

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
DIVISION OF ELEMENTARY, LITERACY, MULTICULTURAL AND SECONDARY EDUCATION

EDUC500.644
Teaching Content to English Language Learners:
Effective Strategies to Enhance Curriculum Development and Implementation

3 Graduate credits
Fall/Spring 2013-2014

Mondays 4:15-7:15 PM
September 23, October 7, 21, November 4, 18, December 2, 16,
January 6, 13, 27*, February 10, 24, March 3, 10*, 24
**work session dates*

Ashlawn Elementary School
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COURSE DESCRIPTION:

Participants will receive training in a research-based model for effective language and content instruction for English Language Learners who are enrolled in ESOL/HILT or mainstream classes. Participants will apply and evaluate these best practices with their students. ***There are no prerequisites or co-requisites for this course.***

LEARNER OBJECTIVES:

This course is designed to enable students to:

- identify the critical factors affecting second language acquisition;
- plan and implement lessons based on national, state and local standards for English Language Learners which incorporate features of the SIOP Model;
- evaluate the extent to which features of the SIOP Model are evident in their own teaching;
- utilize the SIOP Checklist to observe peer lessons and provide feedback on the extent to which the features were effectively implemented;
- evaluate the extent to which their participation in this training has affected their students' achievement.

PROFESSIONAL STANDARDS:

National Board for Professional Teaching Standards, Core Propositions

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring students' learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

REQUIRED/RECOMMENDED/SUPPLEMENTAL TEXTS AND/OR READINGS:

Required Text:

Echevarria, J., Vogt, M.E., & Short, D. (2013). *Making Content Comprehensible for English Learners: The SIOP Model, 4th edition*. Boston, MA: Pearson.

Additional required readings to be assigned by course instructors.

Recommended Text:

Vogt, M.E., & Echevarria, J. (2008). *99 Ideas and Activities for Teaching English Learners with the SIOP Model*. Boston, MA: Pearson Allyn and Bacon.

Required and recommended texts are available on Amazon, Barnes and Noble, or Alibris online.

Supplemental Readings:

Community Building

Church, E. (2003). *Building Community in the Classroom*. Retrieved August 12, 2013, from <http://www.scholastic.com/teachers/article/building-community-classroom>

Rance-Roney, J. (2008). Creating Intentional Communities to Support English Language Learners in the Classroom. *English Journal*, 97(5), 17-22.

Zeiger, J. (2013). *Developing a Community of Learners*. Retrieved August 12, 2013, from <http://suite101.com/article/developing-a-community-of-learners-a14692>

Second Language Acquisition:

Aukerman, M. (2007). A culpable CALP: Rethinking the conversational/academic language proficiency distinction in early literacy instruction. *The Reading Teacher*, 60(7), 626-635.

Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. *Journal of Adolescent & Adult Literacy*, 50(7), 528-537.

Carrier, K. & Tatum, A. (2006). Creating sentence walls to help English-language learners develop content literacy. *The Reading Teacher*, 60(3), 285-288.

Clark, B. *First- and Second-Language Acquisition in Early Childhood*. Retrieved May 25, 2012, from <http://ceep.crc.uiuc.edu/pubs/katzsym/clark-b.pdf>

Turkan, S., Bicknell, J., & Croft, A. (2012). *Effective Practices for Developing Literacy Skills of English Language Learners in the English Language Arts Classroom*. Princeton, NJ: ETS. <http://www.ets.org/Media/Research/pdf/RR-12-03.pdf>

Walqui, A. (2000, September). *Contextual factors in second language acquisition*. Retrieved May 25, 2012, from http://www.cal.org/resources/digest/digest_pdfs/0005-contextual-walqui.pdf

White, N. *Four Fundamental Truths for Teaching English to Language Minority Students*. Retrieved August 12, 2013, from <http://www.nassp.org/Content.aspx?topic=Four Fundamental Truths for Teaching English to Language Minority Students>

Introduction to the SIOP and Sheltered Instruction:

Echevarria, J. (1998). *Teaching language minority students in elementary schools* (Research Brief No. 1). Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence. <http://www.cal.org/crede/pdfs/ResBrief1.pdf>

Echevarria, J., & Goldenberg, C. (1999). *Teaching secondary language minority students* (Research Brief No. 4). Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence. <http://www.cal.org/crede/pdfs/ResBrief4.pdf>

Echevarria, J., & Short, D. (1999). *The Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development*. Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence. <http://www.cal.org/resources/digest/sheltered.html>

Hansen-Thomas, E. (2008). Sheltered Instruction: Best Practices for ELLs in the Mainstream. *Kappa Delta Pi Record*, 44(4), 165-169.

Building Background:

Douglas, E. (2006). *Making reading passages comprehensible for English language learners*. Retrieved May 24, 2012, from <http://www.learnnc.org/lp/pages/811>

McCall, J. (2005). *Frontloading for ELL Learners: Building Concepts and Vocabulary Before Reading*. Retrieved May 24, 2012, from http://www.literacyspecialists.com/content/uploads/lessons/frontloading_for_ell_article.pdf

Shanahan, T., Fisher, D., & Frey, N. (2012). The Challenge of Challenging Text. *Educational Leadership*, 69(6), 58-62.

Comprehensible Input:

Reed, B., & Railsback, J. (2003). *Strategies and Resources for Mainstream Teachers of English Language Learners*. Portland, OR: Northwest Regional Educational Laboratory. http://educationnorthwest.org/webfm_send/459

Virginia Department of Education. (2004). *Mathematics: Strategies for Teaching Limited English Proficient (LEP) Students*. Retrieved May 24, 2012, from http://www.doe.virginia.gov/instruction/esl/standards_resources/resources/strategies_teach_math.pdf

What is Comprehensible Input? Retrieved May 25, 2012, from <http://www.teachervision.fen.com/learning-disabilities/bilingual-education/10260.html>

Strategies:

Chamot, A. (2009). *The CALLA handbook: Implementing the cognitive academic language learning approach, 2nd Edition*. White Plains, NY: Addison-Wesley Longman.

Crandall, J., Jaramillo, A., Olsen, L. & Peyton, J. (2002, October). *Using cognitive strategies to develop English language and literacy*. Retrieved May 24, 2012, from http://www.cal.org/resources/digest/digest_pdfs/0205crandall.pdf

Dong, Y. (2006). Learning to Think in English. *The Best of Educational Leadership*, 64, 22-26.

Haggart, H. (2012). Instructional Strategies for ELLs in Mainstream Classrooms. *ASCD Express*, 7(17).

Lombardi, J. (2004). *Practical Ways Brain-based Research Applies to ESL Learners*. Retrieved May 24, 2012, from <http://iteslj.org/Articles/Lombardi-BrainResearch.html>

McKeown, R., & Gentilucci, J. (2007). Think-Aloud Strategy: Metacognitive development and monitoring comprehension in the middle school second-language classroom. *Journal of Adolescent & Adult Literacy*, 51(12), 136-147.

Interaction:

Mohr, K. & Mohr, E. (2007, February). Extending English-Language Learners' Classroom Interactions Using the Response Protocol. *The Reading Teacher*, 60(5), 440-450.

McKay, S. & Schaezel, K. (2008, July). *Facilitating Adult Learner Interactions to Build Listening and Speaking Skills*. Retrieved May 25, 2012, from <http://www.cal.org/caelanetwork/pdfs/LearnerInteractionsFinalWeb.pdf>

Practice/Application:

Oxford, R. (2001, September). *Integrated Skills in the ESL/EFL Classroom*. Retrieved May 24, 2012, from http://www.cal.org/resources/digest/digest_pdfs/0105-oxford.pdf

Lesson Delivery:

Padron, Y., Waxman, H., & Rivera, H. (2002). *Educating Hispanic students: Effective instructional practices* (Practitioner Brief No. 5). Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence. <http://www.cal.org/crede/pdfs/PracBrief5.pdf>

Stahl, R. (1994). *Using “think-time” and “wait-time” skillfully in the classroom*. Retrieved May 24, 2012, from <http://www.eric.ed.gov/PDFS/ED370885.pdf>

Review/Assessment

Chapuis, J., & Chapuis, S. (2007/2008, December/January). The Best Value in Formative Assessment. *Educational Leadership*, 65(4), 14-19.

Gomez, E. (2000). *Assessment portfolios: Including English language learners in large-scale assessments* (Digest EDO-FL-00-10). Washington, DC: ERIC Clearinghouse on Languages and Linguistics. http://www.cal.org/resources/digest/digest_pdfs/0010-gomez-assess.pdf

Lenski, S., Ehlers-Zavala, F., Daniel, M., & Sun-Irmingier, X. (2006, September). Assessing English-language learners in mainstream classrooms. *The Reading Teacher*. 60(1), 24-34.

COURSE REQUIREMENTS:

Assignment Descriptions:

1) **Blackboard discussion prompts** are assigned as formative assessments as well as opportunities to dialogue with your colleagues. ***Content of the Blackboard entries should be directly linked to class discussions, and related to course readings and the participant’s teaching practice.*** These will be guided by a prompt provided by the instructors.

2) **Teach It to Us:** Participants are to select a teaching practice, activity or technique for activating prior knowledge, or for teaching or reinforcing oral language development, that you are already using (or have observed).

Written Component - In a 1- to 2-page paper include the following:

- a summary of the technique
- a brief description of the students
- an explanation of how you differentiated for different levels of language proficiency and/or abilities
- any other information you would like to include, such as how you learned about the strategy

Come prepared to explain your activity, and demonstrate if possible, to a small group. (*Handouts for the class are optional.*) **Due: October 21, 2013**

3) **Case Study:** A case study is an in-depth study of something or someone. Your assignment is to choose two ELLs from your classes that you would like to know more about in order to better meet their needs. Carefully review their ESL information in their ESL files. Assess their progress in English language development, making specific reference to Cummins’ model and “contextual factors” (*factors that affect students’ learning*) as discussed in class and in the readings. Your paper should be a minimum of two pages and a maximum of four pages. **Due: November 4, 2013**

- 4) **Group Lesson Plan Design and Presentation:** (completed as an in-class assignment)
Participants will work in small grade-level groups to collaboratively design a lesson plan in the SIOP format. (Instructors will provide the template.) You will not be expected to teach this lesson. Each group will have up to 10 minutes to present highlights of the lesson to the class. (Only 1 copy of each plan will be submitted to the instructors. Handouts for the class are optional.) **Due: February 10, 2014**
- 5) **Article Review:** Participants select an article (or one of the assigned/suggested supplemental readings) related to course content and write a 1- to 2-page review briefly summarizing the key content of the article and indicating:
- what you learned
 - what information from the article validates your current instructional practices
 - what surprises or is new to you
 - how you can use the information in your teaching situation.
- Due: March 3, 2014**
- 6) **Final Lesson Plan and Reflection:**
- Write a lesson plan in the SIOP format incorporating all eight components.
 - Teach the lesson. (If the lesson is a multi-session lesson, then teach one session. In your reflection, you'll need to include what came before and what will come after this session—i.e., tell how this session fits within the complete lesson.) Have a peer observe you, using the SIOP checklist, for 45 minutes or longer. The observer should include his/her annotated notes on the checklist.
 - Write a 2-3 page reflection of the lesson. Include in your reflection: an analysis of the lesson's implementation, comments from the observer, and a self-assessment as evidence of learning in this course. That is to say, what are some things you did in this final lesson which demonstrates your growth as an educator? What affect has the SIOP training in this course had on your thinking and teaching?
 - Your partner's annotated SIOP checklist of your lesson must be included in this final packet. **Due: March 24, 2014**

Other Expectations:

- **Attendance and Class Participation:** Both are required at all sessions, as the course relies heavily on peer collaboration and instructor modeling of the course content during each session. The course format emphasizes group work and discussions; *therefore regular attendance, active participation and timely completion of all assignments are expected and required of all participants.*
- **Peer Review/Collaboration:** Participants will be required to work collaboratively with a colleague outside of class to develop lesson plans, observe live or videotaped lessons, and evaluate the lessons' effectiveness.

Grade Percentages:

- Class participation to include regular attendance and active engagement in cooperative Activities: 15%
- Blackboard Reflection Entries (10 total)15%
- Article Review: 5%
- Case Study: 15%
- Teach It to Us Summary: 5%
- Group Lesson Plan Design & Presentation: 20%
- Final Lesson Plan, SIOP Checklist and Reflection: 25%

GMU GRADING SCALE:

A = 94-100

A- = 90-93

B+ = 84-89

B = 80-83

C = 70-79

F = <70

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/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

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 [See <http://gse.gmu.edu/>].

~ GMU Course Withdrawal Deadline: Inform GMU through your course instructors of course withdrawal before Monday, October 21. ~

SUMMARY OF COURSE SESSION TOPICS, READINGS, & ASSIGNMENTS

Session # & Date	Session Topic(s)	Readings and Assignments <u>Due at NEXT Session</u> (unless otherwise noted)
#1 – 9/23	<ul style="list-style-type: none"> - Introduction to Course - Building Learning Community - Review of Syllabus & Course Expectations - Course Registration & Completion of Forms - Review of GMU Course Withdrawal & Attendance policies 	<ul style="list-style-type: none"> - Read the articles, “Whose Student is She?” by Dr. Elizabeth Varela found at: http://www.tolerance.org/magazine/number-37-spring-2010/whose-student-she and “A Community of Learners” by Bob Lenz found at: http://www.edutopia.org/envision-schools-learning-community-respect - Blackboard Reflection #1 (Topic: Building Learning Community) - Bring personal artifact for museum activity. - Purchase SIOP Textbook.
#2 - 10/7	<u>Language Development</u> <ul style="list-style-type: none"> - Introduce Case Study assignment <i>(Blackboard Reflection #1 completed)</i>	<ul style="list-style-type: none"> - Teach It to Us Summary - Read Echevarria Ch. 1 (Intro to SIOP) & Ch. 2 (Lesson Preparation). - Respond to a colleague’s Blackboard Reflection #1 entry. - Begin Case Study
#3 - 10/21	<u>Lesson Preparation</u> <i>(Hand in Teach It to Us Summary to instructors.)</i> <i>(Response to a colleague’s Blackboard Reflection #1 entry completed)</i> <i>(You should have begun working on your case study.)</i>	<ul style="list-style-type: none"> - Finish Case Study - Read Echevarria Ch. 3 (Building Background). - Read one of the Supplemental Reading articles regarding Building Background.
#4 – 11/4	<u>Building Background</u> <i>(Hand in Case Study to instructors.)</i>	<ul style="list-style-type: none"> - Blackboard Reflection #2 (Topic: Building Background)
#5 - 11/18	<u>Guest Presentation – C. Bliese from Population Connection</u> <i>(Blackboard Reflection #2 completed)</i>	<ul style="list-style-type: none"> - Blackboard Reflection #3 (Topic: Population Connection). - Read Echevarria Ch. 4 (Comprehensible Input). - Read one of the Supplemental Reading articles regarding Comprehensible Input.
#6 – 12/2	<u>Comprehensible Input</u> <i>(Blackboard Reflection #3 completed)</i>	<ul style="list-style-type: none"> - Respond to a colleague’s Blackboard Reflection #2 or #3 entry. - Blackboard Reflection #4 (Topic: Comprehensible Input) - Read Echevarria Ch. 5 (Strategies). - Read one of the Supplemental Reading articles regarding Strategies.
#7 - 12/16	<u>Strategies</u> <ul style="list-style-type: none"> - Form Group Lesson Plan groups. <i>(Response to a colleague’s Blackboard Reflection #2 or #3 entry completed)</i> <i>(Blackboard Reflection #4 completed)</i>	<ul style="list-style-type: none"> - Blackboard Reflection #5 (Topic: Strategies) - Read Echevarria Ch. 6 (Interaction). - Read one of the Supplemental Reading articles regarding Interaction. - Bring ideas for Group Lesson Plan.
#8 – 1/6	<u>Interaction</u> <ul style="list-style-type: none"> - Work in Group Lesson Plan teams. <i>(Blackboard Reflection #5 completed)</i>	<ul style="list-style-type: none"> - Blackboard Reflection #6 (Topic: Interaction) - Read Echevarria Ch. 7 (Practice/Application). - Read the Supplemental Reading article regarding Practice/Application. - Bring materials to work on Group Lesson Plan.
#9 - 1/13	<u>Practice/Application</u> <ul style="list-style-type: none"> - Work in Group Lesson Plan teams <i>(Blackboard Reflection #6 completed)</i>	<ul style="list-style-type: none"> - Respond to a colleague’s Blackboard Reflection #4, #5 or #6 entry. - Catch up on coursework.
#10 - 1/27	<i>*Work Session: Work with teammates to finalize group lesson plans. Groups may meet at Randolph or another place of their own choosing. Instructors will be available to assist and answer questions.</i> <i>(Email any outstanding assignments to instructors.)</i>	<ul style="list-style-type: none"> - Read Echevarria Ch. 8 (Lesson Delivery). - Read one of the Supplemental Reading articles regarding Lesson Delivery. - Be prepared to present Group Lesson Plan.
#11 – 2/10	<u>Lesson Delivery</u> <u>Carousel of Teaching/Learning: Group Plan Presentations.</u> <i>(Hand in Group Plan to instructors.)</i>	<ul style="list-style-type: none"> - Blackboard Reflection #7 (Topic: Lesson Delivery) - Read Echevarria Ch. 9 (Review & Assessment). - Read one of the Supplemental Reading articles regarding Review and Assessment.
#12 - 2/24	<u>Review and Assessment</u> <i>(Blackboard Reflection #7 completed)</i>	<ul style="list-style-type: none"> - Article Review
#13 – 3/3	<u>Review of SIOP components</u> <i>(Hand in Article Review to instructors.)</i>	<ul style="list-style-type: none"> - Work on components of Final Lesson Plan.
#14 – 3/10	<i>*Work Session: Instructors will be available to assist and answer questions.</i>	<ul style="list-style-type: none"> - Work on components of Final Lesson Plan.
#15 - 3/24	<u>Wrap Up/ Final Lesson Plan Presentations</u> <i>(Hand in Final Lesson Plan to instructors.)</i>	<ul style="list-style-type: none"> - All done! Enjoy your new knowledge and skills. ☺

INDIVIDUAL ASSIGNMENTS' RUBRICS
(Descriptors for Individual Assignments)

	Does not meet standards 1	Approaches meeting standards 2	Meets standards 3	Exceeds standards 4
Attendance, Course Participation & Peer Collaboration 15%	<ul style="list-style-type: none"> • Missed three or more class sessions. • Few contributions to class discussions. • Little or no evidence of peer collaboration outside of class. 	<ul style="list-style-type: none"> • Missed three class sessions. • Contributed occasionally to whole class and small group discussions. • Some evidence from class participation and written work of collaboration with a partner outside of class. 	<ul style="list-style-type: none"> • Missed two class sessions. • Contributed thoughtfully to whole class and small group discussions. • Clear evidence from class participation and written work of productive collaboration with a partner outside of class. 	<ul style="list-style-type: none"> • Missed none or only one class session. • Contributed regularly and thoughtfully to whole class and small group discussions. • Clear and consistent evidence from class participation and written work of meaningful and productive collaboration with a partner outside of class
• Blackboard Reflection Entries 15%	<ul style="list-style-type: none"> • More than three entries not posted; others may be late. • Little or no evidence of analysis and reflection on concepts presented in class or lessons taught and/or observed. 	<ul style="list-style-type: none"> • One to three entries not posted; others may be late. • Some evidence of analysis and reflection on concepts presented in class and lessons taught and/or observed. Few direct references to class discussions, readings or own teaching practice. 	<ul style="list-style-type: none"> • All entries posted but some may be late. • Clear evidence of thoughtful analysis and reflection on concepts presented in class and lessons taught and/or observed, with several references to class discussions, readings or own teaching practice. 	<ul style="list-style-type: none"> • All entries posted on time. • Clear and consistent evidence of thoughtful analysis and reflection on concepts presented in class and lessons taught and/or observed, with specific and tightly related references to class discussions, readings and own teaching practice.
Written Work: • Article Review 5% • Case Study 15% • Teach It to Us Summary 5%	<ul style="list-style-type: none"> • More than three assignments not completed; others may be late. • Less than 1/2 required length. • Little or no evidence of analysis and reflection on concepts presented in class or lessons taught and/or observed. 	<ul style="list-style-type: none"> • One to three assignments not completed; others may be late. • 1/2 required length • Some evidence of analysis and reflection on concepts presented in class and lessons taught and/or observed. Few direct references to class discussions, readings or own teaching practice. 	<ul style="list-style-type: none"> • All written assignments completed but some may be late. • 3/4 required length • Clear evidence of thoughtful analysis and reflection on concepts presented in class and lessons taught and/or observed, with several references to class discussions, readings or own teaching practice. 	<ul style="list-style-type: none"> • All written assignments completed and turned in on time. • Required length • Clear and consistent evidence of thoughtful analysis and reflection on concepts presented in class and lessons taught and/or observed, with specific and tightly related references to class discussions, readings and own teaching practice.

	Does not meet standards 1	Approaches meeting standards 2	Meets standards 3	Exceeds standards 4
Group Lesson Plan Design and Presentation 20%	<ul style="list-style-type: none"> • Lesson turned in late. • Does not follow the SIOP format. • Lesson includes few or no elements of the SIOP. • Presentation to the class is incomplete. • Minimal or no evidence of collaboration. 	<ul style="list-style-type: none"> • Lesson turned in on time. • Lesson attempts to follow the SIOP format. • Lesson includes some elements of the SIOP. • Presentation to the class is incomplete. • Little evidence of collaboration. 	<ul style="list-style-type: none"> • Lesson turned in on time. • Lesson generally follows the SIOP format. • Lesson includes most elements of the SIOP, with the ones taught in class so far explained fairly well. • Presentation to the class is mostly complete. • Some evidence of collaboration. 	<ul style="list-style-type: none"> • Lesson turned in on time. • Lesson closely follows the SIOP lesson plan format. • Lesson includes all components of the SIOP, with the ones taught in class so far clearly and thoroughly explained. • Presentation to the class is thorough and complete. • Strong evidence of collaboration.
Final Lesson Plan (including SIOP Checklist and Reflection Paper) 25%	<ul style="list-style-type: none"> • Lesson turned in late. • Does not follow the SIOP format. • Lesson includes few or no elements of the SIOP. • Reflection shows little or no evidence of analysis or understanding of the concepts and practices of the course. 	<ul style="list-style-type: none"> • Lesson turned in on time. • Lesson attempts to follow the SIOP format. • Lesson includes some elements of the SIOP. • Reflection provides minimal analysis of the lesson. • Lesson and reflection show limited evidence of understanding of the concepts and practices of the course. • Presentation to the class is incomplete. 	<ul style="list-style-type: none"> • Lesson turned in on time. • Lesson generally follows the SIOP plan, generally. • Lesson includes most elements of the SIOP, explained fairly well. • Reflection provides analysis of the lesson. • Lesson and reflection together show clear evidence of understanding of the concepts and practices of the course. • Presentation is complete. 	<ul style="list-style-type: none"> • Lesson turned in on time. • Lesson closely follows the SIOP lesson plan format. • Lesson includes all elements of the SIOP, clearly and thoroughly explained. • Reflection provides thorough analysis of the lesson with numerous specific references to the lesson and its implementation. • Lesson and reflection together show clear and consistent evidence of knowledge and understanding of the concepts and practices taught in the course. • Presentation to the class is thorough and complete.

**COURSE FINAL GRADE
ASSESSMENT RUBRIC**

Name _____

Date _____

Criteria	Does not meet standards 1	Approaches meeting standards 2	Meets standards 3	Exceeds standards 4	Score
Attendance, Course Participation & Peer Collaboration 15%					
Blackboard Reflection Entries 15%					
Article Review 5%					
Case Study 15%					
Teach It to Us Summary 5%					
Group Lesson Plan Design and Presentation 20%					
Final Lesson Plan (including SIOP Checklist and Reflection Paper) 25%					
Final Grade					

Comments: