GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROFESSIONAL DEVELOPMENT STUDIES

EDUC 501: Working with English Language Learners (WELL)
Fairfax County Academy AC-1794
3 Credits, Spring 2014
January 29, 2014 – April 30, 2014 (Plus Observation Field Experiences)   Lee High School Room 241

Instructor:

Andrea Lindemann
ESOL Classroom Teacher
Robert E. Lee High School
awlindemann@fcps.edu
703-924-8549

Teaching Assistant:
Claudia DeBose
ESOL Teacher and Department Chair
Liberty Middle School
cddebose@fcps.edu
703-988-8171

COURSE DESCRIPTION

The purpose of this course is to provide educators with critical background information on the second language acquisition and acculturation processes. Research will be discussed as it relates to effective instruction and assessment for English Learners. Participants will look at how these ideas are translated into classroom practice in an effort to deliver appropriate grade-level instruction. Participants will also develop an understanding of the unique challenges faced by students who have twice exceptional needs.

LEARNER OUTCOMES and COURSE OBJECTIVES

Successful course completion will result in student attainment of the following:

1. Knowledge of second language acquisition and learning to include psychological and socio-cultural factors.

2. Knowledge of culture's profound influence on the perceptions, feelings, and actions of people and how instruction developed through the lens of multiculturalism empowers students from diverse backgrounds as it promotes community building and an acceptance of diversity.

3. Understanding of current research on delivery of instruction and assessment of English Learners.

4. Knowledge of the unique characteristics of twice exceptional English Learners and how to effectively address their specific socio-emotional and cognitive needs.

5. Ability to reflect on complex issues and concerns that impact English Learners and their families.

COURSE MATERIALS

Diaz-Rico, Lynne (2007 or 2011). *A Course for Teaching English Learners.* Boston: Allyn and Bacon.

Additional professional readings provided by instructor.

COURSE DELIVERY

In an effort to maximize the individual learning potential of each participant, the course will include some combination of the following learning activities, and others, to address the objectives of the course:

- Lecture supplemented with visual and/or concrete aids
- Cooperative learning structures emphasizing both individual and group participation
- Article and textbook readings
- Interactive discussions, thought questions, personal response and reflection blogs
- ESOL Classroom Observations

FCPS 24/7 Learning (Blackboard)

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

COURSE EXPECTATIONS

Attendance and participation: Students are expected to (a) attend all classes during the course (b) be actively involved in on-line discussions by providing thoughtful and reflective writing (c) arrive on time and stay for the duration of class time. Lack of attendance and professional participation at all sessions (online and in class) will significantly diminish the impact of the course and interfere with creating a collaborative learning community. As such, absences from any portion of the course are strongly discouraged. Participants cannot miss more than two classes in order to pass/receive credit for the course. This is a policy of both George Mason University and the FCPS Academy.

Laptop policy: Participants are expected not to use laptops, cell phones, or other devices during class time. Though there may be class activities that call for use of devices, participants may not check email, text, etc. unless directed to do so by the instructors. We understand that emergencies arise and that it may be necessary to keep a device close by, but we ask that you not actively use them during class.

Withdraw: If you are unable to meet the participation requirements of the course(s) it is strongly recommended that you drop the course at the beginning of the semester. Withdrawing from the course is not an automatic process.   The official procedure for dropping a University Course can be found on page 15 of the Spring 2013 Academy Course Catalog. In addition, you must notify the instructors prior to the date specified in the Academy Catalog so that we can contact GMU.   Withdrawing after the deadline will result in an "F" on your official George Mason University transcript. In addition, you will be charged the cost of the tuition, as outlined in the Academy Course Catalog.

COURSE ASSIGNMENTS

Case Study, Part A (20%):
Participants will identify and monitor an English Learner throughout the duration of the course. For Part A of this assignment, participants will collect and analyze relevant data including but not limited to WIDA ACCESS for ELLs score report, assessment performance, and grades to complete a case study of the English Learner. Using the data gathered, participants will create an intervention or enrichment plan that includes specific strategies learned or modeled throughout the course.

Case Study, Part B (20%):
After implementing the intervention or enrichment plan created in Part A, participants will monitor the student's progress and then reflect upon the impact of the plan on the English Learner and the impact of the case study on the participant's instructional practices.

Blog Posts (10%):
Participants will write a reflection and respond to their colleagues through online posts. Responses should go beyond summarizing and should demonstrate an ability to synthesize, internalize, and apply concepts from the reading and our class to their teaching practice and their own classroom. Expected length of each posting: 1-2 paragraphs

2 Classroom Observation Reflections (15% each for a total of 30%):
Participants will observe a sheltered or team-taught ESOL class using the Classroom Observation Checklist and write a 2-page reflection that synthesizes their understanding of appropriate scaffolds and differentiation for English Learners. The reflection should include a summary of the observation as well as how it impacted the participant's own instructional growth. The observation reflection should include remarks on the integration of language and content as well as a description of techniques and strategies that support language development in each of the four domains: reading, writing, speaking and listening.

Lesson Plan (20%):
Participants will design and present a differentiated LEARN lesson plan that addresses the unique cultural, academic and language development needs of English Learners. The lesson must include strategies and practices that were introduced, discussed or experienced throughout the course. In addition to the lesson plan, a 2-page reflection analyzing the impact of the strategies on English Learner achievement must be included.

EVALUATION:
This course will measure student's progress according to how he or she is performing on expected outcomes of the assignments listed in the syllabus. Evidence of achievement will be determined by instructors.

Rubric measures will be used for individual assignments.

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

GRADING CRITERIA

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

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

Final Grade Scale	
4.0	A+
3.8 – 3.9	A
3.4 – 3.7	A-
3.1 – 3.3	B+
2.4 – 3.0	B
1.4 – 2.3	C
1.3 or below	F

An Incomplete grade is given only for emergency, non-academic circumstances. Please see instructors for further information if necessary.

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines for 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 student's 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 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.ed/values/.

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

PROPOSED CLASS SCHEDULE:

Class Meeting	Topic	Required Readings (to be completed by date listed)	Assignments Due on this Date
January 29	Fairfax County ESOL Services • Secondary ESOL Services and LEP Accommodations • WIDA English Language Proficiency Standards • Chapter 4-Programs for English Learners		
February 5	Second Language Acquisition • Theories & Models • BICS/CALP Assessing English Language Proficiency with WIDA Scaffolding Instruction for ELs: Building Background Knowledge	*A Course for Teaching ELs Ch. 2 (both books)*	**Blog #1:** **LEP students and services at my school**

February 12	Vocabulary Instruction for ELs Scaffolding Instruction for ELs: Vocabulary Strategies	Reading posted on FCPS 24/7 Video: Scarcella on Ac. Language	**Blog #2:** **Vocabulary Instruction in my classroom**
February 19	Academic Vocabulary and Unwrapping the Standards • Unwrapping the Standards • Identifying Language & Content Objectives Scaffolding Instruction for ELs: ELs in the Content Areas	*A Course for Teaching ELs (Blue Book):* *Chapter 5: 162-174* *(Yellow Book)* *Chapter 5: 149-167*	Try 1 new strategy and come prepared to share how it went **Observation #1 Due**
February 26	Instructional Planning for English Learners • LEARN Model • Integrating the four domains	*A Course for Teaching ELs* (Blue Book): Chapter 5: 175-190, Ch. 7 (Yellow Book): Chapter 5: 168-208	Try 1 new strategy and come prepared to share how it went Bring a lesson to class for an activity **Case Study Part A**
March 5	The Reading Connection • Textbook Analysis • Leveled Texts • Databases and Technologies for assisting ELs Scaffolding Instruction for ELs: Reading Strategies for ELs	Reading posted on FCPS 24/7	Try 1 new strategy and come prepared to share how it went **Blog #3:** **Review an FCPS 24/7 Lesson**
March 12	The Writing Connection • WIDA Writing tasks • Writing in the Content Areas Scaffolding Instruction for ELs: Writing Strategies for ELs	Reading posted on FCPS 24/7	Try 1 new strategy and come prepared to share how it went **Observation #2 Due**
March 19	Assessment for English Learners • Formative & Summative • ELP Assessments • Accommodations & Modifications Scaffolding Instruction for ELs: ESOL Student-Friendly Assessments	*A Course for Teaching English Learners* Ch. 3 (both books)	Try 1 new strategy and come prepared to share how it went Bring 2 assessments you use in your classroom for an activity in class

March 26	Building an Inclusive School Community: Parent Panel Scaffolding Instruction for ELs	*A Course for Teaching English Learners* Ch. 9 (both books)	**Lesson Plan Due** Come prepared to share about your Lesson Plan
April 2	Culturally Responsive Classrooms Video: *Teens In Between* Scaffolding Instruction for ELs	*A Course for Teaching English Learners* Ch. 8 (both books) Culturegrams	Try 1 new strategy and come prepared to share how it went **Blog #4: Culturegrams**
April 9	Bridging the Home-School Divide Social Issues and ELs • Homelessness	Reading posted on FCPS 24/7	Try 1 new strategy and come prepared to share how it went
No class meeting: Spring break			
April 23	Responsive Instruction • Dual-Identified Students • Itinerant ESOL Services		**Case Study Part B**
April 30	Case Studies and Wrap Up		

Case Study	
Part A	
Components	**Comments**

English Learner Profile
 	
● Identify student name (pseudonym)
● Identify English language proficiency (ELP) based on WIDA ACCESS Score Report in four domains on a 6.0 scale
    ○ Reading
    ○ Writing
    ○ Listening
    ○ Speaking
    ○ Literacy
    ○ Composite
● Analysis of the WIDA ACCESS Score Report – students strengths and areas for growth
● Analysis of progress by looking at graphs in EL Data Portfolio
● Identify cultural and educational background, including home language literacy, academic experiences (e.g. interrupted education), length of time in US Schools, number of LEP semesters
● Conversation with student to learn about his/her educational and cultural background
● Past performance on Standards of Learning Assessment
● Classroom performance, including interim grades	

Intervention or Enrichment Plan ● Identified area for growth ● Describe at least two specific strategies from this course to promote student progress – Explain how these strategies meet the specific need of the student ● Describe how the student's language needs are met	
Part B	
Progress Monitoring ● After implementing your intervention or enrichment plan from Part A, report observations of student in the class setting as related to language development, cultural background and content learning ● Based on observations, identify student needs to access and make progress in course content. ● What challenges does the student still face? What gains has the student made?	
Reflection ● How has the case study impacted your instructional practice?	
Holistic Rubric Score	4 3 2 1 0
Comments:	

Classroom Observation Reflection #1	
Components	**Comments**
Observe a Sheltered ESOL or Team Taught ESOL Class	
2 Page Reflection & Synthesis ● Summary of Lesson Observed ● Identify Language and Content Objective – was the objective clear? ● Describe techniques and strategies that support language development in the four domains: Reading, Writing, Speaking & Listening ● Describe any evidence of a culturally responsive classroom & classroom community ● Reflect on how observation has impacted your instructional practice	
Holistic Rubric Score	4 3 2 1 0
Comments:	

Classroom Observation Reflection #2	
Components	**Comments**
Observe a Sheltered ESOL or Team Taught ESOL Class	
2 Page Reflection & Synthesis ● Summary of Lesson Observed ● Identify Language and Content Objective – was the objective clear? ● Describe techniques and strategies that support language development in the four domains: Reading, Writing, Speaking & Listening ● Describe any evidence of a culturally responsive classroom & classroom community ● Reflect on how observation has impacted your instructional practice ● How has your understanding of working with English Learners changed since your first observation?	
Holistic Rubric Score	4 3 2 1 0
Comments:	

Classroom Observation Checklist

Lesson Planning	● Understand the learning targets ● Use academic language	● Provides clear learning targets ● Clearly targets student learning needs ● Purposefully incorporates academic language	
Universal Supports	● Use high-yield strategies (similarities & differences, summarizing, note taking, nonlinguistic representations, etc.) ● Are appropriately challenged ● Set goals and track progress ● Are engaged ● Ask questions ● Assist peers ● Work cooperatively in an effective manner ● Engage in conversations related to content	● Uses wait-time effectively ● Uses high-yield strategies ● Activates and/or builds background knowledge ● Checks for understanding ● Asks spiraling questions (including high level analysis and synthesis questions) ● Provides appropriate feedback to students throughout sequence of instruction ● Provides appropriate challenge for students (varies by student) ● Provides engagement structures that provide all students an opportunity to talk and process their learning	
Differentiated Instruction	● Used tiered or differentiated assignments ● Work in flexible groups ● Implement individualized strategies ● Uses multiple learning styles during lesson	● Provides tiered or differentiated (process, content or product) assignments ● Uses flexible grouping ● Establishes learner-centered environment ● Provides instruction through varied modes (visual, auditory, kinesthetic)	

Lesson Plan & Reflection Rubric	
Components	**Comments**

Lesson Plan
 	
• LEARN Model
• Includes both Academic Language Objectives
• Includes Standards-Aligned Content Objectives
• Lesson shows evidence of practice in the four domains
    ○ Reading
    ○ Writing
    ○ Listening
    ○ Speaking
• Lesson demonstrates a gradual release of responsibility with teacher modeling, paired practice and individual student work.
• Lesson shows evidence of scaffolds & adapted materials – explain how scaffolds and materials are appropriate for ELs	

Lesson Implementation • Implement lesson – you may invite a peer to observe, but it isn't necessary	
2 Page Lesson Rationale & Reflection • Evaluation of effectiveness of lesson & delivery -- What were some challenges or successes you had in delivering the lesson? • Describe at least two specific strategies to promote English Learners' progress – Explain how these strategies meet the specific need of English Learners • Describe the impact of what you have learned in this course on your planning and teaching?	
Holistic Rubric Score	**4 3 2** **1 0**
Comments:	

Lesson Topic:

Standard:

Content Objective:

Language Objectives:
- **Listening:**
- **Reading:**
- **Writing:**
- **Speaking:**

Academic Language Focus:

Link

Activate background knowledge: Type your procedure here

Engage and Explain

Direct Instruction, Teacher Modeling, and Student Practice: Type your procedure here

Active Learning

Differentiated Student Practice: Type your procedure here. Active Learning may include 1-3 different activities.

Reflect

 An opportunity for students to reflect on their learning: Type your procedure here.

Now and Then

Make Connections to future learning & cross curricular connections: Type your procedure here.

Resources
A list of the materials you will use in your lesson.