Concentration:
Teaching Culturally, Linguistically Diverse & Exceptional Learners Program

EDRD 610-001 (CRN719001)
Content Literacy for English Language Learners, PK-12
3 Credits

Fall 2015
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Meetings: Monday 7:20-10

COURSE DESCRIPTION:

A. *Prerequisites/Co-requisites*
   a. EDRD 515: Language and Literacy in Global Contexts AND:
   b. EDCI 519: Methods of Teaching Culturally & Linguistically Diverse Students

B. *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. Requires 20 hours of PK-12 classroom fieldwork.

C. *Expanded Course Description*

This course provides a specific focus on content area literacy for English language learners (ELL) and other language minority students (LMS) at all levels. Candidates in this course will examine literacy research and instruction related to teaching specific subject matter including social studies, science, mathematics, and the arts to English language learners. Participants critically analyze and demonstrate teaching approaches for English literacy and biliteracy in content areas. An important goal for this course is promoting collaboration between grade-level teachers, as well as literacy and language personnel in academic success of ELL and language minority learners. The cultural context of learning is also considered. Among the topics addressed are: sociocultural and sociopolitical dimensions of teaching academic content; principles for content area instruction; identity and self-concept formation; learning and collaboration across the curriculum; differentiated instruction for ELL/LMS; strategies for reading and writing for academic purposes; formative assessment in the content areas; analyzing resources and materials; dimensions of learning social studies, science, and math content; students with interrupted schooling; critical literacy; and advocacy in support of academic equity for language learners.

LEARNER OUTCOMES or OBJECTIVES:

EDRD 610 is comprised of class participation and a series of course products and assessments aimed toward providing evidence of meeting the course objectives (see Schedule). It will include hands-on learning projects where you will work collaboratively with your classmates to promote content literacy among English language learners. Attached to this syllabus are the specific descriptions and evaluation criteria for each of the course requirements.

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

TESOL/NCATE Standards Addressed:
Domain 1. Language - Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs') develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order.

> Standard 1.a. 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.

Domain 2. Culture - Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

> Standard 2. Culture as It Affects 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.

Domain 3. Planning, Implementing, and Managing Instruction - Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

> Standard 3.a. 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 3.b. 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 3.c. 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.

Domain 5. Professionalism - Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the communities to improve the learning environment, provide support, and advocate for ELLs and their families.

    Standard 5.a. 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 5.b. 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.

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/

REQUIRED TEXTS:

Freeman, Y. & Freeman, D. (2008). ISBN: 9780325011363 *Academic language for English language learners and struggling readers: How to help students succeed across content areas*. Portsmouth NH: Heinemann

Reiss, J. (2011). ISBN: 9780132479752 120 *Content Strategies for English Language Learners* (2nd Edition). New York: Allyn & Bacon.

Wilson, A. & Chavez, K. (2014). ISBN: 9780807755679 *Reading and representing across the content areas*. New York: Teachers College Press.

Purchase all of the following books. You will be assigned to a literature discussion group for one of them, but you should become familiar with all of them.

Ryan, P.M. (2000). *Esperanza rising*. NY: Scholastic.

Asgedom, M. (2001). *Of beetles and angels: a boy's remarkable journey a refugee camp to Harvard*. NY: Little, Brown, & CO.

Na, A. (2001). *Steps from heaven*. NY: Speak.

Nye, N.S. (1999). *Habibi: A novel*. NY: Aladdin. (this book can be ordered via online websites)

Recommended Books:

Gottlieb, M., & Ernst-Slavit, G. (2014). ISBN: 9781452234786 *Academic Language in Diverse Classrooms: Definitions and Contexts*. Corwin Press.

Pressley, M. (2014). ISBN: 9781462516803 *Reading instruction that works*. New York: Guilford Press.

COURSE ASSIGNMENTS AND EXAMINATIONS:

Class Assignments			
Project	**Goal**	**Percentage of Grade**	**Due Date**
Participation	Candidates are expected to actively participate in every class session by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class. Reflection on learning and on application of new knowledge is expected. *TESOL/NCATE Standards: 1b, 3a, 4a, & 5a*	10 percent	**Each week**
Seminar for Content Teacher	Participant's presentation and associated graphics (handouts) to share information with class on how to prepare to teach ESL students in the content areas. Each presentation should specify age level, audience and general context for its use. *TESOL/NCATE Standards 1b, 3a, 3c, 5a, & 5b*	15 percent	**10/13**
Teachers as Readers	As part of a Professional Learning Community read and select a series of books or articles about teaching ESL learners in the content areas (with annotated bibliography) for "teachers as readers" series. The purpose of the annotated bibliography is to give you an opportunity to explore relevant and timely research and practices for working effectively with ESL learners in content area classrooms. *TESOL/NCATE Standards 1b, 2a, 3c*	15 percent	**10/26**
Philosophy of Teaching (Update)	Revise your Philosophy of Teaching statement that you wrote in EDCI 516 to reflect your professional growth to date. *TESOL/NCATE Standards - 1a, 1b, 2a, 2b, & 5a, 5b*	20 percent	**12/7**
Content Literacy Project	Plan collaboratively in a group to create your plan to improve language, literacy, and content instruction for ELL/LMS and reflect upon literacy practices across the curriculum for ELL/LMS *TESOL/NCATE Standards - 1a, 1b, 2a, 2b, 4a, 4b, 4c, & 5a, 5b*	30 percent	11/30
Field Experience Documentation	Candidates will complete a minimum of 20 hours of school-based field experiences. Field experience must be documented by submitting a Field Experience Log of Hours and Evaluation form which must be submitted to Blackboard. http://cehd.gmu.edu/assets/docs/fast_train/PBA_ESOL-FieldworkGuidelines.pdf	10 percent	12/7

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

Students must maintain a 3.0 average and a grade of B or higher for licensure and master's degree. *All course assignments and field experience activities must be satisfactorily completed before the final grade is awarded*.

HONOR CODE & INTEGRITY OF WORK

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (http:/oai.gmu.edu/honor-code/). The principle of academic integrity is taken very seriously and violations are treated as such.
Violations of the Honor Code include:
1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: https://owl.english.purdue.edu/owl/resource/589/02/
4. You may also not "reuse" fieldwork hours. Each placement must have 20 documented

hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

LATE WORK POLICY

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

OTHER POLICIES

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 Register's Office by the faculty deadline, the grade of IN is changed by the registrar to an F. (Mason catalog). 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 APTDIE office.

GMU E-mail & Web Policy: Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog). All communication with the instructor will be through the Mason e-mail system.

Course Withdrawal with Dean 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). Students must contact an academic advisor in TCLDE to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

Students with Disabilities: Please inform the instructor on the first day of class if you require accommodations. Those seeking accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

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/.

COURSE SCHEDULE

Date	Topic/Assignment
8/31	Introductions-Name, what do you want to learn? Are you teaching now, or are you pre-service? Review syllabus and projects timelines Read and discuss Introduction, Freeman & Freeman Read: Freeman & Freeman Ch1
9/7	**Labor Day**
9/14	Describe English Language Learners Define content literacy Explore literacy for the 21st Century Read: Wilson & Chavez, Ch 1; Reiss, Ch 1&2; Freeman & Freeman Ch 7; Review YA novels for next week's assignments
9/21	Multimodal Literacy Music and the Arts in literacy activities Choose YA novels groups Reading: Wilson & Chavez Ch2; Freeman & Freeman Ch 2
9/28	Science Instruction and ELLs Discuss text sets that support ELLs Read: Reiss Ch 3 and 4; Wilson & Chavez Ch 3
10/5	Language Arts Instruction and ELLs Small group discussion: Reiss Ch 9 & 10 Read: Freeman & Freeman Ch 3 & 4
10/13*Tuesday	Seminar for Content Teachers Presentations Read: Chavez & Wilson Ch 4; Reiss Ch 5
10/19	Math Instruction for ELLs Small group discussion of Reiss Ch 6 using Literature Circle Strategies Read: Freeman & Freeman Ch 5 & 6
10/26	Teachers as Readers Presentations
11/2	**Out of Class Assignment**

Read and post a summary of selected articles (TBA) and applications on Bb by midnight 11/2.
Read: Freeman & Freeman Ch 7; Reiss Ch 8

11/9 Literature Group Planning Session
In class discussion of Bb posts
Authentic Assessment Strategies
Read: Wilson & Chavez Ch 5

11/16 **Literature Discussion Group Presentations DUE**

11/23 Social Studies and ELLS
In class work on Content Literacy Project
Read: Wilson & Chavez Ch 6

11/30 Class sharing of technology resources with class
Discussion of Philosophy of Teaching
Content Literacy Project DUE-hard copy

12/7 **Philosophy of Teaching DUE**
Field Work Log Due
Submit electronic copies to Blackboard midnight
Small group sharing/reflection
Wrap up and evaluations

Participation
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; and 3) in-depth, personal reflections that may be included in papers or on on-line or class discussions. 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).
The professor reserves the right to modify or alter assignments, tasks, due dates, and other requirements during the duration of the course to maximize the learning experience.

Content Teacher Presentation
Participant's presentation and associated graphics (handouts) to share information with content instructors on how to prepare to teach ESL students in the content areas. Each presentation should specify age level, audience and general context for its use. Participants should prepare with the idea in mind that the presentation would be appropriate to show other staff members or content teams. The presentations will be assessed according to:

1. Accuracy of the information presented;
2. Ability to translate key principles into practical use;
3. Clarity of explanation;
4. Appropriateness of the presentation to the audience;
5. Thoroughness and accuracy of how your presentation reflects the current knowledge of the field.
6. A 3-5 page outline for the instructor which details all of the above information and includes a copy of the handouts.

Teachers As Readers Annotated Bibliography
As part of a Professional Learning Community read and select a series of books or articles about teaching ESL learners in the content areas (with annotated bibliography) for "teachers as readers" series. An annotated bibliography is a list of 10 citations to refereed articles or books and is followed by a brief (150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy and quality of the sources listed (Cornell University Library, 2013). The purpose of the annotated bibliography is to give you an opportunity to explore relevant and timely research and practices for working effectively with ESL learners in content area classrooms. For each article read you must list the

reference citation at the beginning (using APA format) and provide a succinct critical analysis of the article below. The Annotated Bibliography will be graded on the following elements (each worth 5 points each):

Breadth – to what extend did the bibliography represent the topic of study; did it include 10 articles/books related to the topic.

Objective Reasoning – is the information shared practical and useful for classroom teachers? Was it evidenced based and supported by research?

Coverage – do the articles represent the thinking in the field? Were the sources relevant and current?

Writing Style – does the bibliography conform to APA standards in all dimensions? Does the annotation conform to word limits and express and evaluation of the article?

Evaluation – is the reader able to evaluate/judge the validity and/or trustworthiness of the reviewed article?

Content Literacy Project
Plan collaboratively with other colleagues to improve language, literacy, and content instruction for ELL/LMS and reflect upon literacy practices across the curriculum for ELL/LMS.

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. Include cross-curricular activities.
5. Share the draft lesson plan with class members 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)
- 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 (3 - 4 pgs)
1. State the instructional goals and student learning objectives. The objectives should show a separation between language and content. Document any adaptations needed in the lesson to suit individual student needs.
2. Briefly summarize how you implemented the strategies and your use of technology
3. 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?
4. Did you meet your goals for instruction? How do you know? Provide examples/support
5. 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.

Part F - Create a short presentation of your project to share on the discussion board. The presentation can be a narrated powerpoint or a poster (i.e., screencastomatic.com or edu.glogster.com).

Philosophy of Teaching
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 as well as policy issues for reflection and clarification (from knowledge in EDCI 516). You will need to incorporate understanding of multicultural education and issues of equity in the classroom as well (from knowledge in EDUC 537). Additionally, you need to describe potential steps for sharing professional staff development strategies based on your own personal reflections and analysis of student outcomes. Lastly, you need to describe how you will develop partnerships with colleagues and students' families as well as how you can be a community resource and advocate for your students. **Submit on Blackboard by midnight of the due date.**

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OPTIONAL LESSON PLAN FORMAT
Lesson Title: _____

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Teacher : _____   Grade:

Content: _____   Time: _____

Days: _____

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

PURPOSE: (Why this lesson should be taught. What information leads you to believe lesson will be helpful?)

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

LEARNER OUTCOMES: (What will students be able to do as a result of this lesson?)
Language goal(s)
Content goal(s)

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?)

STRATEGIES USED IN THIS LESSON: List all strategies used.

PRE-ASSESSMENT: What specific knowledge/skills do students currently possess that best prepares them for this lesson?

SET INDUCTION: (How you will set the stage for learning?)

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. Be sure to label the procedure according to:
      a. Before reading/writing (into)
      b. During reading/writing (through)
      c. After reading/writing (beyond)

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 learning.

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

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 that	3a	Candidates are aware of standards based ESL and	Candidates plan and implement standards based	Candidates systematically design standards based ESL and content

			content instruction but do not address learning needs individually within the unit	ESL and content instruction that use instructional models appropriate to individual student needs	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 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, 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

Philosophy of Teaching Rubric

Performance Indicator	Does not Meet the Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
5.a.1. Demonstrate knowledge of language teaching methods in their historical contexts	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.	Describes some theories, teaching methods and history of second language teaching with some inaccuracies and incompletely applies these to making informed instructional decisions.	Describes theories, teaching methods and history of second language teaching with (minor) inaccuracies as these apply to making informed instructional decisions.	Accurately and thoroughly describes theories, teaching methods and history of second language teaching as these apply to making informed instructional decisions.
5.a.2 Demonstrate knowledge of the evolution of laws and policy in the ESL profession	Describes few laws, policies and guidelines applicable to ESL or contains many inaccuracies.	Describes laws, policies and guidelines applicable to ESL.	Describes laws, policies and guidelines applicable to ESL students and recommends effective instructional programs, with some inaccuracies.	Accurately and comprehensively describes laws, policies and guidelines applicable to ESL students and their education and recommends effective instructional programs.
5.b.5. Advocate for ELLs' access to academic classes, resources, and instructional technology.	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.

Performance Indicator	Does not Meet the Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
5.b.6. Support ELL families.	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	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 inappropriate.	Describes self as professional resource in schools by identifying appropriate techniques and dispositions required to work effectively with English Language Learners.	Describes self as professional resource in schools by identifying a variety of appropriate techniques and dispositions required to work effectively with English Language Learners.