor and in Task Stream by this deadline will result in an “F” for the course.

Incomplete (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 the 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 Register’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.

ESL Students &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. As performance-based documents, 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 the **Philosophy of Teaching** and the **Language Acquisition Case Study**. This assignment must be posted to Task Stream, where it will be reviewed and graded. Please see the FAST TRAIN website:

http://fasttrain.gmu.edu/assets/docs/fast_train/PortfolioGuidlines.pdf for more information.

Elementary Students & The Performance Based Assessment: Although the Philosophy of Teaching and the Language Acquisition Case Study are the performance based assessments for all students in this course, Elementary students are not required to post this assignment to Task Stream. Elementary students should post this assignment to Blackboard (or send to the instructor) to receive a final grade.

Schedule for EDCI 516: Summer 2012

Day /Date	Topic/Activities	Preparation and Readings	Assignments Due
<p align="center">Day 1 June 25th Monday</p>	<p>Introduction Overview Research on Bilingual SLA and SLA theories Myths and misconceptions about SLA Library visit on conducting research</p>	<p>Baker (2007) text: Chapters 1, 9 McLaughlin, B. (1992). <i>Myths and misconceptions about second language learning</i> found at: http://www.ericdigests.org/1992-1/myths.htm Wiley, T.G. (1997). <i>Myths about language diversity and literacy in the United States</i> found at: http://www.cal.org/caela/esl_resources/digests/myths.html King, K. & Fogle, L. (2006). <i>Raising bilingual children: Common parental concerns and current research</i> http://www.cal.org/resources/digest/RaiseBilingChild.html</p>	<p>Begin to formulate your thoughts about teaching and learning in the second language classroom. Use the readings to refine your opinion and support your ideas. When you read or hear something in class that resonates, make a note of it. Use those references in your Teaching Philosophy. Sign up for a class reading and prepare warm up discussion points.</p>
<p align="center">Day2 June 26th Tuesday</p>	<p>SLA Research and its implications for classroom practice L1 Research in Children L2 Research: Children and SLA Critical Journal Response (CJR)</p>	<p>Baker (2007)- Chapter 5 & Chapter 6 Crandall, J. (2003). <i>They DO speak English: World Englishes in U.S. schools</i> http://www.cal.org/resources/archive/news/2003summer/englishes.html In-class Video: <i>American Tongues</i> (with debrief) [Another excellent site supports PBS documentary <i>Do You Speak American?</i>: http://www.pbs.org/speak/about/guide - vocabulary lists -- it is similar to <i>American Tongues</i>] Video: <i>Fear and Learning at Hoover Elementary</i></p>	<p align="center">Warm Up Discussion #1</p> <p>Explore advantages of learning a language. You can use one of these research articles for your CJR.</p>
<p align="center">Day3 June 27th Wednesday</p>	<p>Adolescents/ Adults and SLA Intro to Language Analysis Case</p>	<p>Baker (2007) – Chapter 2 Thomas, W. P. & Collier, V. P. (2002). <i>Study summary report</i> http://gse.berkeley.edu/research/crede/pdf/rb10.pdf</p>	<p align="center"><u>Critical Journal Paper</u> <u>Due</u></p> <p align="center">Warm Up Discussion #2</p>

	<p>Study Project FL/WL Standards Definitions, Measurement</p> <p>Group work on Lesson Plan paper</p>	<p>Walqui, A. (2000). <i>Strategies for success: Engaging immigrant students in secondary schools</i> http://www.cal.org/resources/digest/0003strategies.html</p> <p>Short, D. & Fitzsimmons, S. (2007) <i>Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners.</i> Read intro and executive summary: http://www.nwp.org/cs/public/print/resource/2479</p> <p>The ESL Standards for Pre-K-12 Students -- http://www.tesol.org/s_tesol/seccss.asp?CID=95&DID=1565</p> <p>The Foreign/World Language Standards for PK-12 Students http://www.actfl.org (from Home page, click on Publications, and then select Standards for Foreign Language Learning : Executive Summary)</p> <p>VA ELP SOLs: http://www.wida.us/standards/elp.aspx</p> <p>Video: <i>Teens in Between</i></p> <p>Small group work on Lesson Plan paper</p>	<p>Bring in APA style guides (BB) for using during the small group work on the CJR.</p> <p>Explore the audio essays on-line (also listed on Blackboard under web links) http://www.yearoflanguages.org/i4a/pages/index.cfm?pageid=3963</p> <p>Sign up for Group Case Study Project groups.</p>
<p>Day 4 June 28th Thursday</p>	<p>Bilingualism and Cognition</p> <p>Cognitive Theories and the curriculum</p> <p>SIOP and Brain Research</p>	<p>Baker, C. (2006). Chapters 7 and 8 Chapters 15 and 16</p> <p>Genesee, F. (2000). <i>Brain research: Implications for second language learning.</i> http://www.eric.ed.gov.mutex.gmu.edu/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/ae/37.pdf</p> <p><i>Brain research in the FL classroom:</i></p>	<p>Warm Up Discussion #3</p> <p>Before the end of today's class, decide who your learner is going to be for the Group Case</p>

	<p>Discussion of Group Case Study Presentation</p>	<p>http://proquest.umi.com.mutex.gmu.edu/pqdweb?index=3&did=1145080471&SrchMode=2&sid=1&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1261359294&clientId=31810</p> <p><i>Brain research in the FL classroom:</i> http://www.flbrain.org/</p> <p>Vollmer, G. (2003). <i>Risky writing: Self-disclosure and self-transformation in the classroom.</i> http://vnweb.hwwilsonweb.com.mutex.gmu.edu/hww/results/external_link_maincontentframe.jhtml?DARGS=/hww/results/results_common.jhtml.42</p> <p>Kennedy, T. (2006). Language learning and its impact on the brain: Connecting language learning with the mind through content-based instruction. <i>Foreign Language Annals</i>, 39(3), 471-486.</p> <p>Video: <i>The role of comprehensible input: The SIOP and the CALLA models.</i></p>	<p>Study Project and procedures and dates for the collection of oral and written samples</p>
<p>Day 5 June 29th Friday</p>	<p>Bilingualism, Biliteracy, and Language Learners</p> <p>Discussion on Philosophy of Teaching paper</p> <p>Group Work on Group Case Study</p>	<p>Baker, C. (2007). Chapters 10, 11 (skim), and 14 (essential ideas discussed in class)</p> <p>Thomas, W. P. & Collier, V. P. (2003). The multiple benefits of dual language. <i>Educational Leadership</i>, 61(2). http://web.ebscohost.com.mutex.gmu.edu/ehost/pdf?vid=4&hid=103&sid=d120ea2b-3cd5-4a13-a8c7-914d046dfbab%40sessionmgr114</p> <p>Rossell, C. (2004). Teaching English through English. <i>Educational Leadership</i> 62(4): 8-13. http://web.ebscohost.com.mutex.gmu.edu/ehost/pdf?vid=4&hid=103&sid=0345af21-2410-49e9-8c4f-</p>	<p><u>Philosophy of Teaching paper due on BB, students' feedback</u></p> <p>Warm Up Discussion #4</p> <p>Afternoon – you can work in your Group Case Study Groups</p>

		<p>c626c86de29f%40sessionmgr114</p> <p>In class, as we have time, we will watch the video and delve into the following websites:</p> <p>Snow, C. (2002). www.whyreadingishard.com and Benefits of Language Learning (Blackboard, web links)</p> <p>Articles on multiple intelligences—see Blackboard</p>	
<p>Day 6 July 2nd Monday</p>	<p>Bilingualism and Learning Styles</p> <p>Stages of Language Acquisition]</p> <p>Input and Interaction in SLA: A Brief Look at the Multiple Intelligences</p>	<p>Baker (2007) - Chapter 11</p> <p>Armstrong, T. (2011). <i>Multiple intelligences</i> http://www.thomasarmstrong.com/multiple_intelligences.htm (Follow the links in the document for additional resources)</p> <p>Gardner, H. & Moran, S. (2006). The science of multiple intelligences theory: A response to Lynn Waterhouse. <i>Educational Psychologist</i>, 41(4), 227-232. http://web.ebscohost.com.mutex.gmu.edu/ehost/pdf?vid=3&hid=103&sid=6a5406a1-52ae-45f3-8880-af00856416e9%40sessionmgr110</p> <p>Moran, S., Kornhaber, M., & Gardner, H. (2006). <i>Orchestrating multiple intelligences</i>. http://web.ebscohost.com.mutex.gmu.edu/ehost/pdf?vid=3&hid=103&sid=6a5406a1-52ae-45f3-8880-af00856416e9%40sessionmgr110</p> <p>Christison, D. & Kennedy, D. (1999). <i>Theory and practice in adult ESL</i> http://www.eric.ed.gov.mutex.gmu.edu/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/38/5f.pdf</p> <p>Webinar: <i>English Learners with Disabilities</i></p>	<p><u>Lesson Plan Paper Due</u></p> <p>Prior to class, take an MI inventory of your own: http://surfaquarium.com/MI/inventory.htm or http://www.spannj.org/BasicRights/appendix_b.htm</p> <p>Warm Up Discussion #5</p> <p>Work in Group Case Study Groups.</p>

		http://www.colorincolorado.org/webcasts/disabilities Recommended Book: Gardner, H. Multiple intelligences theory: Eight ways of knowing. at: http://www.multi-intell.com	
Day 7 July 3rd Tuesday	Politics of Bilingualism: The Socio-political Debate Language Diversity and Multicultural Education Becoming critical teachers	Nieto: Chapter 6, Part III Being Critical Teachers NCLB & ESEA Reauthorization Crawford, J. Language Policy web site: www.languagepolicy.net Contrast this perspective with that of the English First web site at http://www.englishfirst.org Classroom Discourse: The role of authentic communicative situations (photocopies)	Warm Up Discussion #6 Work in Group Case Study Presentation Groups
Day 8 July 5th Thursday	Group Case Study Presentations Final 516 Class – Pulling It All Together Course Synthesis	Group Case Study Team Presentations Project Debrief discussion and Pulling it All Together Course Synthesis and Evaluations	<u>Presentations</u> <u>Group Case Study</u> <u>due</u>
Nov 15th	Language Acquisition Case Study and Presentation Philosophy of Teaching Paper	See page 24 for more details NO LATE PAPERS WILL BE ACCEPTED. <i>If you send me your papers prior to Nov 1st, I will provide feedback before final submission on Nov 15th</i>	<u>Papers due</u> to instructor by Nov 15th

Class Participation (15%)

Bilingualism and Language Acquisition Research is based on a pedagogical philosophy of transformation and a social constructivist theory of learning that employs dialogical approaches to classroom interaction and learning. This means that learning occurs through human interaction, resulting in the construction of knowledge and the eventual transformation of learners through ongoing reflection and praxis. Within this approach, students' active participation and engagement in class and online forum is fundamental.

Expectations

During all forms of participation, please keep in mind the following ground rules (and others you and your colleagues may decide to add):

- *Listen actively and thoughtfully* – consider perspectives different from your own.
- Speak from your own experience or from the readings – *avoid interpreting for others*.
- Respectfully challenge others' ideas: if you disagree with something, respectfully disagree with the *idea* – *and please do not “attack” the person*.
- *Diverse views are welcome and enrich the discussion*.
- Everyone who wishes gets a chance to participate – encourage and *invite each team member to join in* and avoid dominating the discussion.
- New policy: Laptops are allowed only *during small group work for research purposes or for presentations*. Laptop use is not allowed during whole class discussions.

Students are expected to complete all required readings prior to class, to attend 100% of all class sessions and to arrive on time prepared to actively engage in thoughtful and respectful dialogues with their peers and the instructor or guest lecturers. For most issues, there is not one “correct” answer and students will develop and use a variety of strategies in seeking solutions. Knowledge construction and personal transformation are processes. Students are expected to examine their pre-existing personal opinions critically and to reconstruct their own conceptual framework based on the readings, experiential projects, and reflective practice.

Discussion Leader

Each class, two students will lead a warm-up discussion based on the required readings for that class. Each discussion leader pair should plan to lead and facilitate a 15-30 minute discussion that creatively includes all members of the class and ensures the audience is engaged. The leader pair can achieve that through a variety of questions, activities, handouts, etc. An important part of this assignment is to successfully moderate the group discussion – a great teaching opportunity!

Class Participation Rubric

<i>Criteria:</i>	Exemplary: Strongly Meets Expectations 4	Accomplished: Adequately Meets Expectations 3	Developing: Approaches Expectations 2	Beginning: Little or No Evidence 1
ATTENDANCE	Attends every class session on time	Attends every class session, usually on time	One absence	Two or more absences
PREPARATION For Class	Always prepared for thoughtful contributions to class discussions	Prepared most of the time for thoughtful contributions to class	Prepared some of the time for thoughtful contributions to class	No evidence of reading or preparation for class discussions
PARTICIPATION in activities, discussions, projects	Demonstrates leadership in discussion and class activities; substantially enhances quality of class work with significant contributions	Participates fully in discussions and class activities, brings added value to the class work with frequent contributions	Limits participation in discussions and class activities; contributions lack sufficient thought and effort	No constructive comments to help class discussion. No depth of participation, often off-task and distracted
CLASS WARM UPS	Takes leadership role for class warm up, works well with partner, and thoughtfully engages class in a clearly prepared lesson for the warm up	Works with partner but shows only a little initiative; engages class in a prepared lesson for the warm up	Contributes in warm up but doesn't work as a team, engages class to some degree with a simplistic lesson plan for the warm up	Doesn't work as a team, clearly unprepared to engage the class and shows little thought in creating the lesson plan

If you must be absent for a class, you must contact the instructor and make arrangements to make up the work.

Critical Journal Response (CJR) 15%

Objective: To engage learners thoughtfully and meaningfully with current writings in the field of second language acquisition research and theory, and to apply their emergent analyses and reflections to classroom practices and application. The reading of current research is important for professional growth and development.

The Critical Journal Response engages students in a thoughtful process that will help them become critical consumers of the second language research literature, and will bring current course readings and additional research in the field together with emergent and ongoing classroom practice. CJRs will require that you formulate thoughts and connect those thoughts to current literature and research in the field. Your CJR should be **between 2-5 pages** in length. It should reflect what your readings *mean to you* as an educator, *how you relate to the ideas of the author*, and how and why you *can or cannot apply* these ideas into your current or future practice.

The response should be comprised of three parts (or levels):

- 1) **Level One: description/article abstract,**
- 2) **Level Two: analysis, application, and interpretation, and**
- 3) **Level Three: reflection** on the content and its meaning to you in your current/future professional role and application to your classroom.

Level One – Description/Abstract: A short paragraph. This paragraph describes the article and captures its salient points. This tells briefly **what** the article is about, captures the central idea of the article, and provides an overview, or abstract, for your reader.

Level Two -Analysis, Application, and Interpretation of the material is the focus of this section. This section is where you, the analyzer, apply your growing knowledge to comment on the theory(ies), core ideas, or research described and discussed in the article. It concerns your interpretation of the material based on the readings we have done in class to date. In this section, utilize **at least three supporting sources (references)** from your readings, using APA style, 6th edition. Cite references at the end of your journal critique on a page entitled References. These citations may be taken from your text, other supporting articles read for class, or articles you may have read on your own or for another class.

Level Three - Reflection: This is a section where you will reflect on what the article means to you and how you connect to it. For example: Why did this article appeal to you, or why did you select this particular article? You should include a section that states what this research, or information in the article means to you as an educator and how you might use it (or portions of it) in your (future) classroom. You might tell what you would do **similarly** or **differently**, and **why**, to help students learn. Or, you may want to talk about what you learned through the article

that will help you in the future in your particular environment. This section personalizes the description, analysis, and interpretation to your individual situation.

Critical Response Rubric

<i>Criteria:</i>	Exemplary: Strongly Meets Expectations 4	Accomplished: Adequately Meets Expectations 3	Developing: Approaches Expectations 2	Beginner: Little or no evidence 1
Organization	Thesis statement, introduction, body and close clearly discernible. CJR moves regularly from generalities to specifics	Has all the essential components, but is disorganized. Moves generally from generalities to the specifics	Has some of the essential components but is disorganized; no real movement from generalities to specifics	Thesis statement, introduction, body and close essentially indistinguishable
Interpretation	Asks insightful questions. Refutes bias Examines inconsistencies	Asks insightful questions. Detects bias Recognizes context	Identifies some questions Notes some bias Recognizes basic content States some inconsistencies.	Fails to question data Ignores bias Misses major content areas
Analysis and Evaluation	Examines conclusions Uses reasonable judgment Synthesizes data Views information critically	Formulates conclusions Recognizes arguments Evaluates data Seeks out information	Identifies some conclusions Sees some arguments Identifies some differences Assumes information valid	Fails to draw conclusions Sees no arguments Overlooks differences Repeats data Omits research
Mechanics/ Writing	Well written; no grammatical errors; insignificant number of punctuation errors; no spelling errors; clear evidence of regular revision and proofing, correct usage of APA 6	Reasonably well written; a few minor spelling, grammatical or punctuation errors; easy and interesting reading; evidence of regular revision and proof reading, a few mistakes using APA 6	Tolerably well written; a fair number of minor spelling, grammatical, and/or punctuation errors; no evidence of regular revision and proofing, little evidence of using APA 6	Poorly written with numerous spelling, grammatical, and / or punctuation errors; a number of major and minor grammatical mistakes. Essentially unreadable. No use of APA 6

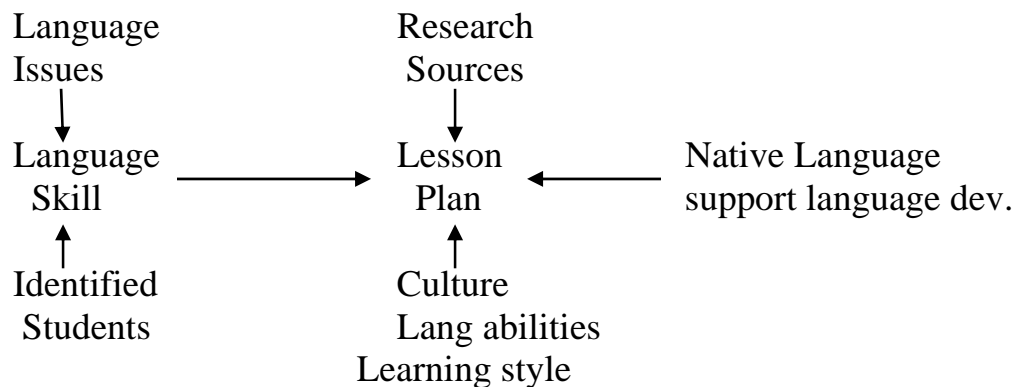
Language Lesson Plan (15%)

Objective: To plan instruction based on knowledge of SLA theory and research

The Language Lesson Plan requires students to create a lesson plan that reflects a language skill rather than a content objective. Students will choose a child's storybook (or other language material used in your teaching context) and isolate two language components (e.g. semantics, syntax, graph phonemic, morphology) to be taught during the lesson. The lesson plan can be any format (if you would like a format, one can be provided) and must include specific hands-on activities, differentiation for language learners, and a means for evaluating or assessing what students have learned. You will be required to write a 3-5 page paper addressing the following questions:

- 1) Why did you choose this particular material to highlight these language skills/components?
- 2) Who is the target group of students for whom this lesson is planned? In what ways was this material appropriate or inappropriate for your students?
- 3) What are the particular difficulties in teaching these language skills/components to your group of students?
- 4) How did you address differences in learning styles and language ability in the lesson?
- 5) How was your assessment of the lesson appropriate for this group?

Throughout the paper, you should refer to the knowledge of second language acquisition you have gained over the course. Be sure to include citations and references to research as a means to justify instructional choices made in the lesson plan. APA 6 counts!



Language Lesson Plan Rubric

<i>Criteria:</i>	Exemplary: Strongly Meets Expectations 4	Accomplished: Adequately Meets Expectations 3	Developing: Approaches Expectations 2	Beginning: Little or no evidence 1
Understanding Language Acquisition	Instructional choices in lesson plan are clearly aligned with SLA theory and research. Language skills and material chosen are appropriate for students identified.	Instructional choices in lesson plan are based on SLA theory and research.	Instructional choices in lesson plan show minimal connection to SLA theory and research	SLA theory and research are not clearly present in lesson planning or summary
Understanding of culture and language differences	Lesson is planned appropriately for students and takes into consideration diverse culture and language abilities of students. Incorporates students native language in lesson plan to support students language development	Lesson is planned appropriately for diverse students using differentiated instruction based on knowledge of SLA theory. There is some attempt to engage students cultural background in material choice and lesson structure	Lesson is not appropriate for diverse students and little differentiation is demonstrated in lesson plan. No attempt is given to address cultural concerns	No attempt to create culturally appropriate lesson for students. Lesson does not contain differentiation based on students' needs.
Connections to Research	Identifies and manages multiple issues related to specific language skill development and cites multiple sources in research to support instructional choices.	Identifies and addresses one or more issues related to specific language skill development in the lesson plan. Cites few sources in SLA research to support lesson	Identifies issues related to language skills chosen but does not clearly manage difficulties in lesson. Citations are weak to support instructional choices	No connection to SLA theory and research is identified in summary paper. Lesson plan does not teach language skills appropriate to students
Mechanics/ Writing	Well written; no grammatical errors; insignificant number of punctuation errors; no spelling errors; clear evidence of regular revision and proofing, correct APA 6 usage.	Reasonably well written; a few minor spelling, grammatical or punctuation errors; easy and interesting reading; evidence of regular revision and proof reading, a few mistake APA usage.	Tolerably well written; a fair number of minor spelling, grammatical, and/or punctuation errors; no evidence of regular revision and proofing, major mistakes with APA 6.	Poorly written with numerous spelling, grammatical, and / or punctuation errors; a number of major and minor grammatical mistakes. Essentially unreadable, no following of APA 6.

Group Case Study Presentation (10%)

In preparation for the Language Acquisition Case Study, within a team you will complete an interview with a K-12 ELL to better identify and understand language acquisition theory and research. This interview **cannot** be used for the Language Acquisition Case Study and must be from a different age group for your final project (i.e. if you complete this assignment with a K-6 student, you must complete your Language Acquisition Case Study with a 7-12 student.)

With your group you must identify one English Language Learner to complete the interview. You must obtain two authentic language samples (a written sample can be obtained through normal classroom activities) including an independent oral interview with the student. You will review the language samples and answer the following questions in a 10-15 minute presentation in class:

- 1) Why did you choose this student for your interview? Identify the student's native and second language as well as other relevant information on educational and cultural background.
- 2) What observations can you make about the learner and his or her language development based on the oral sample? Identify phonetic acquisition and the relationship between L1 and L2 as well as specific error patterns, hesitations, and transfer errors.
- 3) What observations can you make about the learner and his or her language development based on the written sample. Identify grammatical error patterns and examine the cause for these errors (i.e. is the student using grammar rules from L1 to apply to L2?).
- 4) What evidence do you have for supporting your analysis? Clearly identify SLA theory and research to complete your analysis.

Presentations must include specific transcriptions (or audio samples) of the oral interview as well as samples from the written portion. The presentation must clearly and coherently identify and apply SLA theory to the analysis of the interview. The presentation should include a bibliography or reference list at the end and citations should be included throughout. Students will complete a peer group evaluation to ensure that all members of the group fully participate in the assignment (see page 25).

Each student in the Group Case Study team must participate equally in gathering and analyzing data and preparing for the presentation. Each team member must also participate equally in presenting his/her Group Case Study.

The presentation must also include a list of references. This list must be properly formatted in APA 6.

Group Case Study Presentation Rubric

<i>Criteria:</i>	Exemplary: Strongly Meets Expectations 4	Accomplished: Adequately Meets Expectations 3	Developing: Approaches Expectations 2	Beginning: Little or no evidence 1
Understanding of culture and language differences	Presentation clearly identifies student's culture and language ability. Provides rich detail of student's native language, home environment, and educational experiences with clear connections to current language ability	Presentation provides background information on student's culture and language ability and makes some connections to current language ability	Presentation provides only superficial knowledge of student's cultural background which is not clearly connected to current language ability	No attempt to understand student's cultural background is presented
Understanding Language Acquisition	Analysis of language interview is clearly aligned with SLA theory and research. Language skills and language components are identified and analyzed deeply using multiple sources	Analysis of language interview is based on SLA theory and research with two to three major language components identified	Analysis of language interview shows minimal connection to SLA theory and research	SLA theory and research are not clearly presented
Connections to Research	Identifies multiple issues related to specific language skill development and cites multiple sources in research to support analysis.	Identifies and addresses a few issues related to specific language skill development and cites a few sources in research to support analysis	Identifies issues related to language skills chosen but does connect with research. Citations are weak to support analysis	No connection to SLA theory and no research is identified in presentation
Presentation Style & Communication	Well presented with no grammatical errors; engages audience with multiple audiovisual components and actual recording of interview. Contributes equally to both preparation and presentation. References follow proper APA 6.	Reasonably presented with few grammatical mistakes; limited pauses do not interfere; includes one or more audiovisual components. Contributes unequally to both preparation and presentation. References mostly follow APA 6.	Adequately presented; a fair number of minor spelling, grammatical, and/or punctuation errors. Little engagement with significant pauses. Contributes little to preparation or presentation. References don't follow APA 6.	Poorly communicated with little visual interest and with numerous spelling, grammatical, and / or punctuation errors. Partner does all the preparation and presentation. No references are provided.

PEER GROUP EVALUATION (To be submitted to instructor)

Instructor/s _____ **Course** _____ **Semester** _____
Your Name _____ **Section** _____

I. Names of your group members. (The letter corresponds to the student's name.)

- a. _____
- b. _____
- c. _____

Performance in the Learning Community

II. Rank each member (a,b,c,d,e) with a 1-5 (5=highest,1=lowest)

1. Reliable for meetings

- a. _____ b. _____ c. _____

2. Reliable with meeting deadlines for work in progress and final project

- a. _____ b. _____ c. _____

3. Contributes ideas to the group

- a. _____ b. _____ c. _____

4. Respects each group member's opinions

- a. _____ b. _____ c. _____

5. Contributes his/her share to discussions

- a. _____ b. _____ c. _____

6. Knowledgeable about assignments and her/his role and fulfills that role

- a. _____ b. _____ c. _____

7. Gives input for work-in-progress promptly and with a good faith effort

- a. _____ b. _____ c. _____

III. If given the opportunity, would you want to work with this team member again?

("Yes"= 4 points; "Maybe"= 2 points; "No"= 0 points)

- a. _____ b. _____ c. _____

IV. In one sentence, what is your overall impression of each member's performance?

- a) _____
- b) _____
- c) _____

[THESE EVALUATIONS WILL NOT BE SEEN BY YOUR GROUP MEMBERS.]

Philosophy of Teaching Statement (15%)

In this two-part assessment, you will use your personal beliefs and growing professional knowledge about TESOL to write or revise a Philosophy of Teaching statement. This is a two part assignment that begins in EDCI 516 or EDUC 537 and concludes in the alternate course.

Your paper will need to blend SLA theories and research and how they can shape your instruction and a vision of your classroom. You will need to incorporate the history of ESL as well as policy issues for reflection and clarification. Additionally, you need to define your professional staff development options (in a series of steps) based on your own personal reflections and analysis of student outcomes. Lastly, you need to build partnerships with colleagues and students' families as well as how you can be a community resource and advocate for your students. Keep the following questions in mind:

- 1) How will your understanding of theories related to language learning shape your teaching in the future?
- 2) What information about ESL history, research, public policy, and current practice will inform your instruction?
- 3) Reflect on your role as a TESOL professional and describe your goals for ensuring success of your students and yourself as a professional?
- 4) How has your philosophy of teaching changed overtime? Give specific examples based on coursework, personal experiences, and, if applicable, your previous version of your philosophy of teaching.

This Philosophy of Teaching Statement should be integrated with any previously created statement while being sure to incorporate the specific ideas and questions outlined here. The statement should be a cohesive, first-person narrative of no more than 5 double spaced pages that provides a clear picture of your classroom and your role as a teacher. For some purposes, an extended description is appropriate, but length should suit the context. The statement should include detailed self-reflection that discusses the role and characteristics of an effective teacher and expands on your own beliefs about professional development as a teacher. Finally, your statement should reflect your understanding of and commitment to the critical issues to teaching second language learners.

You will post this assignment in Blackboard for peer-review and discussion by Friday, June 29th. All students must respond to a minimum of 3 Philosophy of Teaching drafts as well as respond to the feedback each of you receives. The final statement must be posted to Task stream by Nov 15th where it will be reviewed and scored by the instructor.

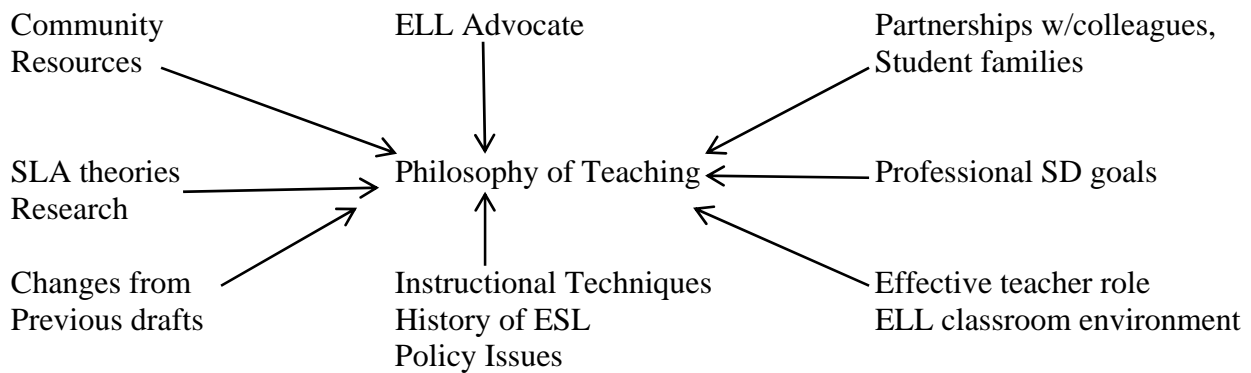
Additional Guidance for Philosophy of Teaching

It should be personal. What brings a teaching philosophy to life is the extent to which it creates a vivid portrait of you as a teacher, as a person who is intentional about teaching practices and committed to students. It is written in first person, in most cases. Writing in first person is most common and is the easiest for your audience to read. "Own" your philosophy. Write about your experiences and your beliefs. Explain what and why you believe, making this clear to the reader.

The paper should be reflective. To be effective and constructive, reflective writing needs to go beyond descriptions of events, readings or personal experience. You need to step back, explore, analyze; consider different perspectives such as those found in your own teaching practice, discussions in class, or other materials you may have studied; make connections to relevant theories, supporting your ideas by references to other literature and to research; consider legal and organizational implications; show awareness of social and political influences; show what you have learned from your reading, this could include implications, predictions or conclusions you have drawn about your development as a career educator.

Most philosophy of teaching statements avoid technical terms and favor language and concepts that can be broadly appreciated. It may be helpful to have someone from your field read your statement and give you some guidance on any discipline-specific jargon and issues to include or exclude.

Include teaching strategies and methods to help people “see” you in the classroom. By including very specific examples of teaching strategies, assignments, discussions, etc., you help readers visualize what actually happens (or will happen) in your learning environment.



Philosophy of Teaching Rubric

Category	TESOL Domain	Score		
		1	2	3
		Approaches Standard	Meets Standard	Exceeds Standard
Understand and apply theories and research in language acquisition development to support their ELLs English language and literacy learning	1b	Provides minimal connection between theory and research and philosophy of teaching. Incorporation of theories into practical applications in classroom not clearly articulated	Demonstrates connections between theories and research in language acquisition to articulate a philosophy of teaching that will support language development appropriated. Includes few practical applications of theory into classroom vision	Shows clear connections between theory, research, and practice in language acquisition. Provides multiple examples of ways to incorporate theories into philosophy of teaching and future classroom instruction. Vision of classroom clearly supports language acquisition for all ELLs
Use instructional techniques, research, history of ESL, and policy issues to reflect on and clarify their philosophy of teaching	5a	Demonstrates a growing ability to use knowledge about ESL history, research, public policy, and current practice to inform future instruction	Demonstrates the ability to make connections between ESL history, research, public policy, and current practice to inform future instruction	Demonstrates a firm grasp on the ways that ESL history, research, public policy, and current practice inform future instruction.
Clearly establish professional goals that will help the candidate create supportive learning environments for ELLS	5b	Provides only one professional goal; goal does not seem to provide ways to create a successful and supportive learning environment	Creates a two or three of professional goals that are based on personal interest and clear self-reflection; goals are tailored to create positive outcomes for ELLs	Creates several professional goals and include a serious of professional development options that will create cycle of continuous of professional development; goals are clearly informed by instructional reflections and analysis and tied directly with student outcomes
Demonstrate ability to build partnerships with colleagues and students' families, serve as community resource and advocate for ELLs	5b	Demonstrates limited understanding of the importance of building partnerships to support ELLs. Few ideas or examples are provides for current or future partnerships. APA 6 missing	Demonstrates understanding of the importance of building partnerships to support ELLs and provides examples of ways to engage partners effectively. Provides clearly articulated statement on the importance of advocating for ELLs. Some APA 6 mistakes.	Provides multiple ways to engage partners effectively and clearly demonstrates an understanding of the importance in building and maintaining partnerships. Provides compelling statement on the importance for advocating for ELLs with specific examples. APA 6 used correctly

Language Acquisition Case Study 30%

This is the second Performance Based Assessment for this course. The paper is due on Nov 15th although you can receive feedback from me if you send the draft paper before Nov 1st. Much of the Group Case Study work is similar for this paper only you will be studying a different student and this study is an individual, not a group effort. You will present your findings of your study either to a colleague or a staff member or the student's family. This is the second paper you must upload into Task Stream. I will send you feedback on your paper by email which will also be what I write in Task Stream. Elementary students will work with me directly by email.

The Language Acquisition Case study should be sufficiently long in length to allow you to complete all the sections below. The first section is about the student you have chosen for the case study. When you interview the student, keep in mind how culture may play a role in how the student responds. Think critically about your interview protocol and the environment in which the samples are drawn. When you analyze your samples, it is helpful to have an understanding of the L1 language involved and its relationship to English. For example, many languages do not have articles so it would not be surprising to find the student struggles with that grammar structure.

For the second section, you need to include the transcription of the oral sample as well as the written sample in your paper's Appendices but you can quote sections that form the basis for your analysis. I do not wish to see the entire oral transcription or the written sample embedded within the paper itself.

The third section is your action plan which is where your Lesson Plan paper may be of help. When you are working on this section, keep in mind an actual classroom setting and the kinds of instruction and activities that happen there routinely. Use the classroom's materials and consider the role of technology.

The fourth section is about the presentation you will make to a colleague or family member. You can make more than one presentation and I strongly recommend the family member, particularly for any recommendations that would take place outside of school.

The final section is about reflection and self-evaluation. Examine how the process worked for you, what you learned from it and what changes you'd make in the future. This is also where you discuss your role as an advocate for this student and how you might be a community resource.

Section One: Identify and provide a brief context for the student whom you have worked with on this case study. The student must be from a different level of school (for example: elementary for Group Case Study – high school for the Language Acquisition Case Study).

1. *Why did you choose this student for your case study?*

Be sure to provide an accurate description of your language learner based on several observations. Include basic information such as age, country of origin, primary language, language proficiency, educational background, and linguistic, cognitive, and sociocultural variables influencing the student's learning. (*TESOL Standard 2*)

2. *How did you establish a relationship with the student's family?*

What approaches did you take to better understand the student's family, their community, values, and culture? If your initial approaches were unsuccessful, discuss how you modified your efforts to involve the family. (TESOL Standard 5b)

3. *What did you learn about the student's family and their language and culture? How did you learn it?*

Provide a complete picture of the family and their culture. Be sure to include how the family communicates and what if any assumptions they may have about language acquisition or literacy. (TESOL Standard 2)

Section Two: Obtain at least one written and one oral language sample from the student and analyze using SLA theory and research.

4. *Based on your initial listening of the oral sample, what observations can you make about the learner? Does this sample tell you all you need to know about this language learner? Why, or why not?*

Identify phonemic acquisition (words and letters) and the relationship between L1 and L2. What components (phonology, morphology, syntax, semantics, pragmatics, discourse varieties) of L1 might be transferring to L2? What is the relationship between L1 and L2? Is the student translating or thinking or processing from L1 into English? What evidence can you provide for your analysis? (TESOL Standard 1a, 1b)

5. *Based on a transcription of the oral sample, what additional observations can you make about the learner?*

Identify specific error patterns, hesitations, and transfer errors. Identify the level of proficiency of the learner using scoring rubrics referenced in class. Did the student complete any self-corrections? What evidence can you provide for your analysis? (TESOL Standard 1a, 1b)

6. *Based on your review of the written sample, what observations can you make about the learner?*

Identify the grammatical error patterns. Are these predictable? Does the student apply grammar rules from L1 to L2 writing? What evidence can you provide for your analysis? (TESOL Standard 1a, 1b)

Section Three: Create an action plan that can help increase the student's language competence.

7. *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?*

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)

8. *In what ways was it necessary to adapt materials and activities to support the ELL in this unit?*

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)

Section Four: Present findings and recommendations to an individual in the student's life who could support the student further. This could be a colleague teacher, family member, tutor or someone else.

9. *Why did you choose this person to present your findings to? How did you present this information?*

Be sure to address how you approached the person in the student's life. Did you invite participation in the recommendations? Did you seek feedback or otherwise attempt to build a partnership with this individual? (TESOL Domain 5b)

10. *If you were the individual receiving your recommendations, what would be your next steps and why? Did you share this with your partner?*

Identify any next steps and 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, 5b)

Section Five: Provide self-evaluation and critical reflection on the case study

11. *Do you feel you presented your recommendations clearly? Do you believe your recommendations will be effective?*

Address specific feedback you received from your presentation and expand on their analysis. What might you have missed from your recommendations? Did you fail to take into account any cultural influences on the implementation? (TESOL Domain 1a, 1b, 2)

12. *Do you feel you served as an appropriate advocate for the student? In what ways could you have improved this process to keep the child's interest in mind?*

Identify whether this case study allowed you to serve as an advocate for this student. In what ways could you improve your process to build a stronger partnership with the parents, teachers, or others in the student's life? (TESOL Domain 5b)

Language Acquisition Case Study Rubric				
Category	TESOL Domain	Score		
		3	2	1
		Exceeds Standard	Meets Standard	Approaches Standard
Understand and apply cultural values and beliefs in the context of teaching and learning to appropriately address the case study	2a	Consistently uses cultural knowledge throughout the case study to allow students to share and applies cultural perspectives to meet learning objectives	Creates a plan for the case study that takes into consideration knowledge of student's culture and how it impacts student learning	Shows awareness that cultural values have an effect on ELL learning but does not use this knowledge to approach the case study
Demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy	1a	Identifies many components of language and language as an integrative system and develops strategies to help the student monitor his own use of English	Identifies specific components of language and language as an integrative system to identify the student's language ability and weaknesses	Shows awareness of the components of language and language as a system but does not use this knowledge to inform the case study
Understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning	1b	Uses his/her understanding of language acquisition theory and research to conduct theory based research during the case study	Identifies and references language acquisition theory and research repeatedly to provide a clear and concise analysis of student's language ability	Shows awareness of some aspects of language acquisition theory and research but cannot identify many theories to analysis
Know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs.	3a	Systematically designs standards based ESL and content instruction that is student centered and requires student to work collaboratively to meet learning objectives	Plans standards based ESL and content instruction that use instructional models appropriate to individual student's needs	Shows awareness of standards-based ESL and content instruction but does not plan for these learning needs in case study

Provide a variety of activities and materials that integrate listening, speaking, writing, and reading and incorporate tasks that develop authentic uses of language as students learn	3b	Designs activities, tasks, and assignments that integrate skills and content areas through thematic and inquiry-based units and provides multiple opportunities for student to practice these skills in the action plan.	Provides integrated learning and authentic activities using authentic sources. Candidate models activities to demonstrate ways student may integrate skills and provides some opportunity for practice in the action plan.	Shows awareness that integrated and authentic learning activities build meaning through practice but offers few opportunities for the student to refine these skills in the action plan
Select and provide plans for adaptation of a variety of materials, resources, and technologies that are appropriate for student's language development	3c	Builds on student's culture in selecting, adapting, and sequencing ESL and content-area materials and communicates with family and community to locate and develop culturally appropriate materials	Selects print and visual materials that are appropriate for students age, learning style, and language proficiency and provides means to adapt these materials if necessary in the action plan	Shows awareness that materials should be appropriate for student's age and language proficiency but does not provide adapted materials in the action plan
Demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform action plan	5a	Uses his/her knowledge of the evolution of the field of ESL to design instructional and assessment decisions in his/her action plan	Uses his/her knowledge of the evolution and research in the field of ESL to provide an effective action plan for the student.	Shows familiarity with different and well established teaching methodologies and theories in their historical context
Demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.	5b	Provides leadership to staff by developing collaborative instructional models that can be replicated among many ELLs and provides many resources to support ELLs and their families to make appropriate decisions for the student.	Advocates for student throughout presentation of findings and provides ways to work collaboratively among teachers, staff, and the student's family	Understands the importance of advocating for ELLs and establishing collaborative relationships with others but makes minimal effort to engage partners during presentation and follow up

<p>Clearly and professionally communicate detailed self-reflection and analysis of the language case study process</p>	<p>5a, 5b</p>	<p>Provides well-written and detailed self-reflection and critical analysis. Draws deep and extensive connections to overall teaching practice. shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context</p>	<p>Provides well-written and detailed self-reflection and critical analysis. Provides clear connections between unit lesson planning and overall teaching.</p>	<p>Does not provide description and critical reflection of unit lesson planning process and makes no connections to overall teaching practice. Extensive APA formatting errors prevent professional communication</p>
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