

**George Mason University  
College of Education and Human Development  
Graduate School of Education**



**Concentration:  
Teaching Culturally & Linguistically Diverse and Exceptional Learners**

**EDRD 610-A02 (CRN 42574)  
Content Literacy for English Language Learners, PK-12  
3 Credits**

Summer 2016

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*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.

### **Course Requirements**

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.

### **Course Outcomes**

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 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.

## Course Expectations

**Class 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.***

### **Netiquette:**

As we will be working together from time to time in an online environment, netiquette will be significantly important in terms of creating a community of thinkers and learners. Netiquette is a way of defining professionalism through network communication; it is a way to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

For our class, here are the netiquette guidelines for working and communicating online:

- Do not use offensive language.
- Never make fun of someone’s ability to read or write.
- Keep an “open-mind” and be willing to express even your minority opinion.
- Think before you push the “Send” button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification
- Popular emoticons such as 😊 or / can be helpful to convey your tone but do not overdo or overuse them.

## Relationship to Program Goals and Professional Organizations

*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		
<a href="http://www.ccsso.org/intasc">http://www.ccsso.org/intasc</a>	<a href="http://www.iste.org/standards">http://www.iste.org/standards</a>	<a href="http://cehd.gmu.edu/values/">http://cehd.gmu.edu/values/</a>

## Textbooks

### 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 Assignment Descriptions

<b>Class Assignments</b>			
<b>Project</b>	<b>Goal</b>	<b>Percentage of Grade</b>	<b>Due Date</b>
<b>Participation</b>	<p>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. Novel presentation demonstrates awareness of CLD student experiences.</p> <p style="text-align: center;"><i>TESOL/NCATE Standards: 1b, 3a, 4a, &amp; 5a</i></p>	10 percent	<b>Each week</b>
<b>Seminar for Content Teacher</b>	<p>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.</p> <p style="text-align: center;"><i>TESOL/NCATE Standards 1b, 3a, 3c, 5a, &amp; 5b</i></p>	10 percent	<b>6/1</b>
<b>Teachers as Readers</b>	<p>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.</p> <p style="text-align: center;"><i>TESOL/NCATE Standards 1b, 2a, 3c</i></p>	10 percent	<b>6/6</b>
<b>Philosophy of Teaching (Update)</b>	<p>Revise your Philosophy of Teaching statement that you wrote in EDCI 516 to reflect your professional growth to date.</p> <p style="text-align: center;"><i>TESOL/NCATE Standards - 1a, 1b, 2a, 2b, &amp; 5a, 5b</i></p>	20 percent	<b>6/22</b>
<b>Collaborative Learning Team Assessment (PBA)</b>	<p>Collaborate with at least two teachers in a K-12 setting to review ELL assessment data and collaborative plan a lesson to support student learning. Document your collaboration.</p>	20 percent	<b>6/13</b>
<b>Content Literacy Project (PBA)</b>	<p>Utilizing your assessment data and initial plan from the Collaborative Learning Team Assessment, finalize and implement a unit plan to to improve language, literacy, and content instruction for ELL/LMS and reflect upon literacy practices across the curriculum for ELL/LMS</p> <p style="text-align: center;"><i>TESOL/NCATE Standards - 1a, 1b, 2a, 2b, 4a, 4b, 4c, &amp; 5a, 5b</i></p>	30 percent	<b>6/20</b>
<b>Field Experience Documentation</b>	<p>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-TK20</p> <p><a href="http://cehd.gmu.edu/assets/docs/fast_train/PBA_ESOL-FieldworkGuidelines.pdf">http://cehd.gmu.edu/assets/docs/fast_train/PBA_ESOL-FieldworkGuidelines.pdf</a></p>	S/U	<b>6/22</b>

Evaluation Criteria are listed with each assignment.

### 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 10<sup>th</sup> 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.

### **Additional Course Policies**

**GMU E-mail & Web Policy:** Mason uses electronic mail ([www.gmu.edu/email](http://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](http://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 (6<sup>th</sup> 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.

### **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) or May 15 (Summer). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “International Cohort Program” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

**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) or May 15 (Summer). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “International Cohort Program” on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

### **Field Work Assessment:**

Each student is required to complete **20 hours** of fieldwork for this course. The fieldwork will be performed in conjunction with the Project Based Assessment for the course, the *Student Literacy Study*. The fieldwork will be marked as:

**Satisfactory:** completion of all assignments with high quality in a timely and efficient manner.

**Unsatisfactory:** incomplete and/or low quality of assignments submitted or work submitted more than one week late from due date.

NOTE: Failure to submit documentation of successful completion of your **field work in a timely manner** will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

### **TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT**

Every student registered for any CEHD course with a required performance-based assessment is required to submit this assessment, Content Literacy Project, Collaborative Unit, and fieldwork log & evaluation to TK20 through 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 TK20 through Blackboard. Failure to submit the assessment to TK20 (through 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 TK20 submission, the IN will convert to an F nine weeks into the following semester.

## **GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (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/>.**

## Assignments

### 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 to share information with content instructors on how to prepare to teach ESL students in a content area. 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 1-2 page outline for the instructor which details all of the above information which will be applied to the Collaborative Learning Team Project.

### 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 descriptive and evaluative paragraph, the annotation. Include one summary of an assessment tool review from MMY in your bibliography. 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 extent 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?

### **Collaborative Learning Team Assessment (PBA)** **Submit a hard copy in class and upload to Bb.**

#### **Assessment Objectives**

- The candidate will collaborate with other teachers in a school context.
- The candidate will assess individual student and/or group learning progress and consider this data to make instructional decision.
- The candidate will develop and/or revise lesson plans, instructional delivery methods, and classroom management strategies with the goal of improving student learning progress.
- The candidate will collaboratively develop a teaching action plan that promotes an individual student's or a group of students' academic achievement.

#### **Rationale**

Today's teachers play a teacher leadership role, with each professional (novice and veteran) facilitating not only their own but also their colleagues' professional development—all focused on the achievement of the students they work together to educate. As a Teacher Candidate you will enter schools where collaboration with your colleagues in the service of your students is required. Professional collaborations and teacher leadership must begin and end with joint considerations of the evidence of student learning.

You will complete the Collaborative Learning Team Task during an internship or field experience placement to ensure that you have an active responsibility for instruction and student learning. This task can be completed in conjunction with other program requirements (e.g., a teacher research project or a teacher work sample assignment).

#### **Assessment Task**

To complete this task you will:

- Early in the semester seek permission, where required, and establish rapport with a classroom teacher and students.
- Collaborate with a team of teacher colleagues, potentially including but not consisting solely of the mentor teacher, to discuss individual student or group learning progress
- With the learning team, consider assessment results and make responsive instructional decisions that promote an individual student's or a group of students' learning
- Provide input to the team to identify lesson plans or revisions to lesson plans, instructional delivery methods, or classroom management strategies affecting student learning progress
- Detail a teaching action plan that the team believes will promote the individual student's or group of students' academic achievement and that includes a description of the instructional activities and assessments to be used and how assessment results will be used to determine changes in student learning

### **Submission Directions**

You will submit a completed template to demonstrate meeting the above objectives and completion of the above tasks:

#### **Part 1: Collaboration**

**Documentation of collaborations** with teacher colleagues regarding individual student or group learning progress. (Documentation can include: agenda, minutes, reflections, etc.)

#### **Part 2. Assessment and Instruction**

**Documentation of initial assessment results and responsive instructional decisions.**

(Documentation will include the initial results from the assessment and the specific instructional decisions made in response to the assessment results.)

#### **Part 3. Lesson Plan(s)/Revisions**

**Documentation of lesson plans** or revisions, instructional delivery methods or classroom management strategies. (Documentation will be the detailed lesson plan(s) or revision with instructional delivery methods or classroom management strategies.)

#### **Part 4. Teaching Action Plan**

**Include the teaching action plan** that is a description of the alignment of specific instructional activities and assessments. (Documentation will describe an alignment of objectives, assessment outcomes and instructional strategies used)

*The format below will be used to organize the information for this assignment and will be uploaded to Bb. It will then provide a guide for planning and implementation of the Content Literacy Project due at the end of the semester.*

## Collaborative Learning Team Assessment

You will submit the following and attachments to demonstrate meeting the objectives for this assessment task.

Task	Documentation		
<b>Part 1: Documentation of collaborations</b> with teacher colleagues regarding individual student or group learning progress.	<b>Documentation of collaborations</b>		
	<i>List artifacts attached to this template:</i>		
<b>Part 2. Documentation of initial assessment results and responsive instructional decisions.</b>	<b>Assessment results</b>	<b>Corresponding instructional decisions</b>	
<b>Part 3. Documentation of lesson plans or revisions, instructional delivery methods or classroom management strategies.</b>	<b>Attach lesson plan to this template.</b> <i>Briefly describe the content of the lesson and specific strategies and management techniques used for this lesson.</i>		
<b>Part 4. Teaching action plan</b> that includes a description of instructional activities and assessments.	<b>Teaching action plan</b>		
	<b>Objectives</b>	<b>Instructional Activities</b>	<b>Assessment (list and state alignment)</b>



## **Content Literacy Project (PBA) (Submit a hard copy in class and upload to Bb)**

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*

Building upon your work in the “Collaborative Learning Team Assessment” you will implement all or part of a collaboratively planned unit plan in K-12 ESL classroom. 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. Using the assessment data and preliminary teaching plan created in your collaboration, identify the specific content you wish to teach to English language learners.
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 (PBA)**

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 Bb by midnight of the due date. (A hard copy will not be needed for this assignment.)**

<b>Date</b>	<b>Topic/Assignment</b>
5/16	<p>Introductions-Name, what do you want to learn? Are you teaching now, or are you pre-service?</p> <p>Review syllabus and projects timelines</p> <p>Read and discuss Introduction and Ch 1 Freeman &amp; Freeman</p> <p>Describe English Language Learners; Define content literacy</p> <p>Explore literacy for the 21st Century</p> <p>Read: Wilson &amp; Chavez, Ch 1; Reiss, Ch 1&amp;2;</p> <p>Freeman &amp; Freeman Ch 7; Review YA novels for next week's assignments</p>
5/18	<p><b>Go to Gateway Library Room 228 5:45-6:45</b></p> <p>Explore Database Resources and Mental Measurements Yearbook. Begin work on Teachers as Readers Project</p> <p>Reading: Wilson &amp; Chavez Ch2; Freeman &amp; Freeman Ch 2</p>
5/23	<p>Multimodal Literacy</p> <p>Music and the Arts in literacy activities</p> <p>Choose YA novels groups</p> <p>Read: Reiss Ch 3 and 4; Wilson &amp; Chavez Ch 3</p>
5/25	<p>Science Instruction and ELLs</p> <p>Discuss text sets that support ELLs</p> <p>Read: Reiss Ch 9 &amp; 10; Freeman Ch 3 &amp; 4</p>
6/1	<p><b>Seminar for Teachers Presentations DUE</b></p> <p><b>(Small group sharing)</b></p> <p>Language Arts Instruction and ELLs</p> <p>Small group discussion: Reiss Ch 9 &amp; 10</p> <p>Freeman &amp; Freeman Ch 3 &amp; 4</p>
6/6	<p><b>Teachers as Readers Presentations</b></p> <p>Social Studies and ELLS</p> <p>Read: Chavez &amp; Wilson Ch 4; Reiss Ch 5</p>
6/8	<p>Math Instruction for ELLs</p> <p>In class work on Collaborative Learning Team project</p> <p>Read: Freeman &amp; Freeman Ch 7; Reiss Ch 8</p>
6/13	<p><b>Collaborative Learning Team Assessment (PBA)</b></p> <p><b>(Hard Copy in class and upload to TK20)</b></p> <p><b>(Small group sharing)</b></p> <p>Small group discussion of Reiss Ch 6 using Literature Circle Strategies</p> <p>Read: Freeman &amp; Freeman Ch 5 &amp; 6</p>

- 6/15                    **Literature Discussion Group Presentations DUE**  
Authentic Assessment Strategies  
In class work on Content Literacy Project  
Read: Wilson & Chavez Ch 5 & 6
- 6/20                    Class sharing of technology resources with class  
Discussion of Philosophy of Teaching  
**Content Literacy Project (PBA) DUE**  
**Submit hard copy in class and upload to TK20**
- 6/22                    **Philosophy of Teaching (PBA) DUE**  
**Field Work Log Due**  
**Submit electronic copies to TK20 by midnight**  
Small group sharing/reflection  
Wrap up and evaluation

**EDRD 610 Collaborative Learning Team Task  
Rubric**

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
<b>Part 1. Collaboration</b>				
<p>The candidate works with school professionals to plan and facilitate learning to meet diverse needs of learners.</p> <p><i>InTASC 10(b)</i></p>	<p>The candidate <b>does not provide</b> evidence of effectively collaboration with school professionals to plan <b>and/or</b> jointly facilitate learning to meet diverse needs of learners.</p>	<p>The candidate provides evidence that he/she collaborates only <b>occasionally or less than effectively</b> with school professionals to plan and jointly facilitate learning to meet diverse needs of learners.</p>	<p>The candidate provides evidence that he/she collaborates with school professionals to <b>effectively</b> plan and <b>jointly</b> facilitate learning to meet diverse needs of learners but <b>did not</b> take advantage of all opportunities.</p>	<p>The candidate provides evidence that he/she collaborates <b>regularly and effectively</b> with a variety of school professionals to plan and <b>jointly</b> facilitate learning to <b>meet diverse needs</b> of learners.</p>
<p>The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p><i>InTASC 10(f)</i></p>	<p>The candidate <b>does not provide</b> evidence of collaboration with school professionals to engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she only <b>occasionally or less than effectively</b> collaborates with school professionals to engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she <b>effectively</b> collaborates with school professionals to <b>effectively</b> and <b>jointly</b> engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she collaborates <b>regularly and effectively</b> with a variety of school professionals to <b>effectively</b> and <b>jointly</b> engage in professional learning that advances practice.</p>
<b>Part 2. Assessments and Instruction</b>				

<p>Independently and in collaboration with colleagues, the candidate uses data (e.g., systematic observation, information about learners, research) to evaluate outcomes of teaching and learning to adapt planning and practice.</p> <p><i>InTASC 9(c)</i></p>	<p>The candidate <b>does not</b> show evidence of collaboration with colleagues in the use of data to evaluate outcomes of teaching and learning or to adapt planning and practice.</p>	<p>The candidate independently or in collaboration with colleagues uses data to evaluate outcomes of teaching and learning <b>but inaccurately or ineffectively</b> adapts planning and practice.</p>	<p>The candidate independently and in collaboration with colleagues uses data to <b>effectively</b> evaluate outcomes of teaching and learning <b>and</b> adapts planning and practice.</p>	<p>The candidate independently and in collaboration with colleagues uses a <b>variety of data</b> to <b>accurately</b> evaluate outcomes of teaching and learning and <b>effectively</b> adapts planning and practice for all learners.</p>
<p>Part 3. Lesson Plan</p>				
<p>The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p><i>InTASC 7(j)</i></p>	<p>The candidate exhibits a <b>limited or no</b> understanding of the strengths and needs of individual learners <b>nor</b> how to plan instruction that is responsive to strengths and needs.</p>	<p>The candidate exhibits a <b>limited</b> understanding of the strengths and needs of individual learners <b>and/or</b> how to plan instruction that is responsive to these strengths and needs.</p>	<p>The candidate exhibits an understanding the strengths and needs of individual learners and how to plan <b>effective</b> instruction that is responsive to these strengths and needs.</p>	<p>The candidate exhibits a <b>deep understanding</b> the strengths and needs of <b>diverse</b> learners and how to plan <b>effective</b> instruction that is responsive to these strengths and needs.</p>

<p>The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p> <p><i>InTASC 6(a)</i></p>	<p>The candidate <b>does not provide evidence</b> of the use of formative and summative assessment as appropriate to support, verify, and document learning.</p>	<p>The candidate provides <b>limited</b> evidence of the use of formative <b>and/or</b> summative assessment as appropriate to support, verify, and document learning.</p>	<p>The candidate provides <b>adequate</b> evidence of the balanced use of formative and summative assessment as appropriate to support, verify, and document learning.</p>	<p>The candidate provides <b>extensive</b> evidence of the balanced use of <b>multiple</b> formative and summative assessments as appropriate to support, verify, and document learning.</p>
<p>The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p><i>InTASC 6(b)</i></p>	<p>The candidate provides <b>no evidence</b> that he/she designs assessments that match learning objectives with assessment methods <b>or</b> minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides <b>little evidence</b> that he/she designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides <b>evidence</b> that he/she designs <b>effective</b> assessments that <b>closely</b> match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides multiple pieces of <b>evidence</b> that he/she designs <b>effective</b> assessments that <b>align</b> learning objectives with a <b>variety</b> of assessment methods and minimizes sources of bias that can distort assessment results.</p>



<p>The candidate works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.</p> <p><i>InTASC 6(c)</i></p>	<p>The candidate <b>does not</b> work independently and collaboratively to examine test and other performance data to understand <b>some</b> learner’s progress and to guide planning.</p>	<p>The candidate works independently <b>and/or</b> collaboratively to examine <b>limited</b> test and other performance data to understand <b>some</b> learner’s progress and to guide planning.</p>	<p>The candidate works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.</p>	<p>The candidate works independently and collaboratively to examine <b>multiple sources of</b> test and other performance data to understand every learner’s progress and to guide planning to meet <b>diverse</b> student needs.</p>
<p><b>Part 4 Teaching Action Plan</b></p>				
<p>The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> <p><i>InTASC 9(e)</i></p>	<p>The candidate <b>describes rather than reflects on</b> personal biases <b>and does not</b> access resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<p>The candidate <b>describes rather than reflects on</b> personal biases and accesses <b>some</b> resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<p>The candidate reflects on <b>some</b> personal biases and accesses a <b>range</b> of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<p>The candidate reflects <b>candidly on a variety of personal biases</b> and accesses a <b>broad range</b> of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>

<p>The candidate takes an active role on the instructional team giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.</p> <p><i>InTASC 10(a)</i></p>	<p>The candidate <b>does not</b> work with the instructional team, receives <b>limited</b> feedback on practice, examining <b>minimal</b> learner work, <b>rarely</b> analyzing data, and sharing <b>little</b> responsibility for decision making and accountability for student's learning.</p>	<p>The candidate <b>occasionally and/or passively</b> works with the instructional team, receiving <b>limited</b> feedback on practice, examining <b>some</b> learner work, analyzing data <b>from a single source</b>, and sharing <b>little or no</b> responsibility for some decision making and accountability for each student's learning.</p>	<p>The candidate takes an <b>active</b> role on the instructional team, receiving feedback on practice, examining learner work, analyzing data from <b>multiple sources</b>, and sharing responsibility for decision making and accountability for <b>each</b> student's learning.</p>	<p>The candidate takes an <b>active</b> role on the instructional team, <b>giving and receiving</b> feedback on practice, examining learner work, analyzing data from <b>multiple sources</b>, and sharing responsibility for decision making and accountability for each student's <b>diverse</b> learning needs.</p>
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### EDRD 610: Content Literacy Project Rubric

	Category	TESOL Standard	Score			
			1	2	3	4
			Does Not Meet Standard	Approaches Standard	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 may note that cultural values have an effect on ELL learning but 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 design a unit lesson plan that allows students to make cultural connections to meet learning objectives with some inaccuracies or missed opportunities.	Candidates design a unit lesson plan that allows students to apply and share relevant cultural perspectives appropriately to meet learning objectives.
2	Engage in collaboration with parents, content-area teachers, resource teachers, and other colleagues to design lesson plan	5b	Candidates may note the value of collaboration but not demonstrate meaningful engagement.	Candidates collaborate with few stakeholders to design lesson plans that integrate language and content area learning.	Candidates provide some evidence of collaboration for planning and teaching that supports content-area and language skills in the lesson plan.	Candidates provide clear evidence of collaboration at various levels for planning and teaching that effectively supports content-area and language skills instruction 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 well-established teaching methodologies but provide no references to field of ESL	Candidates use limited knowledge of the field of ESL to provide instruction but make few references to assigned and/or optional readings.	Candidates use their knowledge of the field of ESL, including referencing assigned readings and best teaching practices, to make instructional and assessment decisions and design instruction for students	Candidates use their knowledge of the field of ESL, including referencing assigned and optional readings and best teaching practices, to make appropriate instructional and assessment decisions and design effective instruction for students

4	Plan standards based ESL and content instruction that creates a supportive and accepting classroom environment	3a	Candidates are aware of standards-based ESL and content instruction but do not address learning needs individually within the unit	Candidates plan and implement standards-based ESL and content instruction that uses some instructional models appropriate to individual student needs but does not allow for student collaboration	Candidates design standards-based ESL and content instruction that is occasionally student-centered and allows students to work collaboratively to meet learning objectives	Candidates effectively design standards-based ESL and content instruction that is consistently student-centered and requires 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 to monitor instruction	Candidates plan lessons that link prior knowledge to learning objectives but use few or inappropriate assessments to monitor students' progress toward those objectives	Candidates plan lessons that integrate instruction and assessment, include scaffolding, and provide reteaching where necessary to help students meet learning objectives.	Candidates plan lessons that integrate instruction and assessment, are scaffolded appropriate to students' language proficiency levels, and provide reteaching where necessary to help students meet learning objectives.
6	Provide a variety of activities and materials that integrate listening, speaking, writing, and reading and develop authentic uses of language as students learn academic vocabulary and content area material	3b	Candidates note that integrated learning activities build meaning through practice and the need for authentic uses of academic language in content-area learning but do not incorporate these into the lesson plan.	Candidates provide few learning activities integrating language and content, or design activities that focus on either language or content, and miss opportunities to develop authentic and academic language.	Candidates design activities that integrate some language skills and content areas and develop authentic uses of academic language but may miss some opportunities to develop authentic or academic language.	Candidates design a variety of activities that consistently and effectively integrate language skills and content areas through authentic uses of academic language as students' access content-area learning material.
7	Select materials and other resources, including technological resources, that are appropriate to 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 and ways that technology can enhance language learning but do not use appropriate materials in lesson.	Candidates select few materials and resources or use them ineffectively to adapt instruction.	Candidates select some materials and resources, including technological resources, that integrate ESL and content areas, but some may not be appropriate to students' language proficiency levels.	Candidates develop and select a variety of materials and resources, including technological resources that effectively integrate ESL and content areas and are appropriate to students' language proficiency levels and uses of L1.

8	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. Numerous major errors in writing obscure professional communication	Candidate provides minimal self-reflection with more description than critical analysis and provides few connections between unit lesson planning and overall teaching. Some major errors in writing limit professional communication	Candidate provides self-reflection with some description and analysis, makes some connections to teaching practice, and shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context. Minor errors in writing allow professional communication	
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### EDRD 610 Philosophy of Teaching Rubric (PBA)

Performance Indicator	Does not Meet the Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Understand and apply knowledge about teacher's cultural values and beliefs and their effect on teaching and learning to the philosophy of teaching ACTFL 4.1 TESOL 2	Candidate does not address how cultural values have an effect on language learning in the philosophy of teaching	Candidate creates a philosophy that takes into consideration a variety of concepts of culture but does not connect these concepts to specific teaching practices or how to address cultural bias in teaching	Candidate creates a philosophy that takes into consideration a variety of concepts of culture and provides ways to address bias and infuse cross-cultural appreciation in teaching practice	Candidate consistently uses cultural knowledge throughout the philosophy of teaching to address his/her own biases and creates a plan of action to remove any and all bias in teaching practice and support cross-cultural appreciation in their classroom
Dispositions for create a supportive, accepting classroom environment to adapt instruction to address student needs in multiple ways  ACTFL 3a TESOL 3b	Candidate creates a philosophy of teaching that does not address the needs of diverse learners or provide ideas for adapting instruction	Candidate creates a philosophy of teaching that contains some activities for adapting instruction based on student needs but which do not provide significant support for linguistically and culturally diverse learners	Candidate creates a philosophy that demonstrates an understanding of a supportive classroom environment by providing specific strategies to adapt instruction to address needs of linguistically and culturally diverse learners	Candidate creates a philosophy of teaching that is student-centered and incorporates several specific ideas to address the needs of linguistically and culturally diverse students

<b>Performance Indicator</b>	<b>Does not Meet the Standard 1</b>	<b>Approaches Standard 2</b>	<b>Meets Standard 3</b>	<b>Exceeds Standard 4</b>
Understand and apply concepts of language acquisition and theory and the interrelationship between language and culture ACTFL 3a TESOL 1b	Candidate does not include an understanding of language acquisition or includes incorrect understanding of language acquisition in the philosophy of teaching. There is no evidence of awareness between language and culture.	Candidates demonstrate an understanding of how language acquisition occurs at various developmental levels, but provides limited strategies or activities demonstrated a limited knowledge of language acquisition theories	Candidates demonstrate an understanding of how language acquisition occurs at various developmental levels. Candidate provide a variety of techniques and activities in the philosophy of teaching that reflect his/her knowledge of culture and language acquisition.	Candidates demonstrate an understanding of how language acquisition occurs at various developmental levels within and outside of the formal classroom setting. The philosophy of teaching has a wide variety of strategies to meet the linguistic needs of students and demonstrates originality in planning and creation of instruction that reflect language acquisition theories
Clearly establish professional goals that will help the candidate create supportive learning environments for Language Learners TESOL 5b ACTFL 6a	Candidate does not clearly articulate professional goals or goals do provide ways to create a successful and supportive learning environment	Candidate creates vague or unmeasurable professional goals that are based on personal interest and clear self-reflection; goals may or may not create positive outcomes for language learners	Candidate creates several well-articulated and measurable professional goals that are based on personal interest and clear self-reflection; goals are tailored to create positive outcomes for language learners	Candidate creates several professional goals and include a series of professional development options that will create cycle of continuous of professional development; goals are clearly informed by instructional reflections and analysis and tied directly with student outcomes

<b>Performance Indicator</b>	<b>Does not Meet the Standard 1</b>	<b>Approaches Standard 2</b>	<b>Meets Standard 3</b>	<b>Exceeds Standard 4</b>
<p>Demonstrate knowledge of language teaching methods in their historical contexts and the evolution of laws, policies and practices in their profession.</p> <p>ACTFL 6b</p> <p>TESOL 5a</p>	<p>Describes few or inappropriate theories, teaching methods and history of second language teaching with many inaccuracies and does not clearly apply these to making informed instructional decisions.</p>	<p>Describes some theories, teaching methods and history of language teaching with some inaccuracies and incompletely applies these to making informed instructional decisions.</p>	<p>Describes theories, teaching methods and history of language teaching including applicable laws, policies, and guidelines related to their area of study and describes how this applies to making informed instructional decisions.</p>	<p>Accurately and thoroughly describes theories, teaching methods and history of language teaching including applicable laws, policies, and guidelines related to their area of study and thoroughly describes how this applies to making informed instructional decisions that are effective for all language learners.</p>
<p>Understand the responsibilities inherent in being a professional language educator, and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs</p> <p>ACTFL 6b</p> <p>TESOL 5b</p>	<p>Describes few and unrealistic ways s/he will collaborate with colleagues. Does not provide appropriate techniques and dispositions to work with language learners effectively.</p>	<p>Describes how s/he will collaborate with colleagues in to find appropriate techniques and dispositions to work with language learners effectively.</p>	<p>Describes how s/he will collaborate with colleagues, families, and students and describes appropriate techniques and dispositions to work with language learners effectively.</p>	<p>Candidates clearly understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders. Describes self as professional resource in schools by identifying a variety of appropriate techniques and dispositions required to work effectively with language learners, collaborate with colleagues, and serve as an advocate for students and their families.</p>