

**George Mason University
Graduate School of Education
FAST TRAIN**

College of EDUCATION HUMAN DEVELOPMENT 



Promoting Learning Development Across the Lifespan

**EDRD 610.6F9: CONTENT LITERACY FOR ENGLISH LANGUAGE LEARNERS PK-12
[CRN: 21747] –CREDIT HOURS: 3.0
SPRING 2014: JANUARY 21ST – MAY 6TH**

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COURSE DESCRIPTION

Focus on research-based instruction for teaching reading and writing in the content areas. Emphasizes similarities and differences between reading and writing in two or more languages, vocabulary development, reading fluency, and strategies for text comprehension.

Prerequisite(s): EDRD 525 or Permission of Instructor.

COURSE LEARNING OUTCOMES AND OBJECTIVES

Students completing EDRD 610 will be able to:

Identify language and literacy skills critical for ELL/LMS success in the content areas.

Plan and execute literacy activities across a range of content areas for ELL/LMS.

Apply first and second language acquisition theory and praxis to developing literacy, especially reading /writing, for older ELL/LMS in the content areas.

Utilize current theory and praxis in literacy and bi-literacy to analyze resources and materials for teaching middle school/secondary ELL/LMS in the content areas.

Analyze research from newer perspectives concerning implications for teachers of older children and youth from culturally diverse and second language backgrounds.

Use scaffolding approaches to teach pre-reading, during-reading, and post-reading and writing strategies.

Model for students reading and writing strategies appropriate to various learning tasks in content area subject matter.

Develop performance-based assessment activities in determining the content instruction for ELL/LMS.

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 ASSOCIATION STANDARDS and OBJECTIVES ADDRESSED IN THIS COURSE

Objectives and activities for this course will help teachers meet or exceed standards established by the:

Teachers of English to Speakers of Other Languages (TESOL)

National Council for Accreditation of Teacher Education (NCATE)

State of Virginia Standards of Learning for English Proficiency and English Standards of Learning.

TESOL Professional Standards for ESL PK-12 Licensure (visit www.tesol.org)

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
 Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students’ families, serve as community resources, and advocate for ELLs.

Relationship to Professional Organizations

EDRD 610 primarily addresses the following standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the International Society for Technology in Education (ISTE). EDRD 610 also addresses the following Core Values from the College of Education and Human Development. Visit the appropriate links for complete descriptions and examples of each standard and/or value.

INTASC	ITSE	Core Values
Standard #1 Learner Development	Standard #1 Facilitate & Inspire Student Learning and Creativity	Value # 1 Collaboration
Standard #2 Learning Differences	Standard #2 Design & Develop Digital-Age Learning Experiences & Assessments	Value #4 Research Based Practice
Standard #4 Content Knowledge	Standard #3 Model Digital-Age Work and Learning	Value #5 Social Justice
Standard #5 Application of Content	Standard #4 Promote & Model Digital Citizenship & Responsibility	
Standard #6 Assessment	Standard #5 Engage in Professional Growth & Leadership	
Standard #9 Professional Learning and Ethical Practice		
http://www.ccsso.org/intasc	http://www.iste.org/standards	http://cehd.gmu.edu/values/

State of Virginia English Standards of Learning

3.3, 3.4, 3.5, and 3.6; 4.3, 4.4, 4.5, and 4.6; 5.4, 5.5, 5.6 and 5.7
 6.3, 6.4 and 6.5; 7.4, 7.5, 7.6, and 7.7; 8.4, 8.5, and 8.6; 9.3, and 9.4
 10.3, 11.3, 11.4, 12.4, and 12.6

State of Virginia English Language Proficiency Standards of Learning

LEP 3.1, 3.4, LEP 3.5, LEP 3.6, LEP 3.7, LEP 3.8, LEP 3.9, and LEP 3.10
 LEP 4.3, LEP 4.4, LEP 4.5, LEP 4.6, LEP 4.8, and LEP 4.9

REQUIRED TEXTS

Dale, L. & Tanner, R. (2012). *CLIL activities with CD-ROM: A resource for subject and language teachers*. Cambridge Handbooks for Language Teachers. Cambridge University Press

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.). *Teaching content reading and writing.* Hoboken, NJ: John Wiley & Sons

RECOMMENDED TEXTS

Altieri, J. (2011). *Content counts! Developing disciplinary literacy skills, K-6.* International Reading Association

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

Bentley, K. (2010). *The TKT course CLIL module.* Cambridge University Press

Coyle, D. (2010). *CLIL: Content and language integrated learning.* (Kindle Edition).
ASIN: B003VS0CM4

Deller, S. & Price, C. (2007). *Teaching other subjects through English (resource books for teachers).* Oxford University Press, USA

Fisher, D. & Frey, N. (2011). *Improving adolescent literacy: Content area strategies at work* (3rd ed.). Pearson

Fu, Danling. (2009). *Writing between languages: How English Language Learners make the transition to fluency, grades 4-12.* Portsmouth, NH: Heinemann

Readence, J., Bean, T.W., & Baldwin, R.S. (2012). *Content area literacy: An integrated approach* (10th ed.). Kendall Hunt Publishing

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

Swinney, R. & Velasco, P. (2011). *Connecting content and academic language for English learners and struggling students, grades 2-6.* Corwin

COURSE DELIVERY

EDRD 610 uses a seminar format on its face-to-face classes, which means the course is highly participative and requires candidates to take a more active role in the presentation of materials. Accordingly, attendance and participation are extremely important. Some classes may consist of an online module or materials and resources posted for review or activities to be completed on line. All instructions for these assignments and readings will be posted on

Blackboard.

EDRD 610 uses the *Blackboard 9.1™* web-based course management system for online modules, assignments, materials, and resources, and for posting the syllabus, rubrics, presentations, readings, videos, and other updates. Candidates are encouraged to visit the course's Bb website frequently to review the most current information and to keep up with any news, announcements and messages related to this course at <https://mymasonportal.gmu.edu>

Overall course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles and include:

Presentations (assisted by Power Point and other Visuals/technology)

Discussions (active involvement of candidates in learning by asking questions that provoke critical, reflective and metacognitive thinking)

Cooperative Learning (small group guided learning interactions emphasizing learning from and with others)

Collaborative Learning (heterogeneous interdisciplinary groups for content discussion and project design and implementation)

Reflection Journals (candidates keep a journal during the course sessions and during their field and community experience where they record their observations, insights, and reflections)

Student Presentations (research analysis and findings and performance based assessment work)

Hands-On Field Experience (20 hours of field experience in a K-12 setting and community field experience as needed for the completion of the Performance Based Assessments (PBAs))

Video Presentations, Additional Readings, Assignments, Questionnaires, and On-line Resources

Online assignments and activities

Following the *National Council for Accreditation of Teacher Education's* (NCATE) lexicon, this syllabus uses the term "*candidate*" to refer to EDRD 610 graduate students who are preparing to become teachers, and "*student*" to refer to pupils enrolled in PK-12 classes.

For all online communications **only GMU email** will be utilized and candidates are expected to check their email regularly until all course requirements have been turned in and final grades have been posted. Candidates are required to use word processor, edit their paper, and use APA writing style 6th edition to produce quality written documents presented in a professional manner. Candidates are also expected to use technology and presentation software to produce quality presentations. **NOTE: The professor reserves the right to make changes and modify this syllabus and the assignments listed to maximize candidates' learning experience.**

About your Current Teaching Status: To fulfill the requirements of this course, you will need direct access to students and instructional and assessment materials in classroom settings.

1. You are currently teaching in an ESL/FL/Immersion classroom on a part- or full-time basis. You can work with these students to meet course requirements.

2. You are currently teaching in a classroom, but not with ESL/FL/Immersion students. You will need to talk with teachers in one of these settings and observe their students.

3. You are not currently teaching in a classroom. You will need access to curriculum and assessment materials and students. Some options include:

Volunteer to help a teacher you already know (perhaps from previous field experiences) with assessment activities. This has been a successful approach for many students.

Work as a substitute teacher on a short or long-term basis. Work with the needs of these students to meet course requirements.

Team up with someone in this course who is willing to share his/her students with you.

Guidelines for Working in Teams: Candidates who work together as a team need to discuss carefully each team member's role in the project. Each of you should take a lead role, but you should not proceed without getting feedback from your team members and informing them of your progress, and consulting them for ideas. Taking a lead role means that you will be the person primarily responsible for a particular task; it does not mean that you will be working alone. In some cases, team members may decide to take two lead roles each. Lead roles may include:

Presenting assessment models and rubrics to the team for feedback;

Identifying outside readings that can inform your project and sharing them with the team;

Presenting ideas on how to address issues of validity and reliability;

Drafting an outline of the team project; and

Preparing the initial draft of the written report.

Scoring: Members of each team will receive the same team grade.

COURSE ASSIGNMENTS and RELATIONSHIP TO STANDARDS

Performance Based Assessment (PBA) Requirements: All FAST TRAIN licensure courses have required PBAs. The required PBAs for this course are: **Content Literacy Project (CLP)**, and the **Field Experience Log** and **Evaluation Forms**. These PBAs must be posted to TaskStream where they will be reviewed and graded. [See FAST TRAIN Resources website at: <http://fasttrain.gmu.edu/academics/programs>]

Assignment	Grade %	Description
Class Participation	15	Complete readings, participate in face to face and online discussions, including initiating and responding to questions and interacting with peers.
Field Experience (PBA)	10	Engage in a minimum of 20 hours of school-based field experiences
Research Analysis Project	15	Analyze a research study

Case Study and presentation	15	Analyze the oral and literacy levels of an adolescent ELL
Collaborative Learning Project	20	Work with classmates to create a presentation on a content area using digital media
Content Literacy Project (PBA) and presentation	25	Plan collaboratively with other colleagues to improve language, literacy, and content instruction for ELLs and reflect upon literacy practices across the curriculum for ELLs

GRADING POLICY

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	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: "C" is not satisfactory for a licensure course

"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 the summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of 'IN' is changed by the registrar to an 'F'. 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

[See: <http://jju.gmu.edu/catalog/apolicies/gradstandards.html>].

TASKSTREAM REQUIREMENTS

Every candidate registered for any Curriculum and Instruction course with a required PBA is expected to submit it to TaskStream (regardless of whether the course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the PBA by the course instructor will

also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN) (even if the candidate has submitted the assessment as a hard copy or via email). 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.

All assignments are due on the date indicated in the syllabus. ***Projects must be submitted to the TaskStream portal no later than 5:00pm EST on the due date.*** Late assignments will not be accepted unless there is a prior arrangement made between the candidate and the professor and only in exceptional circumstances for non-academic reasons beyond reasonable student control. Projects or papers submitted for credit in one course cannot be used for a grade in a different course, even they have been revised. It's unethical.

GMU POLICIES AND RESOURCES FOR STUDENTS

The University Catalog, <http://catalog.gmu.edu> is the central resource for university policies affecting candidates, faculty, and staff in university academic affairs.

Other policies are available at <http://universitypolicy.gmu.edu> . All members of the university are responsible for knowing and following established policies.

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

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

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.***

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>].

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 stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

“Ask a Librarian”[See <http://library.gmu.edu/mudge/IM/IMRef.html>]. CEHD Education Liaison librarian is Ms. Anne Driscoll and can be reached at adrdisco2@gmu.edu and CEHD Distance Education Liaison librarian is Ms. Tina Adams and can be reached at tadams11@gmu.edu .

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu>].

For additional information on the College of Education and Human Development (CEHD), Graduate School of Education (GSE) please visit our website [See <http://gse.gmu.edu>].

COURSE WITHDRAWAL WITH DEAN’S 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). Candidates must contact their academic advisor to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

PLAGIARISM

Avoid plagiarism, which is using an author’s words without citing the author in your paper. Follow APA (6th edition) writing and citation guidelines in order to correctly cite your sources. Plagiarism is unethical and illegal and violates the GMU Honor Code. It is grounds for dismissal from the program and from GMU.

CEHD STATEMENT OF EXPECTATIONS

CEHD candidates must abide by the following:

Academic Integrity

The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Absences

Candidates are expected to participate every week on the discussions and activities for online courses for which they registered. Students should contact the professor ahead of non-participation online. Only approved (see Mason catalog) absences will not result in a grade penalty.

Professional Behavior and Dispositions

The Virginia Department of Education and the National Council for accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. GSE expects students, faculty, and staff to exhibit professional dispositions through: See

<http://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf>

for a listing of these dispositions.

Core Values Commitment

The College of Education and Human Development (CEHD) is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [See <http://cehd.gmu.edu/values>].

GUIDELINES FOR COURSE ASSIGNMENTS AND RUBRICS

1) CLASS PARTICIPATION (15% of the final grade)

EDRD 610 Content Literacy for English Language Learners is based on a pedagogical philosophy of transformation and a social constructivist theory of learning that employs dialogical approaches to classroom interaction and learning. This means that learning occurs through human interaction, resulting in the construction of knowledge and the eventual transformation of learners through ongoing reflection and praxis. Within this approach, students' active participation and engagement in class and online forum is fundamental. Knowledge construction and personal transformation are processes. As the session progresses, students will be expected to examine their pre-existing personal opinions critically and to reconstruct their own conceptual framework based on the readings, experiential projects, and reflective practice. There are three types of participation: 1) classroom engagement in whole and small group discussion; 2) online *Blackboard* participation on activities and discussions –as assigned–with posted strands and peer responses that relate specifically to course readings, reflections, and topics; and 3) in-depth, personal reflections that may be included in papers or on a *Blackboard* forum.

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

Listen actively and thoughtfully – consider perspectives different from your own.

Speak from your own experience or from the readings – ***avoid interpreting for others.***

Respectfully challenge others' ideas: if you disagree with something, respectfully disagree with the *idea* – and *please do not "attack" the person.*

Diverse views are welcome and enrich the discussions. Everyone who wishes gets a chance to

participate – encourage and *invite each team member to join in* and **avoid dominating the discussion**.

Professional behavior must be exhibited at all times and during all interactions –including online and email communications with all individuals or groups the candidate collaborates for the purpose of meeting the requirements for this course (class participants, the professor, colleagues, schools, community, students, and families). Candidate’s behavior and demeanor must be at all times in accordance with the **Professional Dispositions** and the **Core Values** of CEHD. Violation of the *professional dispositions* and poor reflection of the *core values* are taken very seriously and will result in grade reduction. The issue will be communicated to the candidate’s academic advisor and the senior leadership of the college.

Candidates are expected to complete all required readings prior to class, attend 100% of the face to face class sessions, arrive on time, and be prepared to actively engage in thoughtful and respectful dialogue with their peers, professor, or guest lecturers. If for reasons beyond your control you are unable to attend or be late for a class, you should notify the instructor at the earliest opportunity. *Three late arrivals will be counted as an unexcused absence*. If you anticipate difficulties in consistently arriving on time (e.g., due to job or family commitments, etc.) please discuss your situation with the professor early in the course. Absences are considered excused at the instructor’s discretion, for reasons such as illness, accident, professional conferences, or family crisis. Students with excused absences may arrange an alternative assignment in lieu of class participation (e.g. a 30 min. presentation on the week’s readings may be decided).

Some of the coursework will be assigned on Blackboard. The work must be completed before following class meeting or at the time designated by the professor. Some of the work will be videos to watch and reflect on, written responses to questions, activities, or assignments or homework to prepare to be shared in the next class meeting. As a follow-up to class discussions, students may be asked to continue the critical analysis of the themes discussed during class by posting on discussion strands, blogs, wikis, or forums.

II) FIELD EXPERIENCE PROJECT (10% of the final grade)

The EDRD 610 field experience may be conducted in the school where you work or at another local school of your selection, preferably in a secondary school. If you are in the Washington, DC metro area, the FAST TRAIN office will assign you to a fieldwork site. EDRD 610 field experience may be conducted in the same classroom or school that another field experience is taking place as long as separate field experience objectives are achieved and separately reported. It is a **PBA and the Log and Evaluation Forms should be submitted to TaskStream**.

Field Experience Objectives: As a result of this course component, candidates will be able to:

1. Engage in a teaching related fieldwork and observations of culturally appropriate/ responsive teaching practices in classrooms serving CLDE and socio-economically diverse student populations and reflect on those experiences in relation to theory, course objectives, and course content.

2. Observe the application of culturally appropriate teaching strategies and methods embodied in the classroom procedures of the cooperating teachers.
3. Observe and gain valuable insight into classroom practices, school culture, the use of curricula and texts, and areas of strength and weakness in meeting students' linguistic, cultural, ability, and other needs.
4. All candidates must divide –throughout their program of study- their hours of field experience between PK-6 and 7-12 schools. However, they can choose to complete all 20 hours required for this particular course either in an elementary or secondary school setting as long as they ensure that they have the 50/50 balance required by program guidelines before they apply for graduation.

Field Experience Methods: In order to achieve the EDRD 610 field experience objectives, candidates will engage in a minimum of 20 hours of school-based field experiences. They will conduct observations, teacher interviews and will interact with students. During their field experience candidates will keep a **professional reflection journal** to record findings and lessons learned. They can use their recordings from their journal for class discussions and reflections when they comment and respond to other students' work and to construct their **field experience blog** which will be posted on a designated area on Blackboard and will be available to all class participants for comments and reflections. The blog should be the culmination of the most important insights, experiences, reflections, and lessons learned by the candidate during the field work including tips and ideas of how the candidate will apply this learning to his or her own classroom and how will capitalize upon this experience to improve his/her practice and professional development as a teacher of ELLs.

Candidates will document on Taskstream the 20 hours of field experience using the Fieldwork Log and Evaluation Forms. See: <http://fasttrain.gmu.edu/resources/forms>. Failure to submit fieldwork forms to TaskStream will result in an "F" in the course. **Both forms must be signed either by the teacher candidate's cooperating ESL teacher or the school supervisor.**

Please Remember: You need to obtain **principal permission form** if you are conducting your field experience in your own school **and post it on TaskStream in the same column with the Field Hours Log and Evaluation**. If you are conducting your work at another school, remember that you are a guest and that professional courtesy is always essential. **Be sure to thank the teacher for his/her time.**

Possible Target Areas for Fieldwork Journal Notes and Blog:

1. Variety of activities
2. Seating arrangement (rows, cooperative groups, etc.?)
3. Daily routine
4. How teacher implements multiple learning styles into lesson plans and reacts to faster/slower students
5. Percentage of time devoted to four skills (reading, writing, listening, speaking) and the 5th skill of thinking and in all content areas

6. Ability grouping (homogeneous and heterogeneous instructional small groups)
7. Homework
8. Amount of L1 and L2 used by students
9. Use of daily lesson plan - objectives and implementation
10. Use of visuals and/or technology
11. Use of textbooks
12. Classroom appearance
13. Effect of having multiple languages in class
14. Classroom management

The remaining observation time should be spent engaging in classroom interaction with the teacher and students. This should be an **interactive** experience for you and not passive. Suggestions follow for some possible interactive experiences.

Suggestions for Lesson Observations/Teacher Interviews:

A. Describe briefly one of the Lessons observed - Use the following guidelines to focus your notes (You do not have to answer all of the questions here.)

1. Describe class - size, grade, subject, school, etc. How diverse (e.g., socio-economically, culturally, and linguistically) was the classroom? (e.g., how many students were in Free and reduced lunch program? ELL?)
2. What were the lesson's objectives? Were they posted for the students?
3. How was the lesson introduced? Presented?
4. What instructional activities were used? How cognitively demanding were they? Were the activities context-embedded, or context reduced? (Give examples)
5. What other instructional methods were used? (e.g., grouping)
6. What type of student/teacher interactions took place? (e.g., formal, informal, personal, direct, etc.)
7. Student/student interactions?
8. How did the teacher assess the students' second language acquisition?
9. What recognition, if any, was made for the following student characteristics and abilities?
 - a) Prior knowledge, cultural and educational experience;
 - b) Learning styles and strategies;
 - c) Expectations/attitudes, confidence and initiative;
 - d) Familiarity with the type of task.
10. What resources were used to develop second language abilities? Technology? Manipulatives?

B. Teacher Interview: If and when convenient, you may want to ask to conference with the teacher on one of the observation lessons to discuss the day's lesson and/or to ask questions. For your planning purposes, a pre-observation interview may last 10-15 minutes, but you should be observant of the teacher's time demands; a follow-up post-lesson interview should only take 5-10 minutes. As you prepare for the interviews, you may want to use some of the questions below as a guide (add your own or delete, as appropriate).

Pre-Observation Questions: (Note: Teachers who teach about ways different groups of people organize their daily lives promote learning because students develop an acceptance, appreciation, and empathy for the rich cultural, ethnic, racial, and linguistic diversity of American society. There are no universal solutions or specific rules for responding to ethnic, gender, and cultural diversity in the classroom.)

How do you examine the methods, practices, curriculum and materials used in instruction, counseling, and student assessment to determine whether every single one of your students is being included in the learning process?

How do you aim for an inclusive curriculum? [i.e., one that reflect the perspectives and experiences of a pluralistic society].

What are your general goals for your students? What skills and knowledge do you want them to develop? Are you following a standard curriculum for English language development that contains goals and objectives?

How do you emphasize the importance of considering different approaches and viewpoints that encourage your students to evaluate their own beliefs?

How do you like to present new material? What types of classroom activities do you prefer?

How do you see your role in class? (In terms of a continuum between teacher-centered on one end and student-centered on the other.)

How do you see the role of students? How much responsibility do you provide for and expect of your students? Do you expect the same responsibility from each one?

Do your students' socio-economic, cultural and linguistic backgrounds affect your teaching methods? (If yes): In what ways?

In terms of the upcoming lesson:

- a) Please describe the class - size, grade, subject; how many culturally, linguistically, and socio-economically diverse students are in your class?
- b) What is the objective of the lesson?
- c) What types of SLA strategies will you use with the ELL students?
- d) What types of assessment strategies will you use?
- e) What types of materials will you use?

Post-Observation: What was the teacher's impression of the lesson? Did s/he think the objectives were accomplished? Why? (Pre and post interviews)

III) RESEARCH ANALYSIS PROJECT (15 % of the final grade)

Purpose: As a graduate student 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 idea of how they are conducted (research methodology). This will help you reach your own conclusions with more professional confidence because you will have a body of research behind you. This is also a good opportunity to practice some good content area literacy strategies at a reading level that is close to your independent or instructional reading level. It will also give you an 'insider's' perspective of what it feels like to use the strategies in a before/during/after reading sequence that is commonly recommended for content area literacy.

Instructions: Select an article from a peer reviewed journal. Use Adlit link for Before/During/After Strategies found at this link: http://www.adlit.org/strategy_library . Use at least one strategy in any of the 3 steps below:

Before reading: Write what you know about the topic. State which strategy you plan to use for comprehending the text of the article.

During reading: Write one or two questions stating what you hope to find out through the reading. Then read the research study.

After reading: Develop a slideshow (preferably narrated, can be power point, Prezi, iPad application that can be shared through a link, etc. on Blackboard to be presented in class.

Outline:

Describe the study, research method, and main conclusions

Explain why the topic is important

Show 2-3 contributions that this study makes for YOUR practice

State whether your original questions were answered. State them here, if new questions arise for you.

Describe your experience with the strategy you chose (successful and/or relevant).

Analyze the information you knew before and what you know now. You can do this through a visual (ie. Wordle.net, tagxedo.com, graphic organizer, picture, etc.).

Upload the slideshow to the designated Wiki on Blackboard to be available to your peers.

Respond to at least three of the presentations of your classmates' articles and comment. Use the Sentence Starters found in this link: <http://www.adlit.org/article/21573/> to start your comments or use one of your own.

IV) CASE STUDY (15 % of the final grade)

Purpose: To evaluate aspects of language, reading/listening, and writing/speaking of ELL in the content area classroom and make recommendations for instruction. **Note:** Before beginning this project seek permission, where required, and establish rapport with the classroom teacher and student. Confidentiality will be protected as information gathered for this project will not be shared with other school, county, state officials, etc. The goal is to assist you in developing knowledge about the demands of content area learning for ELL and improve your ability to provide instruction. You **MAY** use students you teach. **Work with a student while reading Chapters 1 – 5 of Freeman & Freeman and the Developmental Reading inventory from the Ruddell Text.** I highly recommend that you run assessments in your student's first language (if you can) before applying them in your student's second language.

WRITING REQUIREMENT	TASK
2 paragraphs - description	Identify an adolescent ELL student. Write a paragraph description for the student based on first language

	skills and development, demographics and the school context.
2 paragraphs - general background questions.	Read Chapter 1 and interview the students using the questions from Application #2 (pg.21). Write up the responses. Use ONE of the following assessment instruments: Common European Framework: This is used throughout most of Europe and Latin America:
2 paragraphs – oral language abilities	http://www.pearsonlongman.com/ae/cef/cefguide.pdf US based descriptors from WIDA: http://www.wida.us/standards/elp.aspx Use the SOLOM (found on 'course content') to give you an overall idea of the students' oral levels. Analyze the results.
2 paragraphs – writing abilities.	Collect a representative writing sample from the student. Apply the SWLOM (found on 'course content') to gain a general idea of the students' writing levels. Write a paragraph with your initial thoughts on what the student does well and what needs improvement.
2 paragraphs – writing instruction recommendations	Provide recommendations on writing instruction after reading chapter 5.
1 paragraph textbook section analysis.	Pick a content-area textbook for the student. Choose a challenging section of text. Analyze it according to:
1 paragraphs – Reading abilities	Freeman & Freeman - Application #1 in chpt.4 (p. 102) AND the Developmental Reading Inventory (found in the Ruddell text)
1 paragraph recommendations	Provide recommendations for working with the text (either for the student or the teachers)
1 page summary	Write a one page summary. Revise, edit and turn in. (Use the suggested format below.)

Format for the report (*maximum 10 pages double-spaced or the equivalent through a pre-recorded presentation*)

Introduction

Oral Language Proficiency level with examples for support

Writing abilities

Sample

Analysis (with citations)

Recommendations

Reading abilities

Sample
Analysis (with citations)
Recommendation

Summary
List of references

V) COLLABORATIVE LEARNING PROJECT (20 % of the final grade)

Purpose: As student centered teachers, we need to meet our learners where they are while pulling up the level of cognitive and linguistic processing to instructional levels. Around the globe, our ELL adolescent learners are, likewise, pulling us to move with them into more socially constructed learning via: handheld venues (smartphones), social networks, video gaming, etc. If you haven't already done so, this is an opportunity for you to engage in learning both: new technologies and course content.

Rationale: By experiencing new ways to socially construct your learning will allow you to differentiate your instruction while also providing new options for your students to choose the mode they prefer. You will also have the opportunity to share your learning in an authentic and meaningful way because it will become part of the instructional material for the course. Your classmates will learn from you! The result of your project will be to supplement (not supplant) the material that has already been developed for this course. You will upload your presentation on a designated Wiki on Blackboard to be available to all students.

Instructions

Topics

You will research *content-based literacy as it is related to adolescent learners* and one of the following content areas.

[Science](#)

[Social Studies](#)

[English Language Arts](#) (see the recommended textbook on Writing as an extra source)

[Math](#)

Choose one of the topics below to research. There is a hyper-link of resources you can visit to get you started. You can also visit association websites based on the content topic to see what is written regarding ELLs, including but not limited to:

[International Reading Association;](#)

[National Council of Teachers of Mathematics;](#)

[National Council for the Social Studies,](#)

[National Science Teachers Association;](#)

[McREL: Mid-continent Research for Education and Learning;](#)

[Education Northwest](#)

Group

Sign up for one of the four groups based on the topic of your choice. Each group will be no larger than 5 members (if the group is smaller some roles will be combined)

Student Roles

Choose an individual role for each group member.

Sourcerer – evaluates the groups’ citation formatting and link sources

Triple C – checks for *clarity*, *conciseness* and *coherence* for the entire presentation.

Gummy Worm – Digs for GUM: Grammar, Usage, and Mechanics. Are the words used appropriately, punctuation, spelling, of an acceptable level for an academic presentation?

Sparkler – Provides the spark to get and keep things moving and ensures project is completed on time.

Charmer– makes sure the product is linguistically, visually, and audibly engaging, attractive and appropriate for the target audience.

Format Options

Choose which project format you will use. (*See item seven below labeled ‘inserts’ or click on the link that will take you directly to the item you wish to review.*) You can always look for video tutorials on Youtube.com or Teachertube.com

Wiki

Podcast or Voki

Narrated power point Slide Show

VoiceThread

Screencastomatic.com Presentation

Webpage

Sub-topics – include information pertinent to the content area that provides special challenges for ELLs. Then show recommendations (learning/teaching strategies) in response. Use as much course material as possible so that this project is a synthesis of your learning this semester.

Such as:

Nature of the content

Vocabulary

Textbook features

Text Structures

Helpful language objectives

VI) CONTENT LITERACY PROJECT (PBA) (25 % of the final grade)

Professional Development, Partnerships and Advocacy (Standard 5b): Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students’ families, serve as community resources and advocate for ELL’s.

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

Tasks: Early in the semester seek permission, where required, and establish rapport with a classroom teacher and students. You may use your own classroom for this project, but, you will be expected to confer with other stakeholders, colleagues, parents other resource teachers to: plan, teach, and reflect upon the project (e.g., reading specialist/literacy, ESL specialist, content area teacher).

Consult with the teacher, parents and other stakeholders to identify the specific content you wish to teach where ELLs are predominant in the class.

Identify the language proficiency level, literacy skills, background and prior content knowledge students will need to understand the content you wish to teach

Select at least two instructional strategies listed in class text(s) as a basis for developing a lesson plan/activity outline provided in this syllabus.

Create a lesson plan that includes technology tools that can be used and note any adaptive materials that should be included. Only design activities that are tailored specifically for this semester and for this course.

Share the draft lesson plan with your on-line group and receive feedback from your peers.

Review the feedback and make changes to your lesson plan.

Use the lesson in your classroom and keep anecdotal notes, student work samples to help your recall important information about the experience.

Reflect on the content literacy plan and its implications for future teaching using the evidence you have collected; tie your conclusions to the literature on teaching ELL students.

Writing Your Report

Part A- Introduction (1-2 pages)

Describe the students in the class (e.g., age range, grade level, language proficiency levels, language backgrounds, socioeconomic backgrounds, social class, etc.)

Indicate and briefly describe the purpose and basic content covered in the class

State the factors you considered that led you to design the lesson such as: poor skill development in a certain area, low comprehension of a particular content area skill or concept, to improve student motivation through the innovative use of a certain literacy strategy.

Briefly describe how you collaborated with your colleagues and what you learned from them to develop the lesson.

Briefly describe how you collaborated with parents or other stakeholders.

Show why the strategies you chose are precisely relevant to your students' needs.

Justify your choices using the course readings.

Part B- Analysis of Instruction (2-3 pages)

State the instructional goals and student learning objectives. The objectives should show a separation between language and content objectives. (see lesson/activity plan outline)

Document any adaptations needed in the lesson to suit individual student needs.

Briefly summarize how you implemented the strategies and your use of technology

Describe students' reaction/behaviors in response to your instruction. Overall, did the reaction appear to be positive, neutral, or negative? Did some students appear to respond favorably, while others had a different response? Was the response to instruction based on individual student differences, group differences?

Did you meet your goals for instruction? How do you know? Provide examples/support

Did students meet the objectives? How do you know? Provide examples/support

Part C-Conclusions and Reflections (2-3 pages)

What did you learn about the nature of language, literacy, and content area instruction for ELLs by using the strategies?

What is the role of collaboration in planning and implementing content area literacy for ELLs?

How can ESOL teachers work to improve teaching in the content areas to benefit ELL's language and literacy development and increase their academic achievement inside and outside of the ESOL classroom?

What information do you believe is critical for content area teachers to know about language development to support literacy development and academic achievement for ELLs?

What additional knowledge, training, experiences do ESOL teacher need to effectively support the students' literacy development and acquisition of content?

How might literacy specialists/coaches work with ESOL teachers to improve the literacy skills of ELLs and prepare them to meet the demands of learning across the curriculum? Be sure to use course readings to support your comments in the section.

Document how you can collaborate to build partnerships with colleagues and student families by identifying community and/or online resources that would be beneficial.

Part D-References

Cite the relevant course readings and other professional theory and research on literacy, language, and/or content area instruction for ELLs to justify and support your work for this project.

Part E – Appendix

Place your lesson plan here for reference while reading the report.

LESSON PLAN FORMAT

Lesson Title: _____

Teacher : _____

Grade: _____

Content: _____

Time: _____

Days: _____

Total Number of Students: _____ Number of ELLs: _____

PURPOSE: (Why this lesson should be taught)

ASSESSMENT SOURCE: (What data support the need for this lesson?)

INSTRUCTIONAL GOALS:

STUDENT OBJECTIVES: (What will students be able to do as a result of this lesson/activity/strategy?)

Content objectives

Language objectives

Key vocabulary

Technology Resources

STANDARDS: VA (**English Standards of Learning and English Language Proficiency Standards of Learning**) and/or Professional (NCTE, NCTM, NCSS, etc.) (What curriculum standards are addressed?)

Activate Prior Knowledge: (How you will set the stage for learning?) Link to prior learning/experiences/ build a shared understanding/ pre-teach key vocabulary.

PROCEDURE: (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.

ADAPTATIONS/ACCOMMODATIONS FOR DIVERSE LEARNERS

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

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

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

HOME/COMMUNITY LITERACY CONTEXTS: (How will you extend the lesson or the strategies and skills learned in the lesson to students' family or community? This is not merely homework.)

ASSESSMENT/EVALUATION: (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.

TEXTS/MATERIALS USED: (What texts and resources will you use?) Be sure you use **APA style** to cite all sources.

EDRD 610: Content Literacy for English Language Learners PK-12 – Spring 2014

EVALUATION RUBRICS

EDRD 610 ASSIGNMENT EVALUATION RUBRICS

Attendance and Participation Evaluation Rubric

Class Participation	Approaches the Standards 1	Meets the Standards 2	Exceeds the Standards 3
<i>Criteria:_____</i>			
ATTENDANCE	One unexcused absence. Online work is usually late.	Attends every class session, usually on time, or arranges with the instructor prior to an excused absence or tardy. Some online work is late.	Attends every class session on time or arranges with the instructor prior to an excused absence or tardy. Online work is prepared on time.
PREPARATION OF READINGS	Prepared some of the time for thoughtful contribution to class.	Prepared most of the time for thoughtful contribution to class	Always prepared for thoughtful contributions to class discussions.
PARTICIPATION IN ACTIVITIES, DISCUSSIONS, PROJECTS	Minimal participation in discussions, activities, and projects.	Always participates in discussion, activities, and projects.	Is actively engaged in all aspects of class discussion, in both small and whole class venues, in all activities and projects.
HOMEWORK PROJECTS	Usually prepared with assignments or group work.	Always prepared with assignments or group work.	Always prepared with assignments and assumes active and engaged role in all group work.
BLACKBOARD	Limited contribution to the quality of discussion. Provides	Enhances quality of discussion. References other	Demonstrates thoughtful contributions to discussions, citing

	<p>limited references to other research, gives some examples, and sometimes evokes follow-up responses from other students. Does not post all assignments required on time.</p>	<p>research, gives examples, and evokes follow-up responses from other students. Posts all assignments and work required on time.</p>	<p>readings; substantially enhances quality of discussion through meaningful responses to posted strands (e.g., suggests new perspectives on issues, asks questions that help further discussion).</p>
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Research Study Analysis Project Rubric

Exceeds 3	Meets 2	Approaches 1
All six questions are answered completely and the slideshow is narrated.	All questions are answered completely.	Most questions are answered in a superficial manner.
Responded to 3 threads purposefully.	Responded to 2 threads purposefully.	Responded to 0 threads and/or responded carelessly.

Case Study Rubric

** Optional readings come from the research study analysis presentations*

	3 Exceeds Standard	2 Meets Standard	1 Approaching (<i>unmet</i>)
Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements
Analysis	Presents an insightful and thorough analysis of all issues identified. Includes 2+ optional readings to inform the discussion.	Presents a thorough analysis of most issues identified.	Presents a superficial analysis of some of the issues identified.
Evaluation	Thoroughly supports diagnosis and opinions with strong arguments and evidence; presents a balanced and critical view.	Supports diagnosis and opinions with examples, reasons and evidence; interpretation is reasonable.	Supports diagnosis and opinions with limited reasons and evidence.
Recommendations	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents appropriate recommendations supported by the information presented in course readings.	Overly general and vague with little support from preceding analysis.
Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization
APA guidelines	Uses APA guidelines accurately and consistently to cite sources	Uses APA guidelines with minor violations to cite sources	Reflects incomplete knowledge of APA guidelines

Collaborative Learning Project Rubric

	Performance Indicators		
	Approaches 1	Meets 2	Exceeds 3
Sources	Number of sources per sub-topic: 0-1	Number of sources per sub-topic: 2	Number of sources per subtopic: 3 or more
Sub-topics	0-1 subtopics.	2 subtopics.	3 subtopics.
Evidence of Collaboration	0-1 behaviors shown: useful ideas, positive attitudes, supportive, monitors effectiveness	2 behaviors shown: useful ideas, positive attitudes, supportive, monitors effectiveness	3 + behaviors shown: useful ideas, positive attitudes, supportive, monitors effectiveness
Presentation Quality	0-4 Characteristics Shown: 1. Clarity, Conciseness, Coherence 2. Grammar, Usage, Mechanics 3. Engaging, Attractive, Appropriate	5 to 7 characteristics shown: 1. Clarity, Conciseness, Coherence 2. Grammar, Usage, Mechanics 3. Engaging, Attractive, Appropriate	8 + characteristics shown: 1. Clarity, Conciseness, Coherence 2. Grammar, Usage, Mechanics 3. Engaging, Attractive, Appropriate

Content Literacy Project Rubric

Category	TESOL Domain	Score			
		1	2	3	
		Approaches Standard (<i>Unmet</i>)	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 collaborations for planning and teaching that 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 references 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 practice	Candidates use their knowledge of the field of ESL, including referencing assigned reading and at least two optional readings, and best teaching 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
5	Provide for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for student to successfully meet	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	Candidates plan lessons that are scaffolded and link student's prior knowledge to newly introduced learning objectives and continually monitor students' progress toward	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

	learning objectives		throughout the plan	learning objectives	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 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.
7	Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content area material	3b	Candidates note the need for authentic uses of academic 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.
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 lesson	Candidates incorporate a variety of resources at multiple proficiency levels including selections from or adaptations 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 ELLs	3c	Candidate note the ways in which computers and other technological resources can improve ELLs 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' L1s. 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		Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this

	<p>practice. More than 6 language errors prevent professional communication</p>	<p>and overall teaching. Three to five language limit professional communication</p>	<p>knowledge with larger community of colleagues to enhance teaching and learning in a broader context. No language errors ensure professional communication</p>
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Field Experience Evaluation Form

Mason Student: _____

G number: _____

Course: _____

Semester: _____

Cooperating Teacher: _____

Title: _____

Years of Experience: _____

Degree/License: _____

Comments:

PERSONAL AND PROFESSIONAL QUALITIES	Excellent	Above Average	Average	Below Average
Communication Skills				
Dependable				
Punctual				
Professional Qualities				
Demonstrates knowledge of child development				
Demonstrates knowledge of content necessary for successful teaching				
Understands how students differ in their approaches to learning				
Can create learning experiences that make subject matter meaningful				
Uses a variety of instructional or assessment strategies				
Understands individual/group motivation to create a positive learning environment				
Uses effective verbal and non-verbal communication strategies				
Plans activities using knowledge of subject matter, students, community and curriculum goals				
Engages in critical reflection to improve fieldwork experience				
Fosters positive relationships with colleagues, students, and families				

Field Experience Record

Mason Student: _____
G number: _____
Course/ Semester: _____

Cooperating Teacher: _____
Title/ Years of Experience: _____
Degree/License: _____

To the Cooperating Teacher: Please sign signature column to indicate that the student completed field experience in your classroom. Please make any additional comments on the back of this sheet. Thank you for your time, effort and support in this endeavor.

Date	Grade	Subject or Action	School	Hours Observed	Teacher Signature

Student's Signature: _____