EDRD 610 6F7: Content Literacy For English Language Learners
3 Credits, Fall 2013
Mondays, 4:30-7:30 ALL Center, GW Middle School

PROFESSOR:
Name: Rob Murphy
Office hours: By appointment
Office location: N/A
Office phone: 703-395-2262
Email address: rmurphy4@gmu.edu

Course Description:
    A. Prerequisites/Corequisites
        EDCI 516 or EDCI 519; EDCI 510 or LING 520
    B. University Catalog Description
        This course provides an in depth focus into the issues and practices affecting middle and
        secondary school literacy for English language learners (ELL) and other Language
        Minority Students (LMS). Particular emphasis will be placed on content area
        reading/writing processes in first/second language, research on reading comprehension,
        effective teaching and assessment approaches for students with diverse
        cultural/linguistic backgrounds. Topics include: role of prior knowledge; cognitive
        interaction between reading/writing; research on teaching reading/writing strategies;
        effective classroom practices for older English language learners; psychological and
        socio-cultural dimensions for teaching older ELLs; the role of collaboration with
        colleagues (ESL specialists, grade-level teachers, literacy coaches, etc.); formal and
        informal literacy assessments (including performance based assessments).
    C. Expanded Course Description
        Not Applicable

LEARNER OUTCOMES or OBJECTIVES
This course is designed to enable students to:
    1.   Identify language and literacy skills critical for ELL/LMS success in the content areas.
    2.   Plan and execute literacy activities across a range of content areas for ELL/LMS.
    3.   Apply first and second language acquisition theory and praxis to developing literacy,
        especially reading /writing, for older ELL/LMS in the content areas.
    4.   Utilize current theory and praxis in literacy and biliteracy to analyze resources and
        materials for teaching middle school/secondary ELL/LMS in the content areas.
    5.   Analyze research from newer perspectives concerning implications for teachers of
        older children and youth from culturally diverse and second language backgrounds.

6. Use scaffolding approaches to teach pre-reading, during-reading, and post-reading and writing strategies.
7. Model for students reading and writing strategies appropriate to various learning tasks in content area subject matter.
8. Develop performance-based assessment activities in determining the content instruction for ELL/LMS.
9. Identify major pedagogical approaches to teaching reading and writing and explain applicability to teaching older English language learners of various language backgrounds and ability.

PROFESSIONAL STANDARDS (TESOL):
TESOL Domain 1
Standard 1a: Language as a System
Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas

TESOL Domain 2
Standard 2: Culture as it Effects Student Learning
Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement

TESOL Domain 3
Standard 3a Planning for Standards-Based ESL and Content Instruction
Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum

Standard 3b: Implementing and Managing Standards-Based ESL and Content Instruction
Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

Standard 3c: Using Resources and Technology Effectively in ESL and Content Instruction
Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

TESOL Domain 5
Standard 5a ESL Research and History
Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

Standard 5b: Professional Development, Partnerships, and Advocacy

REQUIRED TEXTS:

Freeman, Y. & Freeman, D. (2009). *Academic language for English language learners and struggling readers: How to help students succeed across content areas*. Portsmouth NH: Heinemann.

Ruddell, M.R. (2007) (5th ed.). T*eaching* c*ontent reading and writing.* Hoboken, NJ: John Wiley & Sons.

Reiss, J. (2012). 120 *Content Strategies for English Language Learners* (2nd Edition). New York: Allyn & Bacon. (ISBN: 9780132690645).

Additional course readings will be provided by the instructor.

COURSE ASSIGNMENTS AND EXAMINATIONS:

Class Assignments for EDRD 610			
Project	**Description**	**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**	**Weekly**
Research Study Analysis	Analyze a research study focusing on adolescent literacy development and summarize its impact on classroom instruction and student learning.	**20 Points**	**Sept. 30**
Academic Resource Analysis	Evaluate instructional materials and resources to determine their complexity, readability and uses with ELL students.	**20 Points**	**Oct. 28**
Case Study	Analyze the literacy levels of adolescent ELL students and make recommendations for instruction.	**20 points**	**Nov. 11**
Content Literacy Project	Create a unit/lesson plan that utilizes literacy strategies learned throughout the course. Teach and reflect upon the unit and its effectiveness on student learning. This project is part of your professional portfolio and must be uploaded to Taskstream.	**25 Points**	**Dec. 9**
Teacher Evaluation & Fieldwork Log	As per program requirements, a teacher evaluation and fieldwork log must be completed and uploaded to Taskstream.	**N/A**	**Dec. 16**

GRADING

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

GRADE	SCORE
A+	100 points
A	94 - 99 points
A-	90 -93 points
B+	85 - 89 points
B	80 - 84 points (no B- grades)
C	70 -79 does not meet licensure requirements
F	Does not meet requirements of the Graduate School of Education

Students will be required to turn in the required Fieldwork Lot, Fieldwork Evaluation Form, and the final assignment (Performance Based Assessment) to the instructor according to the FAST TRAIN Fieldwork Timeline posted at http://fasttrain.gmu.edu/licensure/fieldwork. Failure to submit this work to the instructor by this deadline will result in an "F" for this course.

Attendance Policy:

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

Grade Incompletes (IN):

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

Nature of 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.

Teaching Status:
To fulfill the requirements of this course, you will need direct access to students and instructional materials in ESL, foreign language, and/or immersion classrooms. English language learners (ELLs) must be present and preferably middle or high school level ELLs. There should be at least 10 students in this classroom; or five students if you are working with a small group.

TASKSTREAM REQUIREMENTS
Every student registered for any FAST TRAIN course with a required performance-based assessment is required to submit this assessment, Content Literacy Project to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment by the course instructor will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

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

GMU POLICIES AND RESOURCES FOR STUDENTS

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

   b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

   c. 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.

   d. 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/).

e. 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/]

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/].

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

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

CLASS SCHEDULE:

Week	Date	Topics	Readings*	Assignments Due
1.	Sept. 9	Course Introduction Review of ELL Theory and Instructional Practices	Ruddell, Ch. 2	Pre-assessment (Blackboard)
2.	Sept. 16	Reading Theory and Second Language Acquisition	Freeman, Ch. 2-3 Reiss, Ch. 7	
3	Sept. 23	Content Literacy Challenges for ELL	Freeman, Ch. 1 Reiss, Ch. 1 Time to Act, pgs. 10-15*	
4.	Sept. 30	Effective Adolescent Literacy Development	Effective Classroom Practices* Time To Act, pgs. 72-79*	Research Study Analysis
5.	Oct. 7	Culture, Background Knowledge and Content Instruction	Reiss, Ch. 5-6	
6.	Oct. 14	Evaluating & Utilizing Instructional Materials	Freeman, Ch. 4 Ruddell, Ch. 3	
7.	Oct. 21	Textbook Reading Strategies	Ruddell, Ch. 7 Reiss, Ch. 9	
8.	Oct. 28	Supporting & Advancing Literacy Skills		Academic Resource Analysis
9.	Nov. 4	Comprehension in the Content Areas	Reading In the Disciplines*	
10.	Nov. 11	Diverse Learners and Literacy Instruction	Ruddell, Ch. 10	Case Study
11.	Nov. 18	Writing Across the Curriculum	Ruddell, Ch. 8 Freeman, Ch. 5	
12.		*Thanksgiving Break*		
13.	Dec. 2	Assessing Literacy Development	Ruddell, Ch. 9 Reiss, Ch. 11	

14.	Dec. 9	Understanding Standardized Assessment Tools	Measure for Measure*	Content Literacy Project
15.	Dec. 16	Motivation and Literacy Development	Ruddell, Ch. 12	Teacher Evaluation and Fieldwork Log

***--indicates a reading found under Course Content on Blackboard*

COURSE ASSIGNMENTS & RUBRICS

Class Participation Rubric

Guidelines
- Regular attend all classes, arriving on time and prepared to learn
- Contribute regularly to class discussions, including asking questions, sharing insights and information, engaging in respectful debate and initiating classroom discussions with colleagues
- Complete all of the assigned course readings prior to the beginning of class and complete all assignments by the due date listed in the syllabus.

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.
Assignments			
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

Due September 30

Purpose:
As an ELL expert, you need to engage with the most current studies in the field. You also need to be aware of how studies are presented and have a general understanding of research methodology. This project will help you understand how research can impact classroom instruction.

Task:
Choose an article published within the last ten years in a peer reviewed publications that address adolescent literacy and prepare a written analysis of the study that includes:

- A detailed description the study, the research question(s), methodology and main conclusions
- An explanation of why the topic is important to the field of education and ELL instruction
- Limitations of the study and/or questions the study raises
- References to additional research, information or knowledge in the field of literacy and/or ELL instruction
- A description of how this research study either supports or challenges your beliefs about adolescent literacy
- Implications of this research on classroom instruction and/or education policy
- An APA citation of the study(ies) and resources used

ANALYTIC SCORING RUBRIC – RESEARCH STUDY ANALYSIS

Accomplished: Strongly meets expectations. Clear, consistent, and convincing Evidence	Developing: Meets expectations Adequately. Clear evidence	Beginning: Does not adequately meet expectations. Limited evidence	Emerging: Does not meet expectations. Limited or no evidence
18-20 points A	15-17 points B	12-14 points C	0-11 point F
Research Study			
Selects a peer reviewed study published in the last 10 years. Explains the importance of the study in the field on literacy, education and ELL instruction. Clearly and concisely identifies the research question(s), methodology and conclusions. Uses appropriate APA citations.	Selects a peer reviewed study published in the last 10 years. Explains the importance of the study in the field on literacy, education or ELL instruction. Partially identifies the research question(s), methodology and conclusions. Uses appropriate APA citations.	Selects a peer reviewed study published longer than 10 years ago. Explains the importance of the study in the field on literacy, education or ELL instruction. Identifies the research question(s), methodology or conclusions. Uses appropriate APA citations.	Selects a peer reviewed study published longer than 10 years ago. An explanation of the importance of the study is largely missing. Research question(s), methodology or conclusions are missing. Citations follow a format other than APA.
Analysis			
Identifies possible limitations of the study and identifies questions raised by the study. Identifies implications this study may have on education practice or policies. Makes references to additional research and knowledge in the field. Examines how the study aligns with or challenges personal beliefs and understandings about adolescent literacy	Identifies possible limitations of the study or identifies questions raised by the study. Identifies implication this study may have on education practice or policies. Makes reference to additional research, information or knowledge in the field. Describes how the study aligns with or challenges personal beliefs and understandings about adolescent literacy	Identifies possible limitations of the study or identifies questions raised by the study. Implication this study may have on education practice or policies is limited. Makes minimal reference to additional research, information or knowledge in the field. States how the study aligns with or challenges personal beliefs and understandings about adolescent literacy	Limitations of the study or questions raised by the study are largely missing. Implication this study may have on education practice or policies is missing. Makes no reference to additional research, information or knowledge in the field. Personal beliefs and understandings about adolescent literacy is not referenced

<u>ACADEMIC RESOURCE ANALYSIS</u>
Due October 28

Purpose:

As an ELL expert you will need to be able to analyze and evaluate educational and academic materials being used with ELL students. You will be expected to provide stakeholders with clear recommendations supporting the selection of materials for use in classrooms with evidence from research or practice within the field of literacy development.

Task:

Identify and evaluate student materials and/or teacher resources including print, software, applications and websites for improving students' literacy.   The analysis should be between 5-8 pages.   Write a summary report that includes:

- Introduction—Describe the student population for the materials you have reviewed. Provide background information for the students in this class, including languages spoken, WIDA levels, information on previous schooling and other pertinent information. Describe students' language levels, proficiency, and learning needs. Describe the grade levels and content of the classroom.
- Resources—Select at least two written resources, one of which should be a textbook, to analyze and evaluate.   For each resource include:
    - *Title of the resource*
        - use APA citations
    - *Type of resource*
        - textbook, website, magazine article, trade book, etc.
    - *Audience*
        - age, grade level, reading level, content, language level—if appropriate
    - *Readability*
        - identify which readability formula was used, why it was chosen and the conclusions made based on the results of the analysis
    - *Strengths*
        - language, literacy, content, structure, supporting materials, prior knowledge
    - *Limitations*
        - language, literacy, content, structure, supporting materials, prior knowledge
    - *Recommendations*:
        - Who should use this text? Who should not?
        - Under what conditions would ELL likely benefit?
        - How might you improve or scaffold this material?
- Implications—Based on your analysis of the classroom materials, what conclusions can you draw regarding the benefits and challenges of these materials? What benefits will your students experiences using these materials? What challenges will your students face when using these materials? Knowing what you know about differentiation techniques and WIDA Can Do Indicators, how can you scaffold difficult materials to make them more accessible to students?

ANALYTIC SCORING RUBRIC – ACADEMIC RESOURCE ANALYSIS

Accomplished: Strongly meets expectations. Clear, consistent, and convincing Evidence	Developing: Meets expectations Adequately. Clear evidence	Beginning: Does not adequately meet expectations. Limited evidence	Emerging: Does not meet expectations. Limited or no evidence
18-20 points A	15-17 points B	12-14 points C	0-11 points F
Introduction			
Provides an in depth and specific description of the intended audience for the selected resources.

Information includes languages spoken, WIDA levels, previous schooling, language levels, learning needs, grade level and content. | Provides a specific description of the intended audience for the selected resources.

Information includes languages spoken, WIDA levels, previous schooling, language levels, learning needs, grade level or content. | Provides a description of several characteristics of the intended audience for the selected resources.

Information may include languages spoken, WIDA levels, previous schooling, language levels, learning needs, grade level or content. | Provides a description of the a few characteristics of the intended audience for the selected resources.

Information may include languages spoken, WIDA levels, previous schooling, language levels, learning needs, grade level or content. |
| Resource Analysis | | | |
| Locates a minimum of two written resources.

Clearly identifies the title (using APA format), type of resources and audience.

Draws conclusions about appropriateness of materials based on a readability analysis.

Evaluates materials in terms of strengths and limitations.

Justifies recommendations based on research and sound literacy practice. | Locates two written resources.

Clearly identifies the title (using APA format), type of resources and audience.

Compares and contrasts materials based on a readability analysis.

Criticizes materials in terms of strengths and limitations.

Identifies recommendations based on research and sound literacy practice. | Locates two written resources.

Clearly identifies the title (using APA format), type of resources or audience.

Describes materials based on a readability analysis.

Identifies strengths and limitations of identified resources.

Identifies recommendations based on research and sound literacy practice. | Locates two written resources.

Clearly identifies the title (using APA format), type of resources or audience.

Describes materials based on a readability analysis with some errors.

Identifies strengths or limitations of identified resources.

Recommendations have minimal support of research and sound literacy practice. |
| Implications | | | |
| Evaluates the effectiveness of the materials for instructional purposes.

Draws conclusions about the benefits and challenges for students including details on how to make material more accessible. | Identifies the effectiveness of the materials for instructional purposes.

Draws conclusions about the benefits and challenges for students including how to make material more accessible. | Identifies the effectiveness of the materials for instructional purposes.

Describes a few benefits and challenges for students. Limited attention on how to make material more accessible. | Limited attention on the effectiveness of the materials for instructional purposes.

Limited identification of the benefits and challenges for students. Minimal attention on how to make material more accessible. |

LITERACY DEVELOPMENT CASE STUDY
Due November 11

Purpose:

As an ELL expert, you will be expected to evaluate students' ability to use language in the content area classrooms and make recommendations for differentiation and instructional practice. This project will help you analyze a student's reading and writing abilities to make recommendations for instruction.

Task:

Identify an adolescent ELL student with whom you will be able to work with some regularity during the course of the semester. You will collect authentic work samples from the student and analyze them to identify strengths, limitations and potential instructional supports.

The student samples and analysis must include:
- Background on the student including first language skills and development, demographic information and school context. Identify if the student is a long-term English learner or a student with minimal or interrupted formal education.
- A collection of student writing samples. Use the WIDA writing rubric to evaluate the student's writing proficiency. Based on this data, what conclusions can you draw about the student's proficiency? What recommendations would you make to help improve student's writing?
- A reading selection from a content-area textbook. Analyze the text and the student's ability to read and comprehend the text according to:
  - A readability framework
  - Freeman & Freeman, Application #1 (p. 102)
  - Developmental Reading Inventory (Ruddell, p. 349)
  - WIDA data
  - Based on this data, what conclusions can you draw about the student's reading ability? What recommendations would you make to help the student engage with text?

The format of the project includes:
- No more than 10 double-spaced pages
- Introduction
- Writing Proficiency
  - Samples
  - Analysis
  - Conclusions and recommendations
- Reading Proficiency
  - Sample
  - Analysis
  - Conclusions and recommendations
- Reflection
  - How did this project allow you to develop professional skills or challenge your abilities?
  - How would you evaluate your linguistic analysis skills? How may this impact your work with ELL students in the future?
  - What can you conclude about your ability to make instructional recommendations based on students' reading and writing needs? How do you foresee using these skills in your professional future?
- References (APA citations)

ANALYTIC SCORING RUBRIC—LITERACY DEVELOPMENT CASE STUDY

Accomplished: Strongly meets expectations. Clear, consistent, and convincing Evidence	Developing: Meets expectations Adequately. Clear evidence	Beginning: Does not adequately meet expectations. Limited evidence	Emerging: Does not meet expectations. Limited or no evidence
18-20 points A	15-17 points B	12-14 points C	0-11 points F
Analysis			
Presents an insightful and thorough analysis of all issues identified. Includes 2+ resources to inform decisions Thoroughly supports diagnosis and opinions with strong arguments and evidence; presents a balanced and critical view.	Presents a thorough analysis of all issues identified. Includes 2 resources to inform decisions Thoroughly supports diagnosis and opinions with arguments and evidence; presents a balanced and critical view.	Presents an analysis of several issues identified. Includes only 1 resource to inform decisions Supports diagnosis and opinions with arguments and some evidence; the viewpoint demonstrates bias.	Presents an analysis of all a few issues identified. Includes only 1 resource to inform decisions Supports diagnosis and opinions with arguments and minimal evidence; the viewpoint demonstrates bias.
Recommendations			
Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and knowledge of the field of adolescent literacy.	Presents realistic, and appropriate recommendations clearly supported by the information presented and knowledge of the field of adolescent literacy.	Presents few recommendations supported by the information presented and knowledge of the field of adolescent literacy.	Recommendations are few and not supported by field of adolescent literacy.
Reflection			
Presents an insightful, reflective evaluation of your thinking, current learning and implications for the future. Demonstrates your ability to question bias, preconceptions and assumptions in your learning to create new understanding.	Presents an insightful, reflective evaluation of your thinking, current learning and implications for the future. Demonstrates your ability to compare and contrast prior understanding to new learning.	Presents a reflective evaluation of your thinking, current learning and has limited implications for the future. Demonstrates your ability to articulate your understanding of new learning.	Presents a simplistic reflective of your thinking, and contains limited implications for the future. Demonstrates a minimal ability to articulate your understanding of new learning.

Content Literacy Project
Due December 9

Purpose:
Develop a well-crafted and well taught lesson plan focusing on literacy instruction for ELL. Anticipate instructional challenges and prepare for them with well-designed learning tasks that are differentiated based on individual student needs. Critically reflect upon your planning and teaching in order to make improvement to your teaching practice and further develop student literacy skills.

Task:
Identify a specific content and class where ELL learners are predominant. Plan, teach and reflect upon the lesson. Be sure that you:
- Identify the language proficiency levels, literacy levels, background and prior content knowledge students will need to understand the content you are planning to teach.
- Create a lesson plan with content and language objectives that will help student learn the content.
- Select a pre-, during and post strategy that you have learned during this course to help student engage with the reading/writing in the unit/lesson.
- Share the draft lesson plan with colleagues and receive feedback from them. You may want to share it with fellow teachers, reading specialist, ELL specialist, instructional coaches or curriculum specialist.
- Review the lesson and make changes based on feedback.
- Teach the lesson and keep qualitative and/or quantitative data on student performance. (formative assessments and student work samples)
- Reflect on the unit/lesson plan and its implications for future instruction using the data collected from the classroom.

The format of the project includes:
- No more than 10 written pages (*not including* references, unit/lesson plan and supporting documents).
- Part A: Introduction (approx. 2 pages)
    - Describe the students in the class (age range, grave level, language proficiency, language backgrounds, socioeconomic backgrounds, schooling history)
    - Describe the purpose and basic content covered in the class
    - State the factors that you considered when creating your lesson plan (skill development, comprehension, motivation, strategy instruction)
    - Describe how you collaborated with your colleagues and what you learned from them to develop your lesson.
    - Explain how the strategies you chose were relevant to students' needs. Justify your choices using course readings or additional research.
- Part B: Analysis (approx. 3-4 pages)
    - State the instructional goals and student learning objectives. Be sure to include language and content objectives. Justify their selection based on student need and student data.
    - Summarize how you implemented the literacy strategies during the lesson.

- o Describe how the lesson was differentiated for learners and justify the need for this differentiation.
- o Describe students' engagement to your instruction. Did you notice a pattern in terms of how/why/when students were more engaged? What conclusions can you draw based on student interaction and engagement?
- o Describe how well students meet the stated objectives? What evidence did you collect to support this conclusion?
- Part C: Reflection (approx. 3-4 pages)
  - o Describe what you learned about language, literacy and content area instruction for ELL by using these strategies.
  - o Examine the role of collaboration in planning and implementing content area literacy for ELLs.
  - o How ELL teachers can work to improve teaching in the content areas to benefit ELL language and literacy development but in and out of the classroom.
  - o What information do you believe is critical for content area teachers to know about language and literacy development for ELL?
  - o What additional knowledge, training and support do both ELL and content area teachers need to effectively support the literacy development of ELL students?
  - o What policy, procedures or systems need to be in place to support the literacy development of ELL students in schools/divisions? As an advocate for ELL students, how can you work with leadership to bring about these changes?
- Part D: References
- Part E: Appendix
  - o Unit/lesson plan
  - o Supporting evidence (if necessary)

Please be sure to upload this document on Taskstream, no later than December 9

<u>LESSON PLAN FORMAT</u>

Teacher :   Grade:

Content: Timeframe:

Total Number of Students: Number of ELL:

Content objectives:

Language objectives:

Key vocabulary:

Technology Resources:

Standards:

Prior Knowledge:
(Link to prior learning/experiences/ build a shared understanding/ pre-teach key vocabulary)

Texts/Materials used:
(What texts and resources will you use?) Be sure you use APA style to cite all sources.

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

Differentiation:
(What adjustments/modifications will you make to the strategy or within the lesson to meet students' needs or special circumstances?)

Closure/Summarizer?
(How will you end the lesson? You should link this back to the goals and objectives for the lesson.)

Follow-Up:
(How will you reinforce, extend, enhance, or enrich the strategies, skills, concepts of the lesson.)

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

ANALYTIC SCORING RUBRIC—CONTENT LITERACY PROJECT

	Category	TESOL Domain	Score		
			1	2	3
			Approaches Standard	Meets Standard	Exceeds Standard
1	Understand and apply cultural values and beliefs in the context of teaching and learning to develop appropriate unit lesson plan.	2	Candidates note that cultural values have an effect on ELL learning but do not address this effect in content lesson plan.	Candidates plan instruction that reflects their knowledge of students' culture and how it impacts student learning.	Candidates consistently design the unit lesson plan that allows students to share and apply cultural perspectives to meet learning objectives.
2	Engage in collaboration with parents, content-area teachers, resource teachers and other colleagues to design lesson plan	5b	Candidates note the value of collaboration but do not demonstrate meaningful engagement	Candidates collaborate with at least two stakeholders to design lesson plan that integrate language and content learning	Candidates provide evidence of multiple collaboration for planning and teaching the reinforce content-area and language skills throughout the lesson plan
3	Demonstrate knowledge of current language teaching methods and the field of ESL to design effective ELL instruction	5a	Candidates are familiar with different and well-established teaching methodologies but provides limited or no reference to field of ESL	Candidates use their knowledge of the field of ESL to provide effective instruction and make connections between assigned reading and teaching practices	Candidates us their knowledge of the field of ESL, including referencing assigned reading and at least two optional readings, and best practices to make instructional and assessment decisions and design appropriate instruction for students
4	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

	Category	TESOL Domain	Score		
			1	2	3
			Approaches Standard	Meets Standard	Exceeds Standard
5	Provide for instruction that embeds assessment, includes scaffolding and provides reteaching when necessary for students to successfully meet learning objectives	3a	Candidates note the importance of assessments to measure students' degree of mastery of learning objectives but do not use them effectively to continue instruction throughout the plan	Candidates plan lessons that are scaffolded and link students' prior knowledge to newly introduced learning objectives and continually monitor students' progress towards 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
6	Provide a variety of activities and materials that integrate listening, speaking, writing and reading.	3b	Candidates note that integrated learning activities build meaning through practice but offer few opportunities for students to refine their skills	Candidates provide integrated learning activities using authentic sources. Candidates model activities to demonstrate ways students 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.
7	Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content area materials	3b	Candidates note the need for authentic language in ESL and content-area learning but do not incorporate these into the content-area lesson plan	Candidates plan and implement activities, tasks and assignments that develop authentic uses of academic language as students access content-area learning objectives	Candidates design and implement a variety of activities, tasks and assignments that develop authentic uses of academic language as students access content-area learning material. Candidates collaborate with non-ESL classroom teachers to develop these authentic language activities

	Category	TESOL Domain	Score		
			1	2	3
			Approaches Standard	Meets Standard	Exceeds Standard
8	Select materials and other resources that are appropriate to the students' developing language and content-area abilities, including appropriate use of L1	3c	Candidates note differences between content-area materials for ELLs and those for native speakers of English but do not use appropriate materials in the lesson	Candidates incorporate a variety of resources at multiple proficiency levels including selections from or adaptions of materials from content-area texts	Candidates collaborate with non-ESL classroom teachers to develop materials and resources that integrate ESL and content areas. All materials are appropriate, linguistically accessible, and used in both ESL and content instruction
9	Use technological resources (e.g. web, software, computers, and related devices) to enhance language and content-area instruction for ELL	3c	Candidates note the ways in which computers and other technological resources can improve ELL learning but employ them on a limited basis in the lesson plan	Candidates use technology resources to enhance, create and/or adapt instruction to meet ELLs language and content learning needs	Candidates use a variety of technology resources to obtain and create materials that promote language, literacy and content development in English and whenever possible the students' L1. Candidates create new technology tools in collaboration with content-area teachers to enhance ELL instruction.
10	Clearly and professionally communicate detailed self-reflection and analysis of the unit lesson planning process		Candidates did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. More than 6 language errors prevent professional communication	Candidates provide well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching. Three to five errors limit professional communication	Candidates provide well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context. No language errors ensure professional communication.