

**George Mason University
Graduate School of Education
Multilingual Multicultural Education Program**



**EDRD 610.A01: CONTENT LITERACY FOR ENGLISH LANGUAGE LEARNERS PK-12
[CRN: 41868] –CREDIT HOURS: 3.0
SUMMER 2015: MAY 18TH – JUNE 20TH**

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COURSE DESCRIPTION

Prerequisites: EDRD 525 Emergent Literacy for English Language Learners, PK-12 or instructor permission

Catalog 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.

COURSE LEARNING OUTCOMES AND OBJECTIVES

Students completing EDRD 610 will be able 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 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*

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:
 - a. 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.
 - b. Work as a substitute teacher on a short or long-term basis. Work with the needs of these students to meet course requirements.
 - c. 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	20	Complete readings, participate in face to face and online discussions, including initiating and responding to questions and interacting with peers.
Teaching Philosophy (PBA)	20	Write your teaching philosophy statement
Collaborative Learning Project	25	Work with classmates to create a presentation on a content area using digital media
Content Literacy Project and presentation	35	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.

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

- a. The University Catalog, <http://catalog.gmu.edu> is the central resource for university policies affecting candidates, faculty, and staff in university academic affairs.
- b. Other policies are available at <http://universitypolicy.gmu.edu> . All members of the university are responsible for knowing and following established policies.
- c. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code>].
- d. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>]
- e. 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.***

- f. 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>].
- g. 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/>].
- h. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- i. "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 .
- j. 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>].
- k. 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 (20% 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) THEORY AND RESEARCH: COLLABORATIVE LEARNING PROJECT (25% of the final grade)

The objective of this assignment is to engage candidates thoughtfully and meaningfully with current writings in the field of second language acquisition research and theory, and to apply their emergent analyses and reflections to classroom practices and application. Study and examination of current research is important for professional growth and development. The Collaborative Learning Project (CLP) engages candidates in a thoughtful process. It will help them become critical consumers of the second language research literature, and will bring current course readings and additional research in the field together with emergent and ongoing classroom practice.

Candidates –in pairs- will be assigned readings on a related topic concerning ELLs and second language acquisition theory, research and or practice. They will conduct an analytical and critical examination of the readings and will construct a CLP presentation. It should reflect what your readings *mean to you* as an educator, *how you relate to the ideas of the authors*, and how and why you *can or cannot apply* these ideas into your current or future practice. The presentation should involve technology and be comprised of three parts (or levels): 1) **Level One: description/summary of readings**; 2) **Level Two: analysis, application, and interpretation**, and 3) **Level Three: reflection** on the content and its meaning to you in your current/future professional role and application to your classroom.

Details to guide you in your analysis process: With your partner, you will give a *60 minute* interactive presentation incorporating technology and activities to engage your audience. In the end of your presentation you will allow an additional *15 minutes* for questions, comments and discussion. You will share what you learned from the readings, your analysis, insights, reflections, and materials with your classroom peers and will post your presentation, copy of your selected article, and any additional resources you used in your work on Blackboard at a designated area to be available to all members of the class.

III) PHILOSOPHY OF TEACHING STATEMENT (20% of the final grade)

Your Philosophy of Teaching statement will focus on teaching Culturally Linguistically Diverse (CLD) students with or without exceptionalities and your principles and practices based on first and second language acquisition and bilingual education theory, research, and practice. Your paper must be organized with headings and subheadings; follow APA 6th edition style; and be five pages maximum. You must provide references and citations according to the APA format.

Your paper will need to blend SLA theories and research, discussion of culturally responsive teaching and how they can shape your instruction and a vision of your classroom. You will need to incorporate the history of ESL, policy issues for reflection and clarification, and an understanding of multicultural education and issues of equity in the classroom. You need to define your professional development plans (in a series of steps) based on your own personal reflections and analysis of student outcomes. Lastly, you need to demonstrate how you plan to

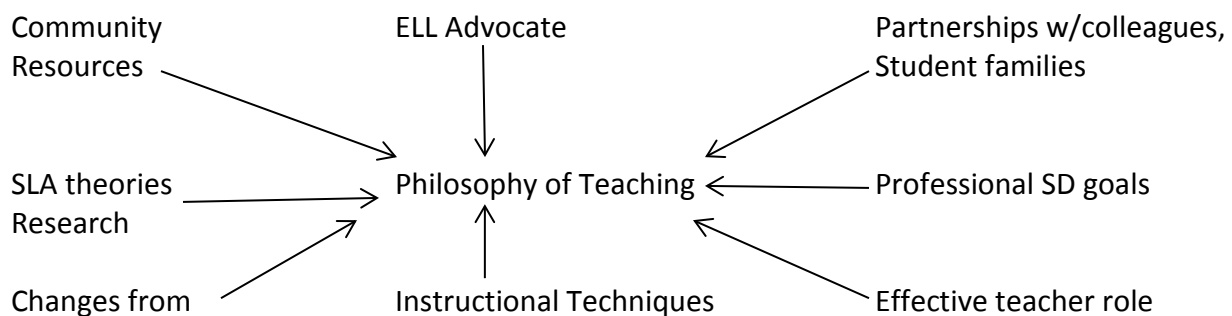
build partnerships with colleagues and students' families as well as how you can be a community resource and advocate for your students. Keep the following in mind:

- 1) How will your understanding of theories related to language learning shape your teaching in the future?
- 2) What information about ESL history, research, public policy, and current practice will inform your instruction? What information about best practices in multicultural education and culturally responsive teaching will inform your instruction?
- 3) Reflect on your role and describe your goals for ensuring success of your students and yourself as a professional.

The statement should be a cohesive, first-person narrative that provides a clear picture of your classroom and your role as a teacher. It should include detailed self-reflection that discusses the role and characteristics of an effective teacher and expands on your own beliefs about professional development. Finally, it should reflect your understanding of and commitment to the critical issues to teaching second language learners and be personal but grounded in theory and research.

The paper should be reflective. To be effective and constructive, reflective writing needs to go beyond descriptions of events, readings or personal experience. You need to step back, explore, and analyze; consider different perspectives such as those found in your own teaching practice, discussions in class, or other materials you may have studied; make connections to relevant theories, supporting your ideas by references to other literature and to research; consider legal and organizational implications; show awareness of social and political influences; show what you have learned from your reading, this could include implications, predictions or conclusions you have drawn about your development as a career educator. By including very specific examples of teaching strategies, assignments, discussions, etc., you help readers visualize what actually happens (or will happen) in your learning environment.

Most philosophy of teaching statements avoid technical terms and favor language and concepts that can be broadly appreciated. It may be helpful to have someone from your field read your statement and give you some guidance on any discipline-specific jargon and issues to include or exclude.



Previous drafts

ELL classroom environment

Culturally Responsive
Teaching

Policy Issues

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

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

1. Identify the specific content you wish to teach in the ELL classroom.
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. 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 will collaborate with your colleagues.
- Briefly describe how you will collaborate 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)

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 will implement the strategies and your use of technology
4. How will you meet your goals for instruction? How do you know? Provide examples/support.
5. How will the students meet the objectives? How do you know? Provide examples/support.

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

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 teachers 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.

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?)

- a. Content objectives
- b. Language objectives
- c. Key vocabulary
- d. 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.

PROPOSED CLASS SCHEDULE

Class	Topic	Readings and Assignments
May 18	Introduction to Teaching ELLs in the Content Areas	Review of the syllabus and course requirements Obtain course textbooks Study CEHD Core Values and Dispositions Review Standards
May 20	Understanding who needs academic language Instructional Strategies: Cognitive, metacognitive, socio-affective	Freeman, Chapter 1 Review Links and Resources on Bb
May 22	Literacy in the middle and secondary schools	Rudell, Chapter 1
May 25: Memorial Day Holiday- Class does not meet		
May 27	Distinguishing between academic language and conversational language Making sense of the academic registers of schooling Coping with academic texts and textbooks	Freeman, Chapters 2, 3, and 4
May 29	Supporting academic writing at the paragraph and sentence levels Developing academic vocabulary and writing content and language objectives Teaching academic language and subject area content	Freeman, Chapters 5, 6, and 7
June 1	Library and research tools and databases for bilingualism and second language acquisition research	Library search on your selected topic
June 3	Literacy and language processes: thinking, reading, and writing in the first and second languages Comprehension instruction in the content areas: parts I and II Vocabulary learning in the content areas	Ruddell, Chapters 2, 4, and 5

June 5	Teaching bilingual/bicultural students in multilingual/multicultural settings Reading across the curriculum Writing across the curriculum	Ruddell, Chapters 6, 7, and 8
June 8	Assessment of student progress in subject area reading and writing Diversity in the classroom: Meeting the needs of all students Content learning, collaboration and literacy	Ruddell, Chapters 9, 10, and 11 Teaching Philosophy due
June 10	Practical activities: Activating Guiding understanding Focus on language	Dale and Tanner, Part 3: 1, 2, and 3,
June 12	Background to CLIL: What is CLIL? Instructional materials evaluation	Dale and Tanner, Part 1 Ruddell, Chapter 3
June 15	Practical activities: Focus on speaking Focus on writing Assessment, review, feedback	Dale and Tanner, Part 3: 4, 5, and 6
June 17	Developing lifelong learners, readers, and writers	Ruddell, Chapter 12
June 19	Challenges for CLIL learners Presentations of Content Literacy Project Course wrap-up and evaluations	Dale and Tanner, Part 2 Content Literacy Project due

****The additional readings and assignments listed on this class schedule will be found on Blackboard or will be provided in class***

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

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 limited references to	Enhances quality of discussion. References other research, gives	Demonstrates thoughtful contributions to discussions, citing readings; substantially

	<p>other research, gives some examples, and sometimes evokes follow-up responses from other students. Does not post all assignments required on time.</p>	<p>examples, and evokes follow-up responses from other students. Posts all assignments and work required on time.</p>	<p>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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Teaching Philosophy Rubric

5.a.1. Demonstrate knowledge of language teaching methods in their historical contexts			
(1) Does Not Meet Standard	(2) Approaches Standard	(3) Meets Standard	(4) Exceeds Standard
<p>Describes few or inappropriate theories, teaching methods and history of second language teaching with many inaccuracies and does not clearly apply these to making informed instructional decisions.</p>	<p>Describes some theories, teaching methods and history of second language teaching with some inaccuracies and incompletely applies these to making informed instructional decisions.</p>	<p>Describes theories, teaching methods and history of second language teaching with (minor) inaccuracies as these apply to making informed instructional decisions.</p>	<p>Accurately and thoroughly describes theories, teaching methods and history of second language teaching as these apply to making informed instructional decisions.</p>
5.a.2 Demonstrate knowledge of the evolution of laws and policy in the ESL profession			
(1) Does Not Meet Standard	(2) Approaches Standard	(3) Meets Standard	(4) Exceeds Standard
<p>Describes few laws, policies and guidelines applicable to ESL or contains many inaccuracies.</p>	<p>Describes laws, policies and guidelines applicable to ESL.</p>	<p>Describes laws, policies and guidelines applicable to ESL students and recommends effective instructional programs, with some inaccuracies.</p>	<p>Accurately and comprehensively describes laws, policies and guidelines applicable to ESL students and their education and recommends effective instructional programs.</p>

5.b.5. Advocate for ELLs’ access to academic classes, resources, and instructional technology.			
(1) Does Not Meet Standard	(2) Approaches Standard	(3) Meets Standard	(4) Exceeds Standard
Describes few and unrealistic ways s/he will collaborate with colleagues in the identification and selection of materials that can enhance the learning of ESL students.	Describes how s/he will collaborate with colleagues in the identification and selection of materials that can enhance the learning of ESL students, although with some inaccuracies or unrealistic proposals.	Describes how s/he will collaborate with colleagues in the identification and selection of materials and instructional technology that can enhance the learning of ESL students.	Clearly describes, with many examples, how s/he will collaborate with colleagues in the identification and selection of materials and instructional technology that can enhance the learning of ESL students.
5.b.6. Support ELL families.			
(1) Does Not Meet Standard	(2) Approaches Standard	(3) Meets Standard	(4) Exceeds Standard
Articulates few or unrealistic ways in which s/he can support ESL students and assist ESL families in making educational decisions.	Articulates ways in which s/he can support ESL students or assist ESL families in making educational decisions.	Articulates practical ways in which s/he can support ESL students and assist ESL families in making educational decisions.	Clearly articulates a variety of practical and realistic ways in which s/he can support ESL students and assist ESL families in making educational decisions.
5.b.7 Serve as professional resource personnel in their educational communities			
(1) Does Not Meet Standard	(2) Approaches Standard	(3) Meets Standard	(4) Exceeds Standard
Describes self as professional resource in schools by identifying few and inappropriate techniques and dispositions for working with English Language Learners.	Describes self as professional resource in schools by identifying techniques and dispositions required to work with English Language Learners, although some of these may be	Describes self as professional resource in schools by identifying appropriate techniques and dispositions required to work effectively with English Language	Describes self as professional resource in schools by identifying a variety of appropriate techniques and dispositions required to work effectively with English Language

inappropriate.	Learners.	Learners.

Theory and Research: Collaborative Learning Project Rubric

Criteria	Approaches the Standards	Meets the Standards	Exceeds the Standards
Organization	Has some of the essential components but is disorganized; no real movement from generalities to specifics.	Has all the essential components, but is disorganized. Moves generally from generalities to the specifics	Follows all requirements as explained in syllabus. Critique well organized with a clear description, a section for analysis, interpretation, & connection to readings, and a personal reflection & classroom connection.
Interpretation	Identifies some questions. Recognizes basic content States some inconsistencies.	Asks insightful questions and recognizes context.	Asks insightful questions. Examines points made in article and discusses potential inconsistencies.
Analysis and Personal Connections to Article	Identifies some conclusions Sees some arguments Minimal connections to 516 readings/research literature. Minimal reflection to practice included	Formulates conclusions Recognizes arguments Seeks out information. Connections to 516 readings. Reflection may not be connected to classroom practice	Views information critically, and uses reasonable judgment to synthesize information and make connections to 516 readings and to classroom practice. Includes a strong reflection
Mechanics/ Writing	Tolerably well written; a fair number of minor spelling, grammatical, and/or punctuation errors; no evidence of revision and proofing.	Reasonably well written; a few minor spelling, grammatical or punctuation errors may be present; evidence of revision and proof reading.	Well written with few or no errors or error patterns Clear evidence of regular revision and proofing.

Content Literacy Project Rubric

Category	TESOL Domain	Score			
		1 Approaches Standard (Unmet)	2 Meets Standard	3 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	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	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

6	successfully meet learning objectives 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	objectives Candidates provide integrated learning activities using authentic sources. Candidates model activities to demonstrate ways student may integrate skills and provide some opportunity for practice.	continue growth outside of the classroom 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 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
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