

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION**

Teaching Culturally, Linguistically Diverse & Exceptional Learners Program

EDCI 519 – SECTION 001

[CRN 71838](#)

METHODS OF TEACHING CULTURALLY & LINGUISTICALLY DIVERSE LEARNERS

3 CREDITS FALL 2015

TUE: 7:20 – 10:00 PM

THOMPSON HALL – L014

PROFESSOR:

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COURSE DESCRIPTION:

A. Prerequisites/Co-requisites:

- a. EDCI 516: Bilingualism & Language Acquisition Research
- b. EDRD 515: Language and Literacy in Global Contexts and
- c. EDUC 537: Introduction to Culturally and Linguistically Diverse Learners

B. University Catalog Description:

Examines approaches, methods, and techniques for teaching culturally & linguistically diverse learners in bilingual and ESL classrooms, as well as resources available in field. Critically analyzes and demonstrates teaching approaches based on second language acquisition research, including teaching language through content. Requires 20 hours of PK-12 classroom fieldwork.

C. Expanded Course Description:

This course is highly interactive by design. It is predicated upon *learning by doing* and *discovery learning*. Assessment is based on performance-based assignments. This class will be engaged in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, student-led micro teaching simulations, guest speakers, peer feedback, videos, multimedia, and reflection.

Course Requirements

EDCI 519 is comprised of class participation and a series of course products and assessments aimed toward providing evidence of meeting the course objectives. It will include a hands-on learning where you will work with colleagues in class and in appropriate K-12 classroom settings to design and implement language instruction. See class assignments for additional details.

Learner Outcomes

This course is designed to enable students to:

- 1) Learn the fundamental concepts of the knowledge base pertaining to ESL, English as a second dialect, and the teaching of other second and foreign languages; second language acquisition, psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.
- 2) Learn to develop a lesson plan that uses the four language skills, listening, speaking, reading, and writing. This includes learning to develop a lesson plan that shows evidence of scaffolded, differentiated, and multi-level instruction.
- 3) Plan and manage a second language class effectively and be able to evaluate and selectively apply a range of teaching strategies as appropriate to their students' needs and characteristics, particularly as they apply to the skills and needs of diverse learners. For this purpose, they will need to be able to assess different teaching situations and changing conditions in culturally and linguistically diverse classrooms, so as to select appropriate teaching procedures and adapt to teaching students with differing learning styles and cultural backgrounds.
- 4) Utilize research by understanding and critically evaluating second language learning theories to engage in a systematic investigation of the knowledge base to inform their own and others teaching practices.

PROFESSIONAL STANDARDS

Relationship to TESOL/NCATE Standards

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.

Standard 1.b. Language Acquisition and Development - Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

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 community 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.

Relationship to Program Goals and Professional Organizations

EDCI 519 follows the guidelines and recommendations made by the *Teachers of English for Speakers of Other Languages* (TESOL), the *American Council on the Teaching of Foreign Languages* (ACTFL), the *National Association for Bilingual Education* (NABE), and the *National Association for Multicultural Education* (NAME). ACTFL and TESOL, along with NABE and NAME, are the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations. They embrace and celebrate cultural and ethnic diversity as a national strength that enriches a society and rejects the view that diversity threatens the fabric of a society. TESOL and ACTFL have the more specialized mission of developing the expertise of their members and other educators involved in teaching world languages, to help them foster an effective learning environment while accomplishing the goal of effective communication in diverse settings and oral and written language proficiency while respecting individuals' rights and needs.

REQUIRED TEXTS

Required Texts:

Hall Haley, M. (2010). Brain-compatible differentiated instruction for English language learners. Allyn & Bacon. Boston, MA.

Hall Haley, M. & Austin, T. (2014). Content-based second language teaching and learning: An interactive approach. 2nd Edition. Allyn & Bacon. Boston, MA.

Vogt, M.E., & Echevarria, J. (2012). Making content comprehensible for English Learners: the SIOP Model. 4th Edition. Allyn & Bacon. Boston, MA.

Recommended Texts:

Herrera, S., & Murry, K. (2011). *Mastering ESL and Bilingual Methods*. Allyn & Bacon. Boston, MA.

TESOL, *PreK-12 English Language Proficiency Standards*. ISBN: 978-193118531-8. Telephone: 703-836-0774. Fax 703-836-6447. Email: tesol@tesol.org <http://www.tesol.org>

WIDA Standards Booklet: must ordered through the WIDA consortium. You may call them toll free at: 866-276-7735

Herrell, Adrienne & Jordan, Michael (2008). *50 Strategies for Teaching English Language Learners*. Allyn & Bacon. Boston, MA.

Davis, Bonnie (2012). *How to teach students who don't look like you: culturally relevant teaching strategies*. Corwin Publishers.

COURSE ASSIGNMENTS

Assignment Descriptions

Tech Project: Option A: to use the World Wide Web as a primary resource for locating and analyzing materials and activities to be used with English Language Learners. **Option B:** to create a multimedia resource that will inform teachers about its implications for teaching. The tech project will be presented “poster-style” during class.

Informal Teaching Demonstration: In groups, conduct two teaching simulations, one based on a particular method/strategy and one on a specific technique/skill. Your demonstration must integrate technology.

Group Unit Plan Presentation: In groups with pre-service and in-service teachers, create a unit lesson plan covering five days of instruction based on your Fall 2015 teaching placement or a recent language learning teaching experience. Your plan must include preparation, practice, evaluation and expansion. You will present your unit plan to the class, citing appropriate research and course materials for your instructional choices, for feedback and refinement prior to teaching in a K-12 setting. Your unit plan must include instructional technology.

PERFORMANCE-BASED ASSESSMENT Unit Lesson Plan Reflection & Analysis Paper:

Within the context of your fieldwork, you must create a unit plan covering five days of instruction including *preparation, presentation, practice, evaluation, and expansion*.

Planning: You will plan classroom instruction in a supportive learning environment for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum. You will plan language-building activities that are designed for student-centered learning. This is to include cooperative learning and flexible grouping. Your plans are to include specific ESL and content, standards-based objectives and provide multiple ways of presenting content. Show that you know, understand and can apply concepts acquired in this course to your own approach to planning a supporting learning environment for ESL students in multilevel classrooms with learners from diverse backgrounds. Demonstrate effective use of a wide range of standards-based materials, resources and technologies. In this five day plan you will design activities and provide materials build strengths in reading, writing, listening, and speaking. Activities should include a variety of activities based on students' interest, texts and themes, a range of genres, and personal experiences to enhance students' expression in English and other content areas. Organize learning around standards-based subject matter and language learning objectives. Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material. Provide activities and materials that integrate listening, speaking, reading, and writing. Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia. Use appropriate technological resources to enhance language and content-area instruction for ESOL students. You must append your unit and lesson plans to your final paper.

Teaching: You must teach a minimum of two lessons in a K-12 classroom. In-service teachers with ELLs can use your own classroom for the unit plan. Pre-service teachers will be required obtain a fieldwork placement and work with a cooperating teacher to take over responsibility for the classroom for a minimum of two lessons. It is important that pre-service teachers develop a rapport with cooperating teachers and co-plan their unit and lessons to fit with the instructional goals of the cooperating teacher. Therefore, pre-service teachers may need to spend more than the minimum of 20 hours in a K-12 ESL classroom in order to meet the requirements of this course. You must append work products from your students to your final paper.

Evaluation: Have your supervisor or cooperating teacher review your lesson and evaluate your teaching using the form provided. You must submit your unit and lesson plans in advance of instruction, and have the supervisor/cooperating teacher observe your teaching and provide feedback using the provided form. You must append the signed evaluation forms to your final paper.

Assessment Criteria: You will submit a reflection and analysis paper of your planning and teaching experience appending your lesson plans, unit plan, evaluation forms (signed by supervisor/colleague), and student work samples to your document. Your paper should clearly and thoroughly address how you planned and implemented your unit plan, successes and challenges you experienced, and how you would incorporate feedback you received into future teaching. The following assessment criteria used will be

1. Concepts, research, and best practices
2. A descriptive scenario of the school, class composition, and time of year (similar to those provided in the Brain Compatible book)
3. Multilevel, differentiated instruction
4. Standards, content, and theme-based
5. Five separate lesson plans and includes all 4 skills: listening, speaking, reading and writing. Use lesson plan template: Planning Phase, Teaching Phase Sequence, pp. 13-14.

6. Standards-based materials, resources, and technologies
7. An example of a teacher-made (original) assessment with accompanying rubric (holistic or analytic)

COURSE ASSIGNMENTS

Assignment	Goals	Point Value	Due Date
Class Attendance and Informed Participation	Attend all class sessions, arriving on time, with readings completed and actively participate during large and small group discussions and activities, and hand in assignments on time. <i>TESOL/NCATE Standards: 3a, 3b, 3c, & 5b</i>	20 points	Every class
Tech Project	Option A: to use the World Wide Web as a primary resource for locating and analyzing materials and activities to be used with English Language Learners. Option B: to create a multimedia resource that will inform teachers about its implications for teaching. <i>TESOL/NCATE Standards: 3a, 3b, 3c, & 5b</i>	10 points	
Informal Teaching Demonstration	In groups, conduct two teaching simulations, one based on a particular method/strategy and one on a specific technique/skill. <i>TESOL/NCATE Standards: 3a, 3b, 3c, & 5b</i>	20 points	
Group Unit Plan Presentation	In groups with pre-service and in-service teachers, create a unit lesson plan covering five days of instruction appropriate for a K-12 language classroom. <i>TESOL/NCATE Standards: 3a, 3b, 3c, & 5b</i>	10 points	
Unit Lesson Plan Reflection & Analysis Paper	Within the context of your fieldwork, you must create a unit plan covering five days of instruction including <i>preparation, presentation, practice, evaluation, and expansion</i> and teach a minimum of two lessons in a K-12 classroom. <i>TESOL/NCATE Standards: 3a, 3b, 3c, & 5b</i> <i>This is the Performance Based Assessment (PBA) for the course.</i>	25 points	
Field Experience – Teaching Analysis Video Reflection	During your fieldwork hours, you will implement a minimum of 2 lessons from your unit plan and video record your teaching. Additionally, you must also submit your reflection and log of hours documenting 20 hours of appropriate experience in a K-12 classroom to Blackboard. <i>TESOL/NCATE Standards: 3a, 3b, 3c, & 5b</i> <i>This is the Performance Based Assessment (PBA) for the course.</i>	15 points	

BLACKBOARD REQUIREMENTS

Every student registered for any TCLDEL course with a required performance-based assessment is required to submit this assessment, Unit Lesson Plan to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete

(IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

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.*

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code ([http:// oai.gmu.edu/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);
1. 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);
2. 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/>
3. 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.

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. (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.

FIELD EXPERIENCE REQUIREMENTS

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of 20 hours in field experience for this course. Documentation of your field experience using the Fieldwork Evaluation & Log is required which includes a signature from your field experience teacher(s) or supervisor(s). The Fieldwork Evaluation & Log is located on Blackboard.

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf> You will check the box indicating that: “*I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.*” The deadline to submit your field experience placement is September 15 (Fall) or February 15 (Spring). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of the *international* cohort program (FAST TRAIN), please indicate “international cohort” on your request form. All other cohorts will indicate their licensure/endorsement area as the program.

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf> You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is September 15 (Fall) or February 15 (Spring). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of the *international* cohort program (FAST TRAIN), please check “international cohort” as your program on your request form. All other cohorts will indicate their licensure/endorsement area as the program.

Additional Course Policies

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.*

LAPTOP/CELL PHONE POLICY

Laptop use is permitted at the discretion of the instructor and for specific purposes as assigned in the class (e.g. small group work). Laptops will be closed during discussions, lectures and other assignments in class which require your full attention. Cell phones must be turned off/silenced during class periods. Cell phones may be used during break.

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.

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.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code <http://oai.gmu.edu/honor-code/>
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their
- d. 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.
- e. 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/>].
- f. 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/>].
- g. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- h. 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 and 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 [See <http://gse.gmu.edu/>].

Students will be expected to...

1. Attend all class sessions, ***arriving on time***, and actively participate during large and small group discussions and activities. **Three or more absences and/or tardies will result in one letter grade reduction. You are to refrain from checking email and/or texting during class.**
2. Complete all assignments on time.
3. Use an electronic tablet or purchase and maintain a three-ring binder which will be used for all course materials and should be brought to class every week.

Resources

Required Online Access: must have access by 2nd class meeting

1. **GMU Email** <http://www.gmu.edu/resources/students/>
2. **BlackBoard:** <http://mymason.gmu.edu>

Haley website <http://cehd.gmu.edu/people/faculty/mhaley/exemplars>

PowerPoints for Haley text, Brain-Compatible: www.pearsonhighered.com/educator

Haley research <http://gse.gmu.edu/research/mirs>

http://www.pen.k12.va.us/VDOE/Instruction/Language

Fairfax County Public Schools Program of Studies (POS):

<http://www.fcps.edu/dis/OMSI/esol/esolpos.html>

<http://www.tesol.org>

<http://www.ncbe.gwu>

<http://discoveryschool.com/teachingtools.html>

<http://www.quia.com>

<http://www.cal.org/ericcll>

ESL/Language Arts

ESL Café Web Guide (<http://www.eslcafe.com/search/index.html>)

Schackne Online – Language Teaching (ESL-EFL Resources)

(<http://www.schackne.com/Languageteaching.htm>)

History/Social Studies

History/Social Studies Web Site for K-12 Teachers

(<http://www.execpc.com/~dboals/boals.html>)

Science/Mathematics

TheExploratorium's TenCoolSites (http://www.exploratorium.org/learning_studio/sciencesites.html)

FCPS Elementary Science Curriculum Resource Guide

<http://www.fcps.edu/DIS/OEIAS/esscience/eslcires.htm>

COURSE SCHEDULE

Date	Topic/Learning Experiences	Readings and Assignments (refer to syllabus)
9/1	Introduction/Orientation/Language	
9/8	Language Acquisition	Haley pp xi-xvi; H/A Chpt 1
9/15	The Planning Process	H/A Chpt 2 and Chpt 3
9/22	Methods and Approaches in Language Teaching	H/A Chpt 3; Haley 41-48
9/29	Assessment	H/A Chpt 4
10/6	Technology	H/A Chpt 9
10/13	FALL BREAK	
10/20	Tech Projects Presented	Tech project; H/A Chpt 9
10/27	Field Experience Projects Reviewed/SIOP	Field Experience Projects & V/E Chpt 1
11/3	Diverse Learners	H/A Chpt 8 & V/E Chpt 2
11/10	Culturally Relevant Pedagogy	
11/17	Groups Share Unit Plans	Field Experience Videos and Reports
11/24	Virtual Class Meeting (will not meet face to face)	
12/1	Formal Teaching Demonstrations	
12/8	Formal Teaching Demonstrations	Final Unit Lesson Plan Due

1 Sept Introduction/Orientation – Domain 1: Language

Week (1)

Orientation. Review Course Outline. Bios collected. Readings' partners selected. PowerPoint – *Brain-Compatible Differentiated Instruction*

Assignment # 1 for next class:

(1) Read Haley pp. xi – xvi.

(2) Read Haley/Austin xiii-xvii and Chapter 1 (PowerPoint available online)

8 SEPT Language Acquisition – Domain 1 : Language Domain 2 : Culture Domain 3 : Planning Instruction –

Week (2)

Second Language Acquisition and its impact on planning. Review assignments. Read aloud Haley pp. 1-5. Introduce National, State, Local Standards, and WIDA. TESOL Levels of Proficiency, p. 23. PowerPoint – *Standards-Based Planning*. Writing objectives. Haley, pp. 111-112. Video, *Victor*. Starting Off The School Year – To Do Lists.

Assignments #2 and # 3 for weeks 3 & 4: Must be typed and handed in to Dr. Haley.

Week 3 (15 Sept) – Haley/Austin, Chapter 2, and PowerPoint “Planning for Today’s Millennial Learners and a Standards-based Classroom.” Answer questions on pp. 47-48 (Discuss and Reflect, Ask Yourself These Questions, Activities)

Week 4 -- (22 Sept) Read Chapter 3 (Haley/Austin),”A Critique of Methods and Approaches in Language Teaching” and Haley, pp. 41-48

Using a set of national, state or local standards, create two content and two language objectives.

15 AND 22 SEPT –

– The Planning Process – Domain 3: Planning Instruction

Weeks (3 & 4)

Planning effectively and advocating for ELLs.

The Lesson Plan Template: Haley 111-112, Demographics. 9/8

The Lesson Plan Template: Haley 111-112, Objectives. 9/15

PowerPoint, *Differentiating Instruction*. Review assignments: objectives and Chapter 3 reading. Comprehension activity on Chapter 3. Teachers Survey. Levels of ESL proficiency. PowerPoint, Second Language Acquisition Research. Haley, pp. 111-112.

Week 3: SIGN UP FOR INFORMAL TEACHING DEMOS – See Guidelines in syllabus.

Assignment #4 for week 5:

- (1) Answer questions on p. 86 from Chapter 3 (Haley/Austin), “A Critique of Methods and Approaches in Language Teaching.”**
- (2) Read Haley/Austin, Chapter 4, “Evaluating and Creating Interactive and Content-based Assessment”**

Don’t forget to look for all the PowerPoints on Dr. Haley’s exemplars site and BlackBoard:

There are PowerPoints for both the Haley and Haley/Austin books!

<http://cehd.gmu.edu/people/faculty/mhaley/exemplars>

29 SEPT Assessment – Domain 4: Assessment

(Week 5) **Guest Presenter: Sarah Eqab**

Recap Methods and Approaches for comprehension.

The Lesson Plan Template: Haley 111-112. Materials & Lesson Outline

Review assignments. Introduction to **Assessment**. Reasons for assessment. Alternative assessment/performance-based tasks. Focusing on interactive oral language assessment.

Haley, pp. 111-112. Preview midterm assignment on technology.

PowerPoint: *Assessment for ELLs*.

Informal Teaching Demonstration # 1

Assignment # 5 for next class: The following must be typed and handed in to Dr. Haley: Use one of the objectives written in Assignment # 2 and create an assessment activity. Scaffold this assessment for the five proficiency levels. Preview PowerPoint on *Scaffolding* for reference. Also, use the CAN DO Descriptors in Haley, pp. 129-137.

6 Oct – Lesson Delivery – Integrating Technology

Week (6) Technology Overview – The role and impact of technology in today’s classroom. Review assignments. Integrating Technology. Pedagogical implications for using technology. Technology in an interactive content-based classroom. Traditional technologies. Multimedia. Internet Scavenger Hunt.

Technology Preview

The Lesson Plan Template: Haley 111-112, Differentiating Instruction

Informal Teaching Demonstration # 2

Assignment #6 for next class:

(1) Chapter 9 (Haley/Austin), “Integrating Technology in an Interactive Content-based Classroom.”

(2) Technology projects are due after fall break. See Guidelines/Rubric in syllabus.

13 OCT NO CLASS: FALL BREAK Integrating Technology – Domain 3: Planning/Managing Instruction

Week (7)

Integrating Technology in an Interactive Content-Based Classroom

Technology Preview in preparation for mid-term projects

Students Sign up for Formal Teaching Demonstration!!!

20 OCT – Presentation of Mid Term Tech Projects

Week (8) Tech Project Due – One segment to be presented in class.

Assignment for next class: Reach V/E Chpt 1

27 OCT – Field Experience and Teaching Videos

Week (9) - Guest Presenter: Nadeen Zoorba – Language Experience Approach

Assignment #7 for next class – (1) Create a one day lesson plan. Must be typed! Use page 1 on the lesson plan template, p. 111 in Haley.

(2) Read Chapter 8, Haley/Austin, Interactive Approaches for Working With Diverse Learners; (3) Read V/E, Chpt 2

3 Nov – Working With Diverse Learners – Domains 2, 3, 4

Week (10)

Learner-centered instruction. Resources, Programs, & Professional Organizations

The Lesson Plan Template: Haley 111-112, Closure and Homework

Pedagogical implications for working with diverse learners. Working with Diverse Learners: Culturally & Linguistically Diverse Students

Video, *Valuing Diverse Learners*. Review Chpt 8.

Assignment # 8: Read Haley, pp. 7-39 and be prepared to discuss

10 NOV – Working With Diverse Learners – Domains 2, 3, 4

Week (11) Culturally relevant pedagogy. Planning for sustained teaching.

Providing for an inclusive classroom.

Assignment: Field Experience Reports

17 NOV – Field Experience Reports and Videotapes are Due Today!
Week (12) - Unit Lesson Plan Unit Lesson Plan must be uploaded to BlackBoard Field Experience Reports will be uploaded to BlackBoard.
Final preparation for Formal Teaching Demonstrations AND Unit Lesson Plans
24 NOV – VIRTUAL CLASS – Will not meet face to face (f2f) Week (13) Classroom Management and Classroom Discipline

1 Dec – Formal Teaching Demos
Week (14)

8 DEC – Formal Teaching Demos
Week (15) Formal Teaching Demonstrations Course Evaluations Assignment: Unit Lesson Plans due – uploaded to BlackBoard

GUIDELINES, TEMPLATES, & RUBRICS

FORMAL TEACHING DEMONSTRATIONS

Note: Instructions will be given in class for “informal” teaching demonstrations.

Methods/Approaches

- Total Physical Response (TPR)
- Natural Approach (Terrell and Krashen)
- Direct Method (such as Berlitz, Jespersen, de Sauze)
- Cognitive Academic Language Learning Approach (CALLA)
- Total Physical Response Storytelling (TPRS)
- Audiolingual Method (ALM)

Instructional Strategies

- Cooperative Learning
- Information Gap/Jigsaw or Other Interactive Activities
- Grouping
- Computer Assisted Language Learning
- Alternative Forms of Assessment
- Content-based Instruction (CBI)

GUIDELINES FOR *METHODS* AND STRATEGIES TEACHING DEMONSTRATIONS

1. Prepare a lesson plan, using page 1 of the template provided. Page two of the lesson plan is to be completed after your teaching simulation and submitted to Professor Haley the following day. Read at least three articles on the method or approach you have chosen. Try to find at least one source by the original developer of the method/approach/strategy.
2. You will work in groups or pairs for your teaching demonstration. You have **30 minutes**. Plan your time carefully. You have a maximum of 15-20 minutes to teach. You may take another 5-10 minutes to provide background information about the method/approach/strategy and discuss your handout. The class will take 10 minutes at the end of your demonstration to give you feedback and ask questions.
3. The demonstration may include:
 - Background information about the method
 - The type of class your particular demonstration is intended for, e.g., level of proficiency, grade level, type of class, etc.
 - Skills you are teaching and basic objectives of the lesson
 - Special teacher-made materials; props and realia are strongly encouraged
 - Possible follow-up activities to the lesson you have presented
 - How you might conduct assessment of the lesson you have presented, if appropriate
 - Others you can think of....

4. BE CREATIVE!

5. Try to spend less time talking about the method/approach/strategy, more time demonstrating it. You may decide to introduce your lesson by describing the method first or you may wish to immerse us in the experience and explain after the demonstration.

6. We will be your students. You may assign us whatever roles and ages you wish.

7. As a team, you may try any combination of team teaching, or each of you may demonstrate a separate activity. If you wish, you may divide teaching responsibilities by proficiency level of students. Remember that you do not have a lot of time (maximum 30 minutes).

8. Prepare a handout for the class that includes your lesson plan. It might be a summary of some points you have made or it might be sharing something from the lesson you have developed that class members might like to use in their own teaching.

EVALUATION of your teaching demonstration will be based upon the following criteria:

- Quality and accuracy of lesson plan
- An accurate summary of the method chosen
- Faithfulness to the general philosophy and techniques of the method chosen
- Evidence of preparation
- Use of teacher-developed materials
- Flexibility in response to students' spontaneity
- Efficient use of time
- Class rapport, warmth, and enthusiasm of teacher
- Creativity
- Usefulness of Handout

REFLECTION PHASE – To be sent electronically to Dr. Haley within one week of the teaching demonstration.

Efforts to Accommodate:

Visual learners _____
Auditory learners _____
Tactile learners _____
Specials needs learners _____

What worked well? _____

What didn't work well? _____

What will you do differently as a result of this plan? _____

How might this lesson be improved? _____

One important thing I learned was _____

Sample Lesson Plan Template
ENGLISH AS A SECOND LANGUAGE

Teacher _____ School _____
 Grade(s) _____ Proficiency Level(s) _____ Program Model _____
 Content: _____

PLANNING PHASE

Content and/or Language Objectives – As a result of this lesson, students will be able to:

- 1.
- 2.
- 3.

Vocabulary

Materials Needed

Lesson Outline:

Content: _____

National/State/Local Standards: _____

TEACHING PHASE SEQUENCE

Warm-up Activity: _____

Transition: _____

Activities

Grouping		Scaffolding		Processes		Skills	
Entire class		Modeling		Reading		Listening	
Small group		Individual		Listening		Speaking	
Partners		Guided		Writing		Reading	
Individual				Individual		Writing	

Activity # 1
 Transition

Activity # 2
 Transition

Activity # 3
 Transition

Differentiated Instruction

- Starting Up
- Beginning
- Developing
- Expanding
- Bridging

Assessment

Closure

Review of this lesson:

Preview for next lesson:

Home Work

REFLECTION PHASE

Efforts to Accommodate:

- Visual learners _____
- Auditory learners _____
- Tactile learners _____
- Specials needs learners _____

What worked well? _____

What didn't work well? _____

What will you do differently as a result of this plan? _____

How might this lesson be improved? _____

One important thing I learned was _____

EDCI 519

EDCI 519 -- Methods of Teaching in Multilingual Settings

Formal Teaching Demonstration

Presenter(s) _____

Method/Strategy _____ Date _____

5=Excellent 1=Poor	1	2	3	4	5
Quality/Accuracy of Lesson Plan					
Usefulness of Handout					
Accurate Summary					
True to Method/Strategy					
Evidence of Preparation					
Use of Teacher-Developed Materials					
Flexibility in Response to Students					
Efficient Use of Time					
Class rapport, warmth, enthusiasm					
Creativity					
Differentiated 5 levels of proficiency					

Comments: _____

Recommendations: _____

Guidelines for Informal Teaching Demonstration

1. Using Lessons 1-5 in the Haley book, you and your partner(s) will prepare and present a **20-30 minute** content-based lesson in class. At the end of your demonstration the class will take 5 minutes to ask questions and give feedback.
2. You and your partner(s) will sign up for a specific date to prepare and present your lesson. It will be your responsibility to bring the necessary materials (markers, pens, transparencies, sentence strips, poster paper, etc), visuals, and manipulatives for your demonstration.
3. When preparing your lesson, you will need to consider students' diverse learning styles, multiple intelligences and proficiency levels. How can you differentiate instruction so that all students' diverse needs and proficiency levels are accommodated?
4. You and your partner(s) may choose one, two or any combination of methods/approaches/strategies to present your lesson.
5. We will be your students. You and your partner(s) can assign us different proficiency levels and ages.
6. Teaching responsibilities can be divided, or you may wish to team teach.

EVALUATION of your teaching demonstration will be based upon the following criteria:

- Evidence of differentiated instruction
- Efficient use of time
- Class rapport, warmth, and enthusiasm of teacher
- Creativity

GUIDELINES FOR FIELD EXPERIENCE – PRE-SERVICE TEACHERS

COURSE TITLE: Methods of Teaching Multilingual Students (EDCI 519)

INSTRUCTOR: Dr. Marjorie Hall Haley

For EDCI 519 you are required to complete a minimum of 20 hours of field experience. You have two options to complete this requirement: (1) you may choose to have your placement made for you by GMU; and/or (2) you may participate in a designated site experience with Prince Williams County Public Schools – Stonewall Jackson High School, and Fairfax County Public Schools – Herndon Middle School (Arrangements made by Dr. Haley). See the following instructions:

- (1) The online Field Experience Presentation discusses the registration process for students. The presentation and the registration website can be accessed from this location: <http://cehd.gmu.edu/teacher/fieldexperience/> It is important that all students completing field experience register by the 9/15/15.

If you have questions, contact Comfort Uanserume, (cuanseru@gmu.edu)

PERFORMANCE-BASED ASSESSMENT Field Experience – Teaching Analysis Video

Reflection: During your fieldwork hours, you must implement a minimum of 2 lessons from your unit plan and video record your teaching. You will submit two clips of no more than 10 minutes each, from different lessons, that portray how you apply various strategies, including technology, and give a glimpse of your learning environment.

Components:

- Two video clips of 10 minutes each, submitted to BlackBoard
- Fieldwork log of hours, submitted to BlackBoard
- Analysis & Reflection of videotaping experience, submitted to BlackBoard

Video Clips: video should portray how you apply various strategies and give a glimpse of the learning environment. Of particular importance is that you demonstrate the following: instructional strategies, classroom management, assessment, differentiated instruction, and how to accommodate multiple proficiency and literacy levels. Clips can be no more than 10 minutes long. You must review and edit your video closely to provide an authentic and complete view of your teaching as possible. A video is an indication of how you interact with students, the climate you create in the classroom, the ways in which you engage students in learning. A picture is “worth a thousand words” in conveying to others how you practice your profession, the decisions you make, and your relationships with students.

It is normal to find the initial experience with a video camera uncomfortable. We do not see ourselves quite the way others see us, and the difference can be a shock. It takes some getting used to, and practice is the only remedy. The same can be said of students; only multiple opportunities with a video camera will enable students to behave naturally in its presence. Therefore, it is highly advisable to practice with a video camera. Place the camera and tripod where the camera will receive a good picture of the entire classroom.

Permission: You will need a family permission slip for each student who might appear on your tape. You may ask your school for such a form or use the one provided. If possible, you should secure a blanket permission slip from the parents or legal guardians of all your students to cover video recording as needed. Explain to the parents or legal guardians that you are using the recordings for discussions with other teachers about the best ways to teach and that the students will never be identified by their full names in the recording. Try and help them understand that the video is not

about the student, but is intended for professional discussion. If, for some reason, a student's parents refuse to grant permission, you will have to take care that he or she is seated out of the camera's range.

Equipment: Use the best video equipment available when making your video to ensure that the equipment has a sensitive microphone and that all voices are easily discernible. Make sure that the video is saved in a digital format that can be saved and uploaded to BlackBoard by the deadline.

Fieldwork Log of Hours: You must submit a signed fieldwork log of hours demonstrating that you observed, planned, and taught in a K-12 school for a minimum of 20 hours. Fieldwork logs must show direct ties to the assignments in this course. Simply being in a classroom without working on the unit plan is not acceptable for meeting the fieldwork guidelines. Fieldwork logs must be signed by your supervisor (in-service candidates) or cooperating teacher (pre-service students) and uploaded to BlackBoard.

Analysis & Reflection: You will write an analysis of your teaching videos. Watch your videos critically and respond to the analysis questions in some detail. Your responses should demonstrate a full analysis of your instructional practice. The analysis should be no more than two pages.

After watching your videos, analyze your teaching using the following guiding questions:

1. What connections with prior experience were visible in the video?
2. How did you help students make connections to other academic disciplines, to prior knowledge or to their own lives?
3. How did you provide feedback to these students throughout the sequence of instruction?
4. What is the extent of student engagement throughout the lesson? How can you tell?
5. Using Bloom's Taxonomy, what kinds of questions are asked? Is your wait time appropriate? How often do you ask students to explain, defend, clarify or elaborate their responses?
6. Were there any opportunities for students to ask questions? How would you categorize the students' questions?
7. Who is doing most of the talking? How much student-student discussion takes place? How is it structured?
8. What evidence did you see of the students taking intellectual risks? Does the class look safe as an environment for getting something wrong?
9. What types of formative assessment were used? What did you learn about student understanding or misconceptions based on these assessments?
10. How did you differentiate your instruction for your specific non-native English speaking students? How did this impact their engagement and achievement?
11. What in the instructional sequence worked well in advancing student learning? If anything did not work as well as you expected, how would you change it? Cite specific evidence from the video.
12. What would you do differently, if you were given the opportunity to teach this particular lesson again with these students, and why?
13. How does this segment reflect a classroom climate that supports language learning?

You must submit the field experience log of hours and evaluation form, signed by your cooperating teacher or principal, to Blackboard to document a minimum of 20 hours spent in a K-12 classroom.

SUGGESTED ACTIVITIES FOR FIELD EXPERIENCE:

1. Work with individual students or small groups to gain confidence and make some initial contact with students.

Note: Pay strict attention to the above guidelines. Remember, you are a guest in these schools and classrooms. Appropriate attire and conduct are mandatory. Professional courtesy is essential. If you must cancel a scheduled visit, call as soon as possible to let the teacher know.

These teachers are **not** on display. They have willingly agreed to make themselves available to you. Try to be helpful and lend assistance where possible. This is to be an **interactive** experience - not passive.

Field Experience – PRE-SERVICE TEACHERS: Teaching Analysis Video Reflection Rubric

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
13-15 points A	10-13 points B	7-10 points C	0-9 points F
Fulfillment of requirements			
Meets all requirements	Meets most requirements	Meets some requirements	Does not meet requirements
Video requirements			
Video is not longer than 20 minutes, is in the proper format and voices are audible	Videotape is not longer than 20 minutes, is not in the proper format and/or voices are not audible	Video is longer than 20 minutes, is not in the proper format and/or voices are not audible	Video is longer than 20 minutes, is not in the proper format and/or voices are not audible
Written Analysis			
Provides an in-depth analysis of video. Provides an in-depth reflection of the video. All questions are answered thoroughly.	Provides a partial analysis of videotape (answers less than 10 questions) Provides a partial reflection of the video (answers most questions)	Provides a limited analysis of videotape (answers less than 8 questions) Provides a limited reflection of the video (answers some questions)	Does not provide an analysis of video by answering questions Does not provide a reflection of the video and does not answer questions

Student name: _____

Score: _____

Comments/Feedback:

In-Service Teachers Field Experience

Guidelines for Videotaping IN-SERVICE TEACHERS ONLY

In-service: Videotape - - two 15-minute clips of you and your class during a period of instruction. The videotape should portray how you apply various strategies and give a glimpse of the learning environment. Of particular importance is that you demonstrate the following: instructional strategies, classroom management, assessment, differentiated instruction, and how to accommodate multiple proficiency and literacy levels.

It is important to remember that the purpose of the videotape is to provide as authentic and complete a view of your teaching as possible. A videotape is an indication of how you interact with students, the climate you create in the classroom, the ways in which you engage students in learning. A picture is “worth a thousand words” in conveying to others how you practice your profession, the decisions you make, and your relationships with students.

It is normal to find the initial experience with a video camera uncomfortable. We do not see ourselves quite the way others see us, and the difference can be a shock. It takes some getting used to, and practice is the only remedy. The same can be said of students; only multiple opportunities with a video camera will enable students to behave naturally in its presence. Therefore, it is highly advisable to practice with a video camera. Place the camera and tripod where the camera will receive a good picture of the entire classroom. Tape several lessons and watch them alone. You will become accustomed to how you look and sound and you will begin to notice what the students are doing and how their learning could be improved.

Practical matters

Permission You will need a parental permission slip for each student who might appear on your tape. You may ask your school for such a form or use the one provided. If possible, you should secure a blanket permission slip from the parents or legal guardians of all your students to cover taping as needed. Explain to the parents or legal guardians that you are using the tapes for discussions with other teachers about the best ways to teach and that the students will never be identified by their full names in the tape. Try and help them understand that the videotape is not about the student, but is intended for professional discussion. If, for some reason, a student’s parents refuse to grant permission, you will have to take care that he or she is seated out of the camera’s range.

Equipment - - Use the best videotaping equipment available when making your videotape. This also includes your choice of videotape. Previously used tapes from home may be worn or may contain other material and will not provide the best quality for you. Make sure that the equipment has a sensitive microphone so that all voices are easily discernible.

Analysis of Videotape: Answer no fewer than 12 of the following questions:

14. What connections with prior experience were visible in the video?
15. What kinds of activities did you use to help students discover and explore connections to other academic disciplines and to their own lives?
16. What were any unexpected changes that you had to make to your planned instruction during this lesson? What prompted the change(s)?
17. What instructional challenge(s) are presented for achieving your goals for this lesson?
18. How did you provide appropriate feedback to these students throughout the sequence of instruction?
19. What is the extent of classroom involvement (e.g., are the same students doing all the talking)?
20. Are the students engaged in the lesson? How can you tell? What do students' facial expressions and body language tell you about your instruction?
21. What kinds of questions do you ask? Can all questions be answered with a single word? How long do you wait for responses? Do you ask students to explain and/or defend a particular answer? Do you ask students to compare or evaluate alternative interpretations or strategies?
22. Were there any opportunities for students to ask questions? How would you categorize the students' questions (e.g., did they indicate confusion and a need for clarification or understanding and extension)?
23. What roles (e.g., expert, facilitator, co-learner) did you play in the videotape? Was each role appropriate for the situation?
24. What kinds of tasks did you ask students to do? Did you capitalize on their previous knowledge and experiences?
25. What instructional opportunities did you take advantage of? Why?
26. What evidence did you see of the students taking intellectual risks? Does the class look safe as an environment for getting something wrong? Do students talk to each other as well as to you?
27. Do you push students to task risks, to speculate, to offer conjectures about possible approaches, strategies, and interpretations?
28. Were the learning goals for the lesson achieved? Did you adjust the lesson so your goals could be achieved by every student? What are the evidences for your answers, both in the videotape and from other sources?
29. Explain how your design and execution of this lesson affected the achievement of your instructional goals. (Your response might include – but is not limited to – such things as the anticipation and handling of student misconceptions, the unexpected questions from students, the unanticipated opportunity for learning that you captured, or your planned strategy and its outcomes in the lesson.)
30. What do you do to include parents?
31. What do you do to educate your colleagues?

Reflection on the Videotape: Answer the following questions:

1. What in the instructional sequence worked well in advancing student learning? If anything did not work as well as you expected, how would you change it? Cite specific evidence from the videotape.
2. What would you do differently, if you were given the opportunity to teach this particular lesson again with these students, and why?
3. How does this segment reflect a classroom climate that supports language learning?

Videotape: Your videotape must

1. Have voices that are audible
2. Be no longer than 30 minutes.
3. Be either digital or standard VHS format, CD, or DVD

RELEASE FORM

**Graduate School of Education
George Mason University
Fall
2015**

Permission to Use Student Materials and Image in Videotape

As a student in the Graduate School of Education at George Mason University I am requesting permission to use student materials and image in a videotape that will be used for discussion about the best ways to teach foreign/second languages. Students will never be identified by their names in the tape. This videotape is not about the students, but is intended for professional development.

Teacher's Signature

Student's Name_____

Parent(s) or Legal Guardian(s) Signature_____

Marjorie Hall Haley, PhD
Professor of Education
mhaley@gmu.edu
(703) 993-8710

Analytic Scoring Rubric – In-Service Teacher Video
EDCI 519 – FALL 2015
IN-SERVICE Teachers Field Experience Report

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
14-15 points A	12-13 points B	10-11 points C	0-9 points F
Fulfillment of requirements			
Meets all requirements	Meets most requirements	Meets some requirements	Does not meet requirements
Video requirements			
Videotape is not longer than 30 minutes, is in the proper format and voices are audible	Videotape is not longer than 30 minutes, is not in the proper format and/or voices are not audible	Videotape is longer than 30 minutes, is not in the proper format and/or voices are not audible	Videotape is longer than 30 minutes, is not in the proper format and/or voices are not audible
Written Analysis			
Provides an in-depth analysis of videotape (answers at least 12 questions) Provides an in-depth reflection of the videotape (answers all questions)	Provides a partial analysis of videotape (answers 9-11 questions) Provides a partial reflection of the videotape (answers most questions)	Provides a limited analysis of videotape (answers 5-8 questions) Provides a limited reflection of the videotape (answers some questions)	Does not provide an analysis of videotape by answering questions Does not provide a reflection of the videotape and does not answer questions

Student name: _____

Score: _____

Comments/Feedback:

GUIDELINES FOR MID-TERM PROJECT

Option A:

Using Technology to Enhance Learning Experiences for English Language Learners

Begin by viewing this You Tube: http://www.youtube.com/watch?v=Fnh9q_cQcUE

The following was retrieved on 16 Jan 2010 from: http://en.wikipedia.org/wiki/Digital_native

[Marc Prensky](#) is acknowledged to have coined the term *digital native* in his work *Digital Natives, Digital Immigrants* published in 2001. In his seminal article, he assigns it to a new breed of student entering educational establishments.^[1] The term draws an [analogy](#) to a country's [natives](#), for whom the local religion, language, and folkways are natural and indigenous, over against [immigrants](#) to a country who often are expected to adapt and assimilate to their newly adopted home. Prensky refers to *accents* employed by digital immigrants, such as printing documents rather than commenting on screen or printing out emails to save in hard copy form. Digital immigrants are said to have a "thick accent" when operating in the digital world in distinctly pre-digital ways, for instance, calling someone on the telephone to ask if they have received a sent [e-mail](#).

Not everyone agrees with the language and underlying assumptions of the *digital native*, particularly as it pertains to the concept of their differentiation. There are many reasonable arguments against this differentiation. It suggests a fluidity with technology that not all children and young adults have, and a corresponding awkwardness with technology that not all older adults have. It entirely ignores the fact that the digital universe was conceived of pioneered, and created by the *digital immigrants*. In its application, the concept of the digital native preferences those who grow up with technology as having a special status ignoring the significant difference between familiarity and creative application.

Crucially, there is debate over whether there is any adequate evidence for claims made about *digital natives* and their implications for education. [Bennett, Maton & Kervin \(2008\)](#), for example, critically review the research evidence and describe some accounts of *digital natives* as an academic form of a [moral panic](#).

Your Task:

You will select an educational technology that can be utilized in today's classrooms with English Language Learners. This can be something you currently use or would like to learn to use. You will plan a demonstration on how to use this technology in a content (math, science, social studies, English Language Arts) standards-based lesson activity. Dr. Haley can help in providing some technologies. However, most can be obtained online. Your tech project will consist of demonstrating "how" to use the technology you've selected. You will submit a paper copy and CD/DVD detailing the activity. You may select from the following or choose a technology with which you are already familiar:

Wikis

Blog

Electronic grade book

Digital camera

EPals

Facebook

Twitter

Skype

Smartboard
MySpace
Flickr

Additional technologies:

iPod, Flip Cameras, iClickers, iPods, Pod-cast, Webinar, BlackBoard, PhotoStory, Hot Potato, Flash Media, Kindle, Wii, Mimio, Video tape, Multimedia, PowerPoint, MOOs and MUDs, You Tube, Teacher Tube, Web Quest, Picasa, Jing, Wordle, Wikispaces, Animoto, Voxopop, Toondo, Voicethread, or Other Technologies

Procedures/Steps to Follow:

1. Prepare a 30-minute technology-based project to be taught in a standards-based math, science, social studies or ELA classroom and apply it to a teaching setting. The purpose of the project is to focus on one technology and inform teachers about its implications for working with ELLs.
2. Describe the teacher/student population and their needs.
3. Prepare a printed guide to your product to help a novice use it.
4. Refer to course topics to add support to this project. For instance, describe how you can scaffold and differentiate instruction for multiple proficiency levels students working along side mainstream English-only students.
5. Submit your project on BlackBoard.

Option B:

If you have other ideas for ways to increase your knowledge of successfully implementing technology, please see Dr. Haley for permission to pursue another option.

**Analytic Scoring Rubric – Mid Term Project Option A
EDCI 519 – FALL 2015**

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
9-10 points A	7-8 points B	5-6 points C	0-4 points F
Fulfillment of task			
Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology-based project	Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology-based project	Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology-based project	Does not prepare a 30 minute videotape, electronic game/grammar book, presentation or other type of technology-based project
Completion of task requirements			
Project is based on a course outline topic	Project is partially based on a course outline topic	Project is not based on a course outline topic	Project is not based on a course outline topic
Projects applies to a teaching setting	Projects partially applies to a teaching setting	Projects seldom applies to a teaching setting	Project does not apply to a teaching setting
Submits project on both CD and in paper format	Submits project on both CD and in paper format	Submits project on either CD or paper format	Does not submit project on either CD or paper format
Appropriateness and usefulness of materials selected			
Describes the teacher/student population and their needs	Partially describes the teacher/student population and their needs	Does not clearly describe the teacher/student population and their needs	Does not describe the teacher/student population and their needs
Analysis			
Prepares a printed guide of the product to help a novice use it	Partially prepares a printed guide of the product to help a novice use it	Partially prepares a printed guide of the product to help a novice use it	Does not prepare a printed guide of the product to help a novice use it
Refers to course topics to add support to project	Partially refers to course topics to add support to project	Does not refer to course topics to add support to project	Does not refer to course topics to add support to project

Student name: _____

Score: _____

Comments/Feedback:

FINAL PROJECT

This project is required for the licensure portfolio!
Must be UPLOADED TO BlackBoard.

GUIDELINES FOR UNIT LESSON PLAN: Planning for Standards-based ESL and Content Instruction; Managing and Implementing Standards-based ESL and Content Instruction; and Using Resources Effectively in ESL and Content Instruction

Description: Plan classroom instruction in a supportive learning environment for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum. You will plan language-building activities that are designed for student-centered learning. This is to include cooperative learning and flexible grouping. Your plans are to include specific ESL and content, standards-based objectives and provide multiple ways of presenting content. Show that you know, understand and can apply concepts acquired in this course to your own approach to planning a supporting learning environment for ESL students in multilevel classrooms with learners from diverse backgrounds. Demonstrate effective use of a wide range of standards-based materials, resources and technologies. In this five day plan you will design activities and provide materials build strengths in reading, writing, listening, and speaking. Activities should include a variety of activities based on students' interest, texts and themes, a range of genres, and personal experiences to enhance students' expression in English and other content areas. Organize learning around standards-based subject matter and language learning objectives. Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material. Provide activities and materials that integrate listening, speaking, reading, and writing. Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia. Use appropriate technological resources to enhance language and content-area instruction for ESOL students.

Process: Follow the outline below for planning a unit/lesson plan that is specific to your own current or future teaching circumstance. This plan should cover 5 days (1 separate lesson plan for each day) and each day's plan must include *preparation, presentation, practice, evaluation, expansion, and scaffolded (multilevel) instruction*. Use the lesson plan template pages 1-2 provided in the syllabus. Choose one theme or topic and the level/age/grade/content you want to teach. Include this in the title. Define the program model, i.e., pull out, push in, sheltered, immersion, etc. Provide a scenario of the school and class setting for whom this unit plan is intended.

TESOL/NCATE Standard 3a: Know, understand and apply concepts, research, and best practices to plan instruction in a supporting learning environment for ESL students. Serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

TESOL/NCATE Standard 3b: Know, manage and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum.

TESOL/NCATE Standard 3c: 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/NCATE Standard 4c. Know and use a variety of classroom and performance-based assessment tools that are standards based to inform instruction:

Assessment Criteria: The following assessment criteria used will be

8. Concepts, research, and best practices
9. A descriptive scenario of the school, class composition, and time of year (similar to those provided in the Brain Compatible book)
10. Multilevel, differentiated instruction
11. Standards, content, and theme-based
12. Five separate lesson plans and includes all 4 skills: listening, speaking, reading and writing. Use lesson plan template: Planning Phase, Teaching Phase Sequence, pp. 13-14. Do not include Reflection Phase.
13. Standards-based materials, resources, and technologies
14. An example of a teacher-made (original) assessment with accompanying rubric (holistic or analytic)

Unit Lesson Plan Analysis and Reflection Rubric

Criteria	Standard	Does Not Meet Standard	Approaches Standard	Meets Standards	Exceeds Standard
		1	2	3	4
Cultural Context, School and Class Setting	2	Candidate did not describe the school and class setting for whom the plan is intended.	Candidate described the class setting including cultural context but not the school for whom the plan is intended. Unit plan does appropriately cultural context	Candidate described the school and class setting for whom the plan is intended. Unit plan reflects their knowledge of students' culture and how it impacts student learning	Candidate described the school and class setting, including program model, class composition, class composition, and resources available. unit lesson plan that allows students to share and apply cultural perspectives to meet learning objectives
Planning for standards-based ESL and content instruction ____/4 points	3a	Candidate provides a five- day unit plan not based on standards-based ESL and content objectives. Objectives are inappropriate for age and educational background level of students. The unit plan is not designed for a classroom with multilevel learners from diverse backgrounds.	Candidate provides a five-day unit plan with some standards-based ESL and content objectives. Objectives are inappropriate for age of students but appropriate for educational background level of students. The unit plan is designed with some focus on multilevel learners from diverse backgrounds.	Candidate provides a five-day unit plan with standards-based ESL and content objectives for at least two of the content areas. Objectives are appropriate for age and educational background level of students. The unit plan is designed for a classroom with multilevel learners from diverse backgrounds.	Candidate provides a five-day unit plan with standards-based ESL and math, science, social studies, and English language arts objectives. Objectives are appropriate for age and educational background level of diverse learners and include descriptions of scaffolded support. The unit plan is designed for a classroom with multilevel activities to meet the needs of diverse learners including multimodal and multisensory approaches to learning. Candidate plans ESL and content instruction that is student centered.

<p>Organize learning around standards-based subject matter and language learning objectives</p> <p>____/4 points</p>	<p>3b</p>	<p>Candidate does not organize learning around effective standards-based ESL and content instruction. Unit plan does not include appropriate language learning objectives. Candidate does not create objectives that sometimes support state standards (SOLs) in an engaging, interactive manner. Candidate does not use students' prior knowledge in planning ESL and content instruction.</p>	<p>Candidate organizes limited learning around effective standards-based ESL and content instruction. Unit plan does not clearly support language learning objectives. Candidate creates objectives that sometimes support state standards (SOLs) in an engaging, interactive manner. Candidate sometimes uses students' prior knowledge in planning ESL and content instruction.</p>	<p>Candidate organizes learning around effective standards-based ESL and content instruction. Unit plan clearly supports appropriate language learning objectives. Candidate creates objectives that support state standards (SOLs) in an engaging, interactive manner. Candidate uses students' prior knowledge in planning ESL and content instruction.</p>	<p>Candidate organizes learning in a variety of ways around effective standards-based ESL and content instruction. Unit plan clearly supports and integrates appropriate language learning objectives. Candidate creates objectives that support state standards (SOLs) while providing scaffolding techniques throughout the unit plan. Candidate uses students' prior knowledge to plan activities that integrate skill and content areas through thematic-based topics.</p>
<p>Provide activities and materials that integrate listening, speaking, reading, and writing</p> <p>____/4 points</p>	<p>3b</p>	<p>Candidate provides activities that integrate one of the four language skills: listening, speaking, reading, or writing. Candidate does not demonstrate integrated learning activities that build meaning through practice.</p>	<p>Candidate provides activities that integrate at least two of the four language skills: listening, speaking, reading, and writing. Candidate demonstrates limited integrated learning activities that build meaning through practice.</p>	<p>Candidate provides activities that integrate all language skills: listening, speaking, reading, and writing. Candidate demonstrates integrated learning activities that build meaning through practice.</p>	<p>Candidate provides activities that integrate all language skills: listening, speaking, reading, and writing in content areas through thematic and discovery-learning activities. Candidate demonstrates high-level integrated learning activities that build meaning through practice.</p>

EDCI 519 – Analytic Rubric for Class Attendance, Homework, and Participation

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
18-20 points A	14-17 points B	11-13 points C	0-10 points F
Class Attendance			
Attended all classes or missed 1 class, arriving on time	Missed 2 classes. Arrived late.	Missed 3 classes Arrived late	Missed more than 3 classes. 3 or more late arrivals.
Homework			
Complete assignments on time	Completed most assignments on time	Completed few assignments on time	Did not complete assignments on time
Participation			
Engaged in meaningful class discussions	Engaged in class discussions	Rarely engaged in class discussion	Did not engage in class discussions
Participated actively in class activities	Participated in most class activities	Rarely participated in class activities	Did not participate in class activities
Provided constructive feedback to class members	Provided some constructive feedback to class members	Rarely provided constructive feedback to class members	Did not provide constructive feedback to class members

Student name: _____

Score: _____

Comments/Feedback:

Materials Release Form for
EDCI 519
FALL 2015 Dr. Marjorie Hall Haley

In this course, I will be electronically collecting and storing work samples of your projects and/or papers as performance evidence for program accreditation, which is conducted every seven years by the National Council for the Accreditation of Teacher Education (NCATE) programs. If you agree to let me use your materials for this purpose, please sign below. Please note that every precaution will be taken to protect your anonymity.

1. I, _____, give permission for
(please print your name)

materials produced to meet the requirements of this course **to be used as work samples for the NCATE** review process.

2. Please replace my name with a code on my papers and projects.

YES NO

Signature

Date

Tel. No. _____ (Home or cell phone)

Email address _____

STUDENT BIOGRAPHICAL INFORMATION

Please Print clearly!

Name: _____

E-mail address: _____

Home phone: _____ Work phone: _____

Home address: _____

GMU Program: _____ Academic Advisor _____

Year admitted: _____ Expected completion year _____

Currently teaching? _____ If yes, where, what, and for how long?

Language(s) you speak/read/write _____

Level(s) of proficiency _____

Travel experience? _____ Where? _____

For how long? _____

Career goals: _____

What you hope to gain from this class: _____

Favorite leisure/pastime activities: _____
