George Mason University
Graduate School of Education
FAST TRAIN

EDUCATION HUMAN DEVELOPMENT George Mason University

Promoting Learning Development Across the Lifespan

EDRD 610: Reading and Writing in Multilingual &Multicultural Settings, PK-12
[CRN:42475] –CREDIT HOURS: 3.0
SUMMER 2014: MAY 6TH –JUNE 27TH

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COURSE DESCRIPTION

A. **Course Prerequisites。**
   EDRD 525: Emergent Literacy for English Learners.

B. **University Catalog 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.

C. **Expanded Course Description**
   Not Applicable

LEARNER OUTCOMES or OBJECTIVES:
This course is designed to enable students to:

1. Identify language and literacy skills critical for ELL/LMS success in the content areas.
2. Plan and execute literacy activities across a range of content areas for ELL/LMS.
3. Apply first and second language acquisition theory and praxis to developing literacy, especially reading /writing, for older ELL/LMS in the content areas.
4. Utilize current theory and praxis in literacy and bi-literacy to analyze resources and materials for teaching middle school/secondary ELL/LMS in the content areas.
5. Analyze research from newer perspectives concerning implications for teachers of older children and youth from culturally diverse and second language backgrounds.
6. Use scaffolding approaches to teach pre-reading, during-reading, and post-reading and writing strategies.

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

PROFESSIONAL STANDARDS
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.

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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 TEXTBOOKS
E-book editions are available through Amazon

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

Recommended
Academic Language in Diverse Classroom Series (2013-2014)

COURSE ASSIGNMENTS AND EXAMINATIONS

Assignment	%	Description	Due date
1. Discussion Participation	40	Complete readings, participate in online discussions, including responding to all questions and interacting with peers. 4 *graded discussions (10% each)*	On-going
2. Case Study	25	Analyze the oral and literacy levels of an adolescent ELL.	
3.Content Literacy Project **(also turn in your Field Experience form to avoid failing grade for the <u>course</u>)**	35	Plan collaboratively with other colleagues improve language, literacy, and content instruction for ELL/LMS and reflect upon literacy practices across the curriculum for ELL/LMS	

Note:

Late assignments will receive a 0.50 deduction on the grade earned for each day late.

Grading

The University-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	100	2.70 – 3.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	2.69	
A-	90-93	2.30	
B+	85-89	2.29	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	2.00	
C*	70-79	1.99	Denotes an unacceptable level of understanding and application of the basic elements of the course

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

ASSIGNMENTS

1. Group Discussion Participation

1. Postings should be evenly distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
2. Postings should be a minimum of one short paragraph and a maximum of two paragraphs.
3. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
4. Address the questions as much as possible (don't let the discussion stray).
5. Try to use quotes from the articles that support your postings. Include page numbers when you do that.
6. Build on others responses to create threads.
7. Bring in related prior knowledge (work experience, prior coursework, readings, etc.)
8. Use proper etiquette (proper language, typing, etc.).

2. Case Study

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

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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. 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.

Week	Task
1	○ Identify an ELL student. ○ Write a paragraph description for the student based on first language skills and development, demographics and the school context.
	○ Read Chapter 1 and interview the student including but not limited to questions from Application #2 (pg.21). ○ Use one or both of the following assessment instruments: 1. US based descriptors from WIDA: http://www.wida.us/standards/elp.aspx 2. Use the SOLOM (found on Blackboard) to give you an overall idea of the students' oral levels. ○ Analyze the results.
2	○ 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. ○ Provide recommendations on writing instruction after reading chapter 5.
3	○ Pick a content-area textbook for the student. Choose a challenging section of text. Analyze it according to: ○ Reiss, Ch. 9 ○ F&Freeman - Application #1 in chpt.4 (p. 102) ○ Provide recommendations for working with the text (either for the student or the teachers)
	○ Write a one page summary ○ Revise, edit and turn in. (Use the suggested format below.)

Format for the report *(maximum 12 pages double-spaced or the equivalent through a pre-recorded presentation)*
    Introduction
    Oral Language
        Sample (recording or transcription)
        Analysis (with citations and page #)
        Recommendation
    Writing
        Sample

Analysis (with citations and page #))
Recommendations
Reading
Sample
Analysis (with citations and page #))
Recommendation
Textbook or Academic Text
Sample
Analysis (with citations and page #))
Recommendation
Summary
List of references

3. Content Literacy Project – Performance Based Assessment (PBA)

1. 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.
2. 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 e.g, colleagues, parents other resource teachers to: plan, teach, and reflect upon the project (e.g., reading specialist/literacy, ESL specialist, content area teacher).

1. Consult with the teacher, parents and other stakeholders to identify the specific content you wish to teach where English language learners are predominant in the class.
2. Identify the language proficiency level, literacy skills, background and prior content knowledge students will need to understand the content you wish to teach
3. 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.
4. 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.
5. Share the draft lesson plan with your on-line group and receive feedback from your peers.
6. Review the feedback and make changes to your lesson plan.
7. Use the lesson in your classroom and keep anecdotal notes, student work samples to help your recall important information about the experience.
8. 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 (2 pgs)

1. Describe the students in the class (e.g., age range, grade level, language proficiency levels, language backgrounds, socioeconomic backgrounds, social class, etc.)
2. Indicate and briefly describe the purpose and basic content covered in the class
3. 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.
4. Briefly describe how you collaborated with your colleagues and what you learned from them to develop the lesson.
5. Briefly describe how you collaborated with parents or other stakeholders.
6. 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 (3 - 4 pgs)

1. State the instructional goals and student learning objectives. The objectives should show a separation between language and content objectives. (see lesson/activity plan outline)
2. Document any adaptations needed in the lesson to suit individual student needs.
3. Briefly summarize how you implemented the strategies and your use of technology
4. 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?
5. Did you meet your goals for instruction? How do you know? Provide examples/support
6. Did students meet the objectives? How do you know? Provide examples/support

Part C-Conclusions and Reflections (3-4 pgs)

1. What did you learn about the nature of language, literacy, and content area instruction for ELLs by using the strategies?
2. What is the role of collaboration in planning and implementing content area literacy for ELLs?
3. 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?
4. 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?
5. What additional knowledge, training, experiences do ESOL teacher need to effectively support the students' literacy development and acquisition of content?
6. 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.
7. 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.

Turn in your field experience forms in Task Stream along with this project. failure to turn in fieldwork logs will result in an F for the course. Fieldwork is associated with this PBA, so you should document hours spent interviewing students, interviewing families, observing lessons, teaching lessons, or administering assessments as examples.

LESSON PLAN FORM

Lesson Title: _____

Teacher : _____   Grade: _____

Content: _____   Time: _____

Days: _____

Total Number of Students: _____   Number of ELL/LMS: _____

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?)

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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 home work.)

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.

* Field Experience Guidelines

Timeframe
Throughout the semester

Tasks
Fieldwork is required for all ESL licensure courses. You must complete a minimum of 20 hours of fieldwork for this class. In EDRD 610, fieldwork is tied with the Content Literacy Project. You will be expected to complete 20 hours of face-to-face interaction with a classroom teacher and students in order to complete this assignment satisfactorily. At the conclusion of the semester you will need to turn in a log of hours and a fieldwork evaluation form. Remember, fieldwork hours can be logged as classroom observation, direct teaching time, and consultation with other teachers. Have your cooperating teacher or supervisor sign off on your log of hours and evaluation form. .

TASK STREAM REQUIREMENTS

Every student registered for any Curriculum & Instruction, M.Ed. course with a required performance-based assessment is required to submit this assignment, Content Literacy Project to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to

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TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

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/the-mason-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 http://gse.gmu.edu/

Prepare for the class by having the readings, assignments, project activities ready during the week in which it appears on the schedule.

Schedule

Topics	Learning Module Week	Learning Module Start Date	Chapter Readings F & F	Chapter Readings Reiss	Activities Within the Learning Module	Activities On your own
Defining our population/ Academic & Conversational Language	1	8-May	1 & 2		Introductions & Orientation to WIDA	Begin Case Study
Academic Registers at School/ Working with Academic Texts	2*	15-May	3 & 4	8 & 9	Identify challenge areas for case study student and specific support for academic texts	Case Study
Supporting Academic Writing/ Developing Content & Language Objectives	3*	22-May	5 & 6		Discuss ways to nurture Case Study student's writing. Planning: Write C & L Objectives for CLP**	Case Study
Subject-Area Content & Academic Language	4*	29-May	7	2, 5 & 6	Instruction: Identify activities to begin the CLP by building background & presenting new material while accounting for cultural considerations	CLP: Lesson Plan
Reinforcing Learning	5*	5-Jun		7, 10	Instruction: Identify ways to reinforce learning through interaction, comprehension checking, assignments, review activities	CLP: Lesson Plan & Delivery
Classroom Assessment & High Stakes Testing	6	12-Jun		11,12	Assessment: Analyze areas of high challenge and discuss ways to support your English learners.	Final Draft: Case Study
Shared Projects	7	19-Jun	See Module		Case Study DUE	Final Draft: CLP
Shared Projects & Course Synthesis	8	26-Jun			Content Literacy Project DUE	

ASSESSMENT RUBRICS

1. Class Participation Scoring Rubric (used for each graded discussion)

Criteria / Expectations	Exceeds 3	Met 2	Unmet 1
Timely discussion contributions	3-4 postings distributed throughout the week	2-3 postings somewhat distributed	1-2 not distributed throughout the week
Responsiveness to discussion and demonstration of knowledge and understanding gained from assigned readings	readings were understood and incorporated into responses	postings have questionable relationship to reading material	not evident that readings were understood and/or not incorporated into discussion
Adherence to on-line protocols	7-8 guidelines used	5-6 guidelines used	4 or less guidelines used

2. Case Study

	3 Exceeds Standard	2 Meets Standard	1 Approaching (*unmet*)
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.	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

3. Content Literacy Project Rubric

	Category	TESOL Domain	Score		
			1	**2**	**3**
			Approaches Standard *(Unmet)*	**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**	**3a**	**Candidates are aware of standards based ESL and content instruction**	**Candidates plan and implement standards based ESL and content**	**Candidates systematically design standards based ESL and content instruction that**

	that creates a supportive and accepting classroom environment		but do not address learning needs individually within the unit	instruction that use instructional models appropriate to individual student needs	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 learning objectives	3a	Candidates note the importance of assessments to measure students' degree of mastery of learning objectives but do not use them effectively to continue instruction throughout the plan	Candidates plan lessons that are scaffolded and link student's prior knowledge to newly introduced learning objectives and continually monitor students' progress toward learning objectives	Candidates plan lessons that are scaffolded and link students' prior knowledge to new learning objectives. Candidates connect ELLs with additional support for learning such as tutoring, homework clubs or homework buddies that continue growth outside of the classroom
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,	3c	Candidate note the ways in which	Candidates use technology resources to	Candidates use a variety of technology resources to

	software, computers, and related devices) to enhance language and content-area instruction for ELLs		**computers and other technological resources can improve ELLs learning, but employ them on a limited basis in the lesson plan**	**enhance, create, and/or adapt instruction to meet ELLs language and content learning needs.**	**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 practice. More than 6 language errors prevent professional communication**	**Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching. Three to five language limit professional communication**	**Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context. No language errors ensure professional communication**