



EDCI 519 601: Methods of Teaching in Multilingual Settings **Summer 2013**

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Locations: GMU Fairfax Campus, West Bldg. Room 1008

A. 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.

Prerequisite: EDCI 516: Bilingualism & Language Acquisition Research

B. Course Outcomes

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

Students completing EDCI 519 will be able to:

- Examine second language teaching methods/approaches, past and present, and relate them to teaching in a second language setting with a focus on the needs of diverse learners.
- Develop a lesson plan that uses the four language skills, listening, speaking, reading, and writing.
- Plan and demonstrate 1 mini lesson based on a method/approach or on an instructional strategy.
- Locate and examine multimedia resources in the field of bilingual/ESL education.

C. Relationship to Program Goals and Professional Organizations

The 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, particularly as they apply to the skills and needs of diverse learners. 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.
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

(<http://www.tesol.org/advance-the-field/standards/tesol-ncate-standards-for-p-12-teacher-education-programs>)

The ESL Standards for Pre-K-12 Students

(<http://www.tesol.org/advance-the-field/standards/prek-12-english-language-proficiency-standards>)

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

(http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf)

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/national-board-standards>)

Virginia Standards of Learning (SOLs)

(http://www.doe.virginia.gov/testing/sol/standards_docs)

The EDCI 519 relationships to professional organizations include:

EDCI 519 follows the guidelines and recommendations made by the *Teachers of English for Speakers of Other Languages* (TESOL), the *American Council on the Teaching of Foreign Languages* (ACTFL), the *National Association for Bilingual Education* (NABE), and the *National Association for Multicultural Education* (NAME). ACTFL and TESOL, along with NABE and NAME, are the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations. They embrace and celebrate cultural and ethnic diversity as a national strength that enriches a society and rejects the view that diversity threatens the fabric of a society. TESOL and ACTFL have the more specialized mission of developing the expertise of their members and other educators involved in teaching world languages, to help them foster an effective learning environment while accomplishing the goal of effective communication in diverse settings and oral and written language proficiency while respecting individual's rights and needs.

D. Course Delivery

This course is highly interactive by design. It is predicated upon *learning by doing* and *discovery learning*. Assessment is based on performance-based assignments. This class will be

engaged in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, student-led micro teaching simulations, guest speakers, peer feedback, videos, multimedia, and reflection.

E. Required Textbooks:

Peregoy, S. & Boyle, O. (2013). *Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners*, 6th Ed. Boston, MA: Pearson/Allyn & Bacon.

Recommended Textbooks:

Herrell, A., & Jordan, M. (2012). *50 Strategies for Teaching English Language Learners*, 4th Ed. Boston, MA: Pearson Education

Reiss, J. (2012). *120 Content Strategies for English Language Learners*. Boston, MA: Pearson/Allyn & Bacon.

Schechter, S. & Cummins, J., Editors (2003). *Multilingual Education in Practice*. Portsmouth, NH: Heinemann.

Articles provided on Blackboard site for this course by the instructor.

F. GSE Student Expectations:

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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 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/>].

Grading Scale for FAST TRAIN:

A+ = 100

A = 94-99

A- = 90-93

B+ = 85-89

B = 80-84 (no B- grades)

C = 70-79 – does not meet licensure requirements or Level I award recommendation

F = Does not meet requirements of the Graduate School of Education

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 summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

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).

Laptop/Cell Phone Use: Students will not be permitted to use cell phones during class. Please silence cell phones (not vibrate) while class is in session. Students may not use laptops unless specifically directed by instructor to do so during class.

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

Attendance Policy: FAST TRAIN students are expected to attend *all* class periods of courses for which they register. In class participation is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog). Any unexcused absences (lateness) will result in a 3-point deduction from your participation grade. Missing an entire class will result in being dropped from the course.

Core Values Commitment: The College of Education and Human Development is committed to a collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmy.edu/values/>

TaskStream: Every student registered for any FAST TRAIN course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment (for EDCI 519, The Unit Lesson Plan) to TaskStream (regardless of whether a course is an elective, a one-time course, or part of an undergraduate minor). Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Course Requirements: All assignments should be turned in on the due date indicated in the schedule below via Blackboard **except** for the final assignments, the Project Based Assessment (PBA), field work log, and field work reflection. These final assignments will be uploaded into **Task Stream**. The submission deadline for assignments is 11:59pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point Time New Roman font.

Class attendance and classroom participation	15 points
Teaching simulation - based on a particular method/strategy/skill	15 points
Tech Project and Class Presentation	20 points
Unit Plan Class Presentation	10 points
Performance Based Assessment - Unit Lesson Plan	20 points
Field Experience and paper (due by Nov 15, 2013)	20 points

Resources

ESL/Language Arts

ESL Café Web Guide (<http://www.eslcafe.com/search/index.html>)
Schackne Online – Language Teaching (ESL-EFL Resources)
(<http://www.schackne.com/Languageteaching.htm>)

History/Social Studies

History/Social Studies Web Site for K-12 Teachers
(<http://www.execpc.com/~dboals/boals.html>)

Science/Mathematics

TheExploratorium's TenCoolSites
(http://www.exploratorium.org/learning_studio/sciencesites.html)

FCPS Elementary Science Curriculum Resource Guide

(<http://www.fcps.edu/DIS/OEIAS/esscience/eslcires.htm>)

G: Assignments and Scoring

Class Assignments for EDCI 519

Project	Goal	Points	Due Date
Class Attendance and Participation	Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities.	15 Points	Every class
Teaching Demonstration	Simulate a teaching method/approach and one instructional strategy, using lesson plan template provided. Submit a 2-3 page reflection paper.	15 Points	<i>Reflection & Presentation</i> <i>July 10th</i>
Tech Project	A: Use the World Wide Web as a primary resource for locating and analyzing materials and activities to be used with English Language Learners. B: Create a multimedia resource that will inform teachers about its implications for teaching.	20 Points	<i>Paper & Presentation</i> <i>July 12th</i>
Unit Plan Presentation	Create a unit lesson plan covering five days of instruction based on your Fall 2012 teaching placement or a recent language learning teaching experience. Your plan must include preparation, practice, evaluation and expansion. Present your unit plan to the class, citing appropriate research and course materials for your instructional choices.	10 Points	<i>Paper & Presentation</i> <i>July 16th</i>
Unit Lesson Plan *TESOL/NCATE Portfolio Requirement	Using the Unit Lesson Plan you created for the EDCI 519 Course, (plan must include <i>preparation, presentation, practice, evaluation, and expansion</i>), implement a minimum of two lessons. Have a colleague or supervisor evaluate your lessons using the form provided. Submit a general overview of your lesson plan, your unit plan, student work, and assessments as appendices to TaskStream by the due date. This is the Performance Based Assessment (PBA) for the course.	20 Points	<i>Taskstream & Professor</i> <i>July 16th</i>
Field Experience - Teaching Video and Reflection	Record an authentic and complete episode of your teaching and complete a self-reflection and analysis. You may choose to record one of the lessons from your Unit Plan (PBA) or you may choose to record another teaching episode. Video should portray how you apply various strategies and give a glimpse of your learning environment. Your video should include two 10-15 minute clips. You should write a two page self-reflection of the experience.	20 points	<i>Due on/before</i> <i>Jan. 15, 2014</i>

H. Course Schedule

Students should have read all materials and be prepared to take part in class discussion.

<i>Class</i>	<i>Date</i>	<i>Topic Readings</i>
1.	Friday, July 5th	Course Overview: Syllabus Chapter 1: Diverse learners – ELLs in School
2.	Monday, July 8th	Chapter 2: Theories of SLA Chapter 3: Classroom Practices
3.	Tuesday, July 9th	Chapter 4: Oral language development <i>Prepare for the Teaching Demonstrations</i>
4.	Wednesday, July 10th	Chapter 6: Vocabulary Develop Teaching Demonstration: Methods/Approaches
5.	Thursday, July 11th	Chapter 5: Emergent literacy <i>Work on your Tech Project</i>
6.	Friday, July 12th	Chapter 7: Process Writing Tech Project: Student demo (submit electronically)
7.	Monday, July 15th	Chapter 9: Content reading and writing <i>Work on Unit Lesson Plan Presentation</i>
8.	Tuesday, July 16th	Mini Presentation of Unit Lesson Plans <i>Final Thoughts: Wrap-Up and Course Evaluations</i>

GUIDELINES, TEMPLATES, & RUBRICS

TEACHING DEMONSTRATION

Some Possible Methods/Approaches

Total Physical Response (TPR)

Natural Approach (Terrell and Krashen)

Direct Method (such as Berlitz, Jespersen, de Sauze)

Cognitive Academic Language Learning Approach (CALLA)

Total Physical Response Storytelling (TPRS)

Audiolingual Method (ALM)

**Note: The methods here are not necessarily appropriate for all learners.*

Some Possible Instructional Strategies

- Cooperative Learning
- Information Gap/Jigsaw or Other Interactive Activities
- Flexible Grouping
- Computer Assisted Language Learning
- Alternative Forms of Assessment
- Content-based Instruction (CBI)

GUIDELINES FOR METHODS AND STRATEGIES TEACHING DEMONSTRATIONS

1. Prepare a lesson plan, using the provided template. Submit a 2-3 page reflection of the lesson plan, using the questions prompts on the template after your teaching simulation and submit it electronically the following day. Read at least **three articles** on the method or approach you have chosen prior to giving your demonstration and include these along with at least one source by the original developer of the method/approach/strategy in your paper.

2. You will work in groups or pairs for your teaching demonstration. You have **30 minutes**. Plan your time carefully. You have a maximum of 15-20 minutes to teach. You may take another 5-10 minutes to provide background information about the method/approach/strategy and discuss your electronic handout. The class will take 10 minutes at the end of your demonstration to give you feedback and ask questions.

3. The demonstration may include:

- Background information about the method
- The type of class your particular demonstration is intended for, e.g., level of proficiency, grade level, type of class, etc.
- Skills you are teaching and basic objectives of the lesson
- Special teacher-made materials; props and realia are strongly encouraged
- Possible follow-up activities to the lesson you have presented

- How you might conduct assessment of the lesson you have presented, if appropriate
- Others you can think of...

4. BE CREATIVE!

5. Try to spend less time talking about the method/approach/strategy, more time demonstrating it. You may decide to introduce your lesson by describing the method first or you may wish to immerse us in the experience and explain after the demonstration.

6. We will be your students. You may assign us whatever roles and ages you wish.

7. As a team, you may try any combination of team teaching, or each of you may demonstrate a separate activity. If you wish, you may divide teaching responsibilities by proficiency level of students. Remember that you do not have a lot of time (maximum 30 minutes).

8. Prepare an electronic handout for the class that includes your lesson plan. It might be a summary of some points you have made or it might be sharing something from the lesson you have developed that class members might like to use in their own teaching.

EVALUATION of your teaching demonstration will be based upon the following criteria:

- Quality and accuracy of lesson plan
- An accurate summary of the method chosen
- Faithfulness to the general philosophy and techniques of the method chosen
- Evidence of preparation
- Use of teacher-developed materials
- Flexibility in response to students' spontaneity
- Efficient use of time
- Class rapport, warmth, and enthusiasm of teacher
- Creativity
- Usefulness of Electronic Handout

Sample Lesson Plan: English as a Second Language

Teacher _____ School _____
Grade(s) _____ Proficiency Level(s) _____ Approach/Theme _____
Content: _____

PLANNING PHASE

Performance Objectives

- 1.
- 2.
- 3.

Lesson Outline: _____

National/State/Local Standards: _____

TEACHING PHASE

(1) Preparation

Warm-up Activity: _____

Language Goals: How is instruction scaffolded and differentiated for multi-level ELLs?

(2) Presentation

Activities:

- Level 1. Entering
- Level 2. Emerging
- Level 3. Developing
- Level 4. Expanding
- Level 5. Bridging

Four Skills

Listening Activity: _____

Speaking Activity: _____

Reading Activity: _____

Writing Activity: _____

(3) Practice

- a.
- b.
- c.

(4) Student Performance Evaluation

(5) Required Expansion/Extension/Differentiation

Methods/Approaches/Strategies

Other Activities:

Follow-up:

Assessment:

Homework:

Technology:

Materials:

Closure:

Reflection Paper (Written and submitted electronically after classroom presentation)

Writing prompts:

- **Efforts made to accommodate learners:**
 - **Visual learners** _____
 - **Auditory learners** _____
 - **Tactile learners** _____
 - **Specials needs learners** _____

- **What worked well?** _____

- **What didn't work well?** _____

- **What will you do differently as a result of this plan?** _____

- **How might this lesson be improved?** _____

- **One important thing I learned was** _____

Teaching Demonstration

Presenter(s) _____

Method/Strategy _____ Date _____

5=Excellent 1=Poor	1	2	3	4	5
Quality/Accuracy of Lesson Plan					
Usefulness of Resources Provided					
Accurate Summary					
True to Method/Strategy					
Evidence of Preparation					
Use of Teacher-Developed Materials					
Flexibility in Response to Students					
Efficient Use of Time					
Class rapport, warmth, enthusiasm					
Creativity					
Differentiated levels of proficiency					

Comments: _____

Recommendations: _____

FIELD PROJECT OVERVIEW

Field Experience and Written Analysis

Guidelines for creating a video format

Video - two 15-minute clips of you and your class during a period of instruction. The video should portray how you apply various strategies and give a glimpse of the learning environment. Of particular importance is that you demonstrate the following: instructional strategies, classroom management, assessment, differentiated instruction, and how to accommodate multiple proficiency and literacy levels.

It is important to remember that the purpose of the video is to provide as authentic and complete a view of your teaching as possible. A video is an indication of how you interact with students, the climate you create in the classroom, and the ways in which you engage students in learning. A picture is “worth a thousand words” in conveying to others how you practice your profession, the decisions you make, and your relationships with students.

It is normal to find the initial experience with a video camera uncomfortable. We do not see ourselves quite the way others see us and the difference can be a shock. It takes some getting used to, and practice is the only remedy. The same can be said of students; only multiple opportunities with a video camera will enable students to behave naturally in its presence. Therefore, it is highly advisable to practice with a video camera. Place the camera and tripod where the camera will receive a good picture of the entire classroom. Tape several lessons and watch them alone. You will become accustomed to how you look and sound and you will begin to notice what the students are doing and how their learning could be improved.

Practical matters

Permission: You will need a family permission slip for each student who might appear on your tape. You may ask your school for such a form or use the one provided. If possible, you should secure a blanket permission slip from the parents or legal guardians of all your students to cover video recording as needed. Explain to the parents or legal guardians that you are using the recordings for discussions with other teachers about the best ways to teach and that the students will never be identified by their full names in the recording. Try and help them understand that the video is not about the student, but is intended for professional discussion. If, for some reason, a student’s parents refuse to grant permission, you will have to take care that he or she is seated out of the camera’s range.

Equipment - Use the best video equipment available when making your video to ensure that the equipment has a sensitive microphone and that all voices are easily discernible.

Analysis of the Teaching Video

Respond to these questions:

- What connections with prior experience were visible in the video?
- What kinds of activities did you use to help students discover and explore connections to other academic disciplines and to their own lives?
- What were any unexpected changes that you had to make to your planned instruction during this lesson? What prompted the change(s)?
- What instructional challenge(s) are presented for achieving your goals for this lesson?
- How did you provide appropriate feedback to these students throughout the sequence of instruction?
- What is the extent of classroom involvement (e.g., are the same students doing all the talking)?
- Are the students engaged in the lesson? How can you tell? What do students' facial expressions and body language tell you about your instruction?
- What kinds of questions do you ask? Can all questions be answered with a single word? How long do you wait for responses? Do you ask students to explain and/or defend a particular answer? Do you ask students to compare or evaluate alternative interpretations or strategies?
- Were there any opportunities for students to ask questions? How would you categorize the students' questions (e.g., did they indicate confusion and a need for clarification or understanding and extension)?
- What roles (e.g., expert, facilitator, co-learner) did you play in the videotape? Was each role appropriate for the situation?
- What kinds of tasks did you ask students to do? Did you capitalize on their previous knowledge and experiences?
- What instructional opportunities did you take advantage of? Why?
- What evidence did you see of the students taking intellectual risks? Does the class look safe as an environment for getting something wrong? Do students talk to each other as well as to you?
- Do you push students to task risks, to speculate, to offer conjectures about possible approaches, strategies, and interpretations?
- Were the learning goals for the lesson achieved? Did you adjust the lesson so your goals could be achieved by every student? What are the evidences for your answers, both in the videotape and from other sources?
- Explain how your design and execution of this lesson affected the achievement of your instructional goals. (Your response might include – but is not limited to – such things as the anticipation and handling of student misconceptions, the unexpected questions from students, the unanticipated opportunity for learning that you captured, or your planned strategy and its outcomes in the lesson.)
- What do you do to include parents?
- What do you do to educate your colleagues?

Reflection Paper on the Teaching Video

Using your analysis of the video respond to the following questions:

- What in the instructional sequence worked well in advancing student learning? If anything did not work as well as you expected, how would you change it? Cite specific evidence from the video.
- What would you do differently, if you were given the opportunity to teach this particular lesson again with these students, and why?
- How does this segment reflect a classroom climate that supports language learning?

Videotape: Your teaching video must

- Have voices that are audible
- Be no longer than 30 minutes.
- Be in a digital format that can be saved to a disk or digitally uploaded onto the internet for viewing.

NOTE: If you elect to mail a hard copy, it must be received by your professor no later than **January 15, 2014.**

RELEASE FORM

**Graduate School of Education
George Mason University
Summer 2013**

Permission to Use Student Materials and Image in Video Recording

As a student in the Graduate School of Education at George Mason University I am requesting permission to use student materials and images in a video that will be used for discussion about the best ways to teach foreign/second languages. Students will never be identified by their names in the tape. This video will only be used for teacher professional development.

Teacher's Signature

Student's Name _____

Parent(s) or Legal Guardian(s) Signature _____

**Analytic Scoring Rubric –Teacher Video
EDCI 519 – Summer 2013
Teachers Field Experience Report**

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
18-20 points A	15-17 points B	12-14 points C	0-11 points F
Fulfillment of requirements			
Meets all requirements	Meets most requirements	Meets some requirements	Does not meet requirements
Video requirements			
Video is not longer than 30 minutes, is in the proper format and voices are audible	Videotape is not longer than 30 minutes, is not in the proper format and/or voices are not audible	Video is longer than 30 minutes, is not in the proper format and/or voices are not audible	Video is longer than 30 minutes, is not in the proper format and/or voices are not audible
Written Analysis			
Provides an in-depth analysis of video (answers at least 12 questions) Provides an in-depth reflection of the video (answers all questions)	Provides a partial analysis of videotape (answers 9-11 questions) Provides a partial reflection of the video (answers most questions)	Provides a limited analysis of videotape (answers 5-8 questions) Provides a limited reflection of the video (answers some questions)	Does not provide an analysis of video by answering questions Does not provide a reflection of the video and does not answer questions

Student name: _____

Score: _____

Comments/Feedback:

TECH PROJECT

Due: Friday, July 12, 2013

Part A: *Using the Internet and its resources successfully*

Objectives:

This project will provide you with the opportunity to use the World Wide Web/Internet as a primary resource for locating and analyzing materials and activities to be used with second language learners, and participate in the creative process of developing strategies and gathering materials and resources for teaching communicatively.

Tasks:

Overarching goal: Identify and critique curriculum materials and resources available on the Internet

1. Locate materials pertaining to PreK-12 student populations. Identify age, grade, and language proficiency appropriateness.
2. Select no fewer than five (5) URL web sites on the Internet.
3. Write a two-page, double-spaced, analysis for each of the five sites (critique) of your findings. This should include methodology and curriculum approaches. Include quotes or screenshots of the material.
4. In your analysis, mention how these sites will be of particular use to you, i.e., with whom, age, level of proficiency, grade, etc.

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Evaluation:

1. Critiques are clear, concise, and will help enhance methodology
2. Web sites selected represent a wide variety
3. Reference is made to content of this course to support analysis
4. Analyses include usefulness as well as limitations

Analytic Scoring Rubric – Tech Project Part A

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
18-20 points A	15-17 points B	12-14 points C	0-11 point F
Fulfillment of task			
Clearly and concisely identifies and critiques curriculum materials and resources available on the Internet	Identifies and critiques curriculum materials and resources available on the Internet	Partially identifies and critiques curriculum materials and resources available on the Internet	Does not identify and/or critique curriculum materials and resources available on the Internet
Completion of task requirements			
Selects no fewer than 5 URL web sites on the Internet that represent a wide variety Includes one or two pages from each web site to help demonstrate usefulness	Selects 5 URL web sites on the Internet Includes one page from each web site to help demonstrate usefulness	Selects less than 5 URL web sites on the Internet Does not include one page from each web site to help demonstrate usefulness	Does not select 5 URL web sites on the Internet Does not include one page from each web site to help demonstrate usefulness
Appropriateness and usefulness of materials selected			
Locates materials pertaining to preK-12 student populations Clearly and concisely identifies age, grade and language proficiency appropriateness Clearly and concisely mentions usefulness of sites (i.e. with whom, age, level of proficiency, grade, etc.)	Locates materials pertaining to preK-12 student populations Partially identifies age, grade and language proficiency appropriateness Partially mentions usefulness of sites (i.e. with whom, age, level of proficiency, grade, etc.)	Locates some materials pertaining to preK-12 student populations Identifies only age, grade or language proficiency appropriateness Mentions only one or no aspects of usefulness of sites (i.e. with whom, age, level of proficiency, grade, etc.)	Does not locate materials pertaining to preK-12 student populations Does not identify any age, grade or language proficiency appropriateness Does not mention usefulness of sites (i.e. with whom, age, level of proficiency, grade, etc.)
Analysis			
Writes a two-page analysis of findings including usefulness of each web site as well as limitations Makes reference to content of course to support analysis	Writes less than a two-page analysis of findings including usefulness of each web site as well as limitations Makes partial references to content of course to support analysis	Writes less than a two-page analysis of findings Makes no reference to content of course to support analysis	Does not write a two-page analysis of findings Makes no reference to content of course to support analysis

Student name: _____

Score: _____

Comments/Feedback:

TECH PROJECT

Due: Friday, July 12, 2013

Part B: Using technology to enhance the second language classroom

PowerPoint, Prezi, Windows Movie Maker, Google Sites, Google Wave, Dream Weaver, PhotoStory, Camtasia, Video recording, or Other Technology-based Project

1. Prepare a 15-minute presentation that highlights your selected technology (video recording, electronic game/grammar book, Web Page, PowerPoint slide presentation, or other type of technology-based project) on a course outline topic of your choice and apply it to a teaching setting. The purpose of the project is to focus on one technology topic and inform teachers about its implications for teaching language.
2. Describe the teacher/student population and their needs.
3. Prepare a **step-by-step guide** to your product to help a novice use it.
4. Refer to course topics to add support to this project.
5. Prepare a presentation handout and submit an electronic copy to the professor.

Analytic Scoring Rubric – Tech Project Part B

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
18-20 points A	15-17 points B	12-14 points C	0-11 point F
Fulfillment of task			
Prepares a 15 minute videotape, electronic game/grammar book, presentation or other type of technology-based project	Prepares a 15 minute videotape, electronic game/grammar book, presentation or other type of technology-based project	Prepares a 15 minute videotape, electronic game/grammar book, presentation or other type of technology-based project	Does not prepare a 15 minute videotape, electronic game/grammar book, presentation or other type of technology-based project
Completion of task requirements			
Project is based on a course outline topic Projects applies to a teaching setting Submits project in electronic format	Project is partially based on a course outline topic Projects partially applies to a teaching setting Submits project in electronic format	Project is not based on a course outline topic Projects seldom applies to a teaching setting Submits project in paper format	Project is not based on a course outline topic Project does not apply to a teaching setting Does not submit project on either CD or paper format
Appropriateness and usefulness of materials selected			
Describes the teacher/student population and their needs	Partially describes the teacher/student population and their needs	Does not clearly describe the teacher/student population and their needs	Does not describe the teacher/student population and their needs
Analysis			
Prepares a guide of the product to help a novice use it Refers to course topics to add support to project	Partially prepares a guide of the product to help a novice use it Partially refers to course topics to add support to project	Partially prepares a guide of the product to help a novice use it Does not refer to course topics to add support to project	Does not prepare a guide of the product to help a novice use it Does not refer to course topics to add support to project

Student name: _____ **Score:** _____

Comments/Feedback:

UNIT LESSON PLAN

For ESOL Program students, this project is required for the licensure portfolio!
All students must submit this to their Portfolio on TASKSTREAM.

Description of Assessment

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 an ESL classroom (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 circumstances 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 peer either through direct observation or by videotaping your lesson for evaluation at a later time.
- self-evaluate your teaching and review peer evaluations 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. The paper should use APA formatting with 12 pt font and 1 inch margins

TESOL Standards Assessed

***Domain 2** - 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(a)** - 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 3(b)** - 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.*

***Domain 4(a)** - 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.*

Unit Lesson Plan Instructions:

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 in 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. 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)
7. 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

8. Do you feel you implemented the unit lesson plan effectively? What are some areas of strength and weakness of the unit?
 - 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 incorporate technology or adapt classroom resources effectively? (TESOL Domain 3)

Sample Lesson Plan Template: English for Speakers of Other Languages

Teacher _____ School _____
Grade(s) _____ Proficiency Level(s) _____ Approach/Theme _____
Content _____

PLANNING PHASE: Identify Performance Objectives

- 1.
- 2.
- 3.

Lesson Outline

Content

National/State/Local Standards

TEACHING PHASE

Preparation

Warm-up activity

Prior knowledge

Language Goals

Presentation Activities – Days 1-5

Four skills: listening, speaking, reading, and writing for differentiated multi-levels of instruction

Level 1: Entering; Level 2: Emerging; Level 3: Developing; Level 4: Expanding; Level 5:

Bridging

Practice

- 1.
- 2.

Evaluation

- 1.
- 2.

Expansion/Extension/Differentiation

- 1.
- 2.

Methods/Approaches/Strategies

Other Activities:

Follow-up

Assessment

Homework assignments

Use of technology

Materials used

Closure

EDCI 519 – Analytic Rubric for Unit Lesson Plan

Category	TESOL Domain	Score		
		1 Approaches Standard	2 Meets Standard	3 Exceed 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 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
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 to provide effective instruction and make connections between current research and teaching practice	Candidates use their knowledge of the field of ESL and best teaching practices to make instructional and assessment decisions and design appropriate instruction for students
Plan standards based ESL and content instruction that creates a supportive and accepting classroom environment	3a	Candidates are aware of standards based ESL and content instruction but do not address learning needs individually within the unit	Candidates plan and implement standards based ESL and content instruction that use instructional models appropriate to individual student needs	Candidates systematically design standards based ESL and content instruction that is student centered and require students to work collaboratively to meet learning objectives
Provide for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for student to successfully meet learning objectives	3a	Candidates 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 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.
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 non-ESL 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 non-ESL classroom teachers to develop materials and resources that integrate ESL and content areas. All materials are appropriate, linguistically accessible, and used in both ESL and content instruction.
Employ a variety of materials for language learning including books, visual aids, props, and realia	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	5a, 5b	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

EDCI 519 – Analytic Rubric for Class Attendance, Homework, and Participation

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
15 points A	13-14 points B	11-12 points C	0-10 points F
Class Attendance			
Attended all classes or missed 1 class, arriving on time	Missed 2 classes. Arrived late.	Missed 3 classes Arrived late	Missed more than 3 classes. 3 or more late arrivals.
Homework			
Complete assignments on time	Completed most assignments on time	Completed few assignments on time	Did not complete assignments on time
Participation			
Engaged in meaningful class discussions	Engaged in class discussions	Rarely engaged in class discussion	Did not engage in class discussions
Participated actively in class activities	Participated in most class activities	Rarely participated in class activities	Did not participate in class activities
Provided constructive feedback to class members	Provided some constructive feedback to class members	Rarely provided constructive feedback to class members	Did not provide constructive feedback to class members

Student name: _____ **Score:** _____

Comments/Feedback: