

George Mason University
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners (TCLDEL)

EDRD 610-6F1: Content Literacy for English Language Learners, PK-12
3 Credits, Fall 2016

FACULTY

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PREREQUISITES/COREQUISITES

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

UNIVERSITY CATALOG COURSE DESCRIPTION

Focus on research-based instruction for teaching reading and writing in the content areas. Emphasizes similarities and differences between reading and writing in two or more languages, vocabulary development, reading fluency, and strategies for text comprehension. Requires 20 hours of PK-12 classroom fieldwork.

COURSE OVERVIEW

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 DELIVERY METHOD

This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on **August 29, 2016 at 8AM EST**.

Technical Requirements

To participate in this course, students will need to satisfy the following technical resources:

- High-speed Internet access with a standard up-to-date browser, Internet Explorer or Mozilla Firefox is required. (notes: **Opera and Safari are not compatible with Blackboard.** **Chrome is also compatible. However, Internet Explorer is not compatible with Tk20.**)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free download:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player/>
 - Apple QuickTime Player: www.apple.com/quicktime/download/

Expectations

- **Course Week:** This course is asynchronous: Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on **Tuesdays**, and **finish** on **Mondays**.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access course materials at least **3** times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload: Please be aware that this course is **not self-paced**. Students are expected to meet **specific deadlines** and **due dates** listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a **collaborative** space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. ***Be positive in your approach with others and diplomatic in selecting your words.*** Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason Disability Services.

LEARNER 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 praxis in literacy and bi-literacy to analyze resources and materials for teaching middle school/secondary ELL/LMS in the content areas.
5. Analyze research from newer perspectives concerning implications for teachers of older children and youth from culturally diverse and second language backgrounds.
6. Use scaffolding approaches to teach pre-reading, during-reading, and post-reading and writing strategies.
7. Model for students reading and writing strategies appropriate to various learning tasks in content area subject matter.
8. Develop performance-based assessment activities in determining the content instruction for ELL/LMS.
9. Identify major pedagogical approaches to teaching reading and writing and explain applicability to teaching older English language learners of various language backgrounds and ability.

PROFESSIONAL STANDARDS

TESOL/NCATE Standards Addressed:

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

Standard 1.a. Language as a System - Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

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

Standard 2. Culture as It Affects Student Learning - Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

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

Standard 3.a. Planning for Standards-Based ESL and Content Instruction - Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction - Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction - Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

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

Standard 5.a. ESL Research and History - Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

Standard 5.b. Professional Development, Partnerships, and Advocacy - Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

EDRD 610 primarily addresses the following standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the International Society for Technology in Education (ISTE). EDRD 610 also addresses the following Core Values from the College of Education and Human Development. Visit the appropriate links for complete descriptions and examples of each standard and/or value.

| INTASC | ITSE | Core Values |
|---|--|---|
| Standard #1 Learner Development | Standard #1 Facilitate & Inspire Student Learning and Creativity | Value # 1 Collaboration |
| Standard #2 Learning Differences | Standard #2 Design & Develop Digital-Age Learning Experiences & Assessments | Value #4 Research Based Practice |
| Standard #4 Content Knowledge | Standard #3 Model Digital-Age Work and Learning | Value #5 Social Justice |
| Standard #5 Application of Content | Standard #4 Promote & Model Digital Citizenship & Responsibility | |
| Standard #6 Assessment | Standard #5 Engage in Professional Growth & Leadership | |
| Standard #9 Professional Learning and Ethical Practice | | |
| http://www.ccsso.org/intasc | http://www.iste.org/standards | http://cehd.gmu.edu/values/ |

REQUIRED TEXTS

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

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

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

Recommended Books:

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

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed., Merrill education/ASCD college textbook series). Upper Saddle River, N.J.: Pearson Education. ISBN: 9780131950849

COURSE PERFORMANCE EVALUATION

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g. Blackboard, Tk20, hard copy).

- **Assignments and Examinations**

Content Area PLC Annotated Bibliography Wiki (20% – 24 pts): submit via Blackboard

As part of a content area Professional Learning Community (PLC) with others in the class, you will select a shared topic of interest and read a series of books, book chapters, or articles about content area teaching or learning that supports EL/CLD students. As a group, you will create **one** annotated bibliography wiki of books, book chapters, and/or articles.

An annotated bibliography is a list of at least 10 citations to refereed articles or books and is followed by a brief (150 words) descriptive and **analytical** paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy and quality of the sources listed in a critical manner (Cornell University Library, 2013).

This assignment gives your PLC an opportunity to more deeply explore relevant and timely research and practices for working effectively with EL/CLD learners in content area classrooms in a collegial setting. **Annotated bibliography wiki entries are expected to have been written collaboratively and consider the knowledge and perspectives of others in the PLC.**

Using the structure of a wiki, each PLC member is **primarily responsible for a minimum of 2 entries**. This entails: 1) identifying and reading the article/book/book chapter, and 2) drafting, editing, revising, and finalizing the entry based on comments and feedback from others in the group. Each PLC member is **also responsible for reading a minimum of 2 additional articles in order to provide perspective, comments, and feedback** to other member's entries. Depending on the number of members in the PLC, each PLC member should minimally read and contribute to 4 entries for this assignment. **Each included article/book/book chapter should have been read by at least 3 PLC members**. You will have the opportunity decide upon the logistics that best works for your group on the PLC group page in Blackboard.

Due to the highly collaborative nature of this assignment, it is suggested that the selected topic is one that can be explored in depth and supports your individual work in your classrooms and/or the Content Literacy Project (PBA). *You are permitted to include a maximum of 2 articles/book chapters that have been specifically assigned by this course as a*

starting point for your annotated bibliography. A topic that is too broad or draws upon a limited research base can make the analytic emphasis of this assignment more challenging. Examples of topics for this assignment include: facilitating productive math talk, how to teach historical thinking, critical approaches to interpreting literature in English/Language Arts, how to teach visual thinking in art, and writing scientific explanations.

Each article/book/book chapter entry must list the reference citation at the beginning using **APA format** and provide a succinct critical analysis of the article beneath. *Essential to the ability to perform a critical analysis is the consideration of perspectives of your colleagues **AND** in juxtaposition to the other articles/book/book chapters in your annotated bibliography.* For additional guidance and examples, please refer to links in the appropriate assignment folder in Blackboard and the OWL at Purdue:
<https://owl.english.purdue.edu/owl/resource/614/01/>

The Annotated Bibliography Wiki will be submitted to Blackboard for a group grade. The scoring rubric evaluates your PLC's efforts on the following elements:

- **Breadth** – To what extent did the bibliography represent the topic of study? Was only one author/researcher was examined or were there multiple perspectives? Did it include at minimum 10 articles/books/book chapters related to the topic?
- **Objective Reasoning** – Is the information shared practical and useful for classroom teachers? Was it evidenced based and supported by research in recognizable refereed journals/publications?
- **Coverage** – Do the articles represent the thinking and/or perspectives in the field? Were the sources relevant and current? Are 2 entries or less included in the annotated bibliography refer to articles/book chapters specifically assigned by this course?
- **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? Are other perspectives grounded in your research (e.g. others represented in the bibliography entries) discussed or considered?
- **Collaboration** – Has every member in the group met the minimum requirements of participation (e.g. primarily responsible for 2 entries, contributed to at least 4 entries)? Has each article been read and contributed to by at least 3 PLC members?

Updated Philosophy of Teaching – Performance Based Assessment (10% – 12 pts):
submit via Blackboard & Tk20

This assessment will be the final iteration of your Philosophy of Teaching. It will need to elaborate on SLA theories and research from this and previous courses, discuss your vision of culturally responsive teaching, and how these ideas and specific practices can shape your instruction and classroom environment. 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, this assignment should reflect your developing understanding of what it means to be an advocate for ELL and CLD students. You will describe potential steps for sharing professional staff development strategies based on your own personal reflections and analysis of student outcomes. Lastly, you will describe how you plan to develop partnerships with colleagues and students' families as well as how you can be a community resource and advocate for your students. The rubric is provided at the end of this syllabus and on Blackboard.

This assessment should be no more than 10 pages double-spaced without your references.

Field Experience Documentation – Performance Based Assessment (10% – 12 pts):
submitted via Blackboard & Tk20

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 the Assessments tab.

To maximize your ability to experience and develop understanding of the concepts and topics explored in this course, it is highly recommended that your field experience is located in a grade 4-12 classroom. The ideal schedule for your field experience for this course is to visit your site approximately once every two weeks. There will be activities that align with your readings that should be done in a timely manner to support your completion of your PBA.

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 a cohort program, please indicate “TCLDEL Cohort” 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). 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 “TCLDEL Cohort” 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).**

The fieldwork will be performed in conjunction with the **Content Literacy Project** for this course. The fieldwork will be marked as **complete or incomplete**.

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

Content Literacy Project—Performance Based Assessment (35% – 42 pts): submitted to Blackboard & Tk20

The Content Literacy Project (CLP) is the primary Performance Based Assessment for this course. The CLP is a cumulative representation of your understanding of the intersection of theories about language, literacy, and content learning; and scaffolding approaches, instructional strategies, and language and literacy skills critical for EL/CLD learners’ academic development. The CLP also builds upon concepts and theories from prerequisite courses (e.g. EDRD 515 and EDCI 519) and associated practices.

This assessment requires you **to plan and teach a unit or series of 2-4 content learning focused lessons** collaboratively with colleagues at your field experience site or school to improve language, literacy, and content instruction for EL/CLD learners and reflect upon literacy practices and content learning across the curriculum specific to the ELL/CLD students you taught.

a. Planning Tasks

The organization of this course provides support for a variety of planning tasks for the CLP. However, only a few tasks are explicitly scaffolded. If you have concerns about how to accomplish the following planning tasks, please email the instructor for support.

Early in the semester seek permission (if required) and establish rapport with a classroom teacher and students with whom you will be working. You may use your own classroom for this project, but you will be expected to confer with other stakeholders (e.g. colleagues, parents, reading specialist/literacy, ESL specialist, content area teacher, other resource teachers) to plan and revise your lessons, teach, and reflect upon your lessons and student learning.

1. Consult with the teacher, parents, and other stakeholders to identify the specific content and texts you will teach where EL/CLD learners are the predominant focus of your planning and instruction. It is suggested that you identify content and texts that will be taught between Week 10 to Week 13 of this course.
2. Build relationships and rapport with the EL/CLD learners that you wish to teach. Identify these learners' language proficiency levels, literacy skills, background and prior content knowledge on the selected content and texts you will be teaching.
3. Research the any additional content as needed and analyze the texts you will use to teach.
4. Develop overarching goals, objectives, and essential questions that reflect the content, thinking process, and language learning you wish to see in your lessons. Develop assessments that will allow you to evaluate student learning in alignment with your objects and essential questions.
5. Based on your understanding of your students, texts, and content, select at least two instructional approaches and/or strategies listed in class text(s) to utilize or teach to support students' access to content learning. A template of required elements for your lessons is available on Blackboard. Instructional approaches and strategies may focus on supporting or developing:
 - Content knowledge/drawing out prior knowledge
 - Metacognitive strategies & skills
 - Cognitive comprehension strategies & skills
 - Vocabulary knowledge
 - Academic writing
 - Assessment
6. Create lesson plans that incorporates technology tools that can be used to enhance learning and differentiate and/or adapt materials and texts that maximizes the accessibility of both content, language, and literacy skills. Plans and activities should specifically reflect the strengths and needs of EL/CLD learners you are working with this semester.
7. Share drafted lesson plan with your field experience colleagues and PLC to receive feedback. Review the feedback and revise your lesson plan as appropriate.
8. Teach the lessons. Keep anecdotal notes, student work samples, and self-reflections to help your recall important information about the experience.
9. Reflect on student learning, your lesson plans, and their implications for future teaching using the evidence you have collected. Connect your conclusions to the literature on teaching ELL students.

b. CLP Scaffolding Activities (15 pts)

To scaffold your thinking and completion of your CLP, 3 activities are planned to connect our readings and resources to the planning process. These activities will focus on the analysis of academic language, the anticipation of content and language challenges for EL/CLD learners, and the creation of objectives, assessments, and differentiation. These activities will also be topics for discussion in your weekly discussion groups.

CLP Scaffolding Activities will be submitted during 3 specific windows of time for review and feedback. These activities are graded for completion and each submission will be worth **5 points**. These activities will be submitted in Blackboard.

| <i>Activity</i> | <i>Name</i> | <i>Purpose</i> | <i>Submission window</i> |
|-----------------|---|--|--------------------------|
| #1 | Text Analysis | Dissect the academic language and additional knowledge challenges in a text you will teach in your CLP. | Week 4— 5 9/20—10/3 |
| #2 | Think Aloud | Conduct a think aloud with a text you will teach in your CLP to identify places of content, language, and literacy skill challenge for your students. | Week 7—8 10/11—10/24 |
| #3 | Objectives, Assessment, Differentiation | Write objectives (e.g. content, language, process) that align with assessments and consider any need for differentiation of texts, materials, etc. based on your knowledge of your students. | Week 10—11 11/1-11/14 |

c. Written Report (27 pts)

The CLP requires a written report elaborating on the context of your instruction, analysis of student learning, and self-reflection of your own learning. The CLP written report should be a maximum 10 pages double-spaced, not including your references and appendices. The rubric is provided at the end of this syllabus and on Blackboard.

The structure of the report is detailed as follows:

Part A- Introduction (2 pp)

- 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 content covered in the class
- State the strengths and needs of students that you considered that led you to design the lesson such as: strong everyday knowledge of content, limited skill development in a certain area, strong use of comprehension strategies for explicit comprehension of text,

limited strategies in a particular content area skill or concept, levels of student motivation, and engagement factors in the classroom.

- 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 pp)

- State the instructional goals and student learning objectives. The objectives should show a separation between language, content, and/or process objectives. (See lesson template.)
- Document any adaptations and differentiation needed in the lesson to suit individual student needs.
- Briefly summarize how you implemented the strategies and your use of technology.
- 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?
- Did you meet your goals for instruction? How do you know? Provide examples/support.
- Did students meet the objectives? How do you know? Provide examples/support.

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

- What did you learn about the nature of language, literacy, and content area instruction for EL/CLD learners by using the strategies?
- What is the role of collaboration in planning and implementing content area literacy for EL/CLD learners?
- How can ESOL teachers work to improve teaching in the content areas to benefit EL/CLD learners' language and literacy development and increase their academic achievement inside and outside of the ESOL classroom?
- What information do you believe is critical for content area teachers to know about language development to support literacy development and academic achievement for EL/CLD learners?
- What additional knowledge, training, experiences do ESOL teacher need to effectively support the students' literacy development and acquisition of content?
- How might literacy specialists/coaches work with ESOL teachers to improve the literacy skills of EL/CLD learners 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.
- 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 EL/CLD learners to justify and support your work for this project.

Part E – Appendix

Place your lesson plan here for reference while reading the report. A lesson plan template with required elements will be available on the Blackboard site.

Part F – Presentation

Create a short presentation of your project to share on the Week 15 discussion board. The presentation can be a PowerPoint (3-5 slides) or a poster (i.e., screencastomatic.com or edu.glogster.com).

- **Other Requirements**

Participation (25% – 30 pts): in class & via Blackboard

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and activities to do. You are expected to participate in the class discussions and activities in a substantive way, as this not only enriches the class, but also helps ensure that you will get the most out of the sessions.

Students are expected to participate in **all** online discussions. Not participating in an online discussion will be reflected with a zero for the week and as an absence. ***Students with two or more absences will not receive credit for the course.***

a. Weekly activities and discussion

Activities

In addition to the readings, you may be asked to watch a video, listen to/watch a narrated PowerPoint lecture, or explore other online resources. Guiding question(s) or tasks related to the readings and these resources will be posted to establish a purpose for reading. These guiding questions or activities will be directly related to discussion for the week. Activities may require you to respond to a specific question, create a representation of ideas from the reading (e.g. concept map, picture), or analyze a piece of text or student work based on your understandings of the readings and other resources.

Discussion Guidelines

- Postings should be evenly distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
- Postings should be a minimum of one short paragraph to a maximum of two paragraphs.
- Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
- Address the guiding questions as much as possible (don't let the discussion stray).
- Be mindful that discussion comments are evidence of thinking in progress.
- Ask questions when you want clarification or have a wonder about content or others' experiences.
- Paraphrase and cite from the texts that support your postings. Include page numbers when you provide direct quotes.
- Build on others responses to create threads.

- Bring in related prior knowledge (work experience, prior coursework, readings, etc.) as appropriate.

Discussions will primarily occur in small groups of 4-5 students to maximize participation and community building. You will be responsible for participating in discussion within designated small groups (e.g. content area PLC, jigsaw groups), but please do read other discussion threads when able. During the first week, we will discuss what are our shared expectations are for online discussion and protocols in one large discussion thread.

As we will be working together 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 general netiquette guidelines for working and communicating online:

- Do not use offensive language (to be determined by the group).
- Never make fun of someone’s ability to read or write.
- Keep an “open-mind” and be willing to express even your minority opinion.
- Re-read 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 ☺ can be helpful to convey your tone but do not overdo or overuse them.

We will set expectations and norms around discussion during our first week to ensure that everyone has had an opportunity to voice what type of online environment supports your learning. We will revisit these expectations and norms if needed over the course of the semester.

b. Exit Slips

| Discussions, Activities & Exit Slip Rubric | | | | |
|--|---|---|---|---|
| Criteria | Excellent | Good | Average | Poor |
| Timely discussion contributions | Postings are well distributed throughout the week. (Posts span three or more time periods). Initial | Postings are mostly distributed throughout the week. (Posts span three time periods). Initial posting is on time. | Postings minimally distributed. (Responses are posted from two time periods). Initial posting is on | Postings are not distributed throughout the week. (Responses are posted at all one time). Initial |

| | | | | |
|--|--|---|---|---|
| | posting is on time. | | time. | posting is late. |
| Responsiveness to discussion and demonstration of knowledge and understanding gained from assigned reading | It is very clear that readings were understood and incorporated well into responses. | The readings were understood and incorporated into responses. | The postings demonstrate a questionable relationship to reading material. | It is not evident that readings were understood and/or not incorporated into discussion. |
| Adherence to on-line netiquette & norms | All on-line netiquette & norms followed | 1 online netiquette & norm not adhered to in the week. | 2-3 online netiquette & norms not adhered to in the week. | 4 or more online netiquette & norms not adhered to in the week. |
| Exit Slip | Concisely addresses the week's focus question. Provides evidence for thinking from all 3: readings, activities AND experiences. Submitted on time. | Concisely addresses the week's focus question. Provides evidence for thinking from 2 of the 3: readings, activities, and experiences. Submitted on time | Concisely addresses the week's focus question. Provides evidence for thinking from 1 of the 3: readings, activities, OR experiences. Submitted on time. | Addresses the week's focus question but does not provide evidence to support thinking. OR Submitted late without previous communication. |
| Points | 3 | 2 | 1 | 0 |

Towards the end of each week, you will complete an Exit Slip that details your current thinking on the questions and/or topics given our readings, activities, and discussion. The Exit Slip entry is to help you process your learning and to provide me insight into your developing understanding and perspectives; your entry will also help me to adjust instruction and/or provide direct support for our next session or ongoing assignments. **These entries will only be read by the instructor.** It is expected that your response is brief, but connected to your discussion responses, the readings and activities in relationship to your evolving/ changing thinking on the relationships between language, literacy and culture, and perspectives on how to provide opportunities for EL and CLD students to learn.

Exit Slips are due at **12noon EST on Sundays** to provide me a chance to adapt learning

activities for the next week.

There will be a grade assigned for **10 of the weeks during the semester**. Weeks when the grading will occur will not be announced. This is done to ensure that the quality of participation stays at a consistent quality level. The following rubric will be used:

- **Course Performance Evaluation Weighting**

| Assignment/Assessment Description | Grade % | Standards Addressed | Due Date |
|--|---------|--|-------------------|
| Participation | 25 | TESOL/NCATE Standards: 1b, 3a, 4a, & 5a | <i>ongoing</i> |
| Content Area PLC Annotated Bibliography Wiki | 20 | TESOL/NCATE Standards 1b, 2a, 3c | 10/31 11:59PM EST |
| Field Experience Documentation (PBA) | 10 | | 11/28 11:59PM EST |
| Updated Philosophy of Teaching (PBA) | 10 | TESOL/NCATE Standards - 1a, 1b, 2a, 2b, & 5a, 5b | 12/5 11:59PM EST |
| Content Literacy Project (PBA) | 35 | TESOL/NCATE Standards - 1a, 1b, 2a, 2b, 4a, 4b, 4c, & 5a, 5b | 12/12 11:59PM EST |

- **Grading Policies**

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

APA format:

All written papers are **expected to be double-spaced, with 1” margins, and in 12-point font** (Times New Roman, Calibri, or Arial). **APA format is expected.** If you do not have a 6th Edition APA manual, please use the APA website (<http://www.apastyle.org/>) or the OWL at Purdue as a resource (<http://owl.english.purdue.edu/owl/resource/560/01/>).

***Please Note:** The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service.

http://writingcenter.gmu.edu/?page_id=177

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**

Revise & Resubmit:

If a student submits an assignment that may indicate limited understanding or confusion about the content as indicated by scoring on the assignment rubric, the instructor may request for a student to revise and resubmit the assignment based on feedback. This is an opportunity for a student to clarify understanding of the content and demonstrate growth. In most cases, the original assignment and revision will be averaged for a new final grade. The instructor will communicate with the student to determine a reasonable timeframe within which to complete the revision.

Tk20 Performance-based Assessment Submission Requirements:

Every student registered for any TCLDEL course with a required performance-based assessment is required to submit these assessments, *Philosophy of Teaching, Content Literacy Project, and the Field Experience documentation*, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as 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 these assessments 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.

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/>.

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 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.
- 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/>).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding the use of Blackboard should be directed to <http://coursesupport.gmu.edu>.
- 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/>).
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the

safety or well-being of a Mason student or the community
(<http://studentsupport.gmu.edu/>) and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development,
Graduate School of Education, please visit our website <http://gse.gmu.edu/>.**

COURSE SCHEDULE

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|---------------|---|
| Week 1 | <i>What does enacting content area literacy entail for our EL/CLD learners?</i> |
| Dates | 8/30—9/5 |
| Readings | ALL: <ul style="list-style-type: none"> • Syllabus • Freeman & Freeman, Chap 1 & 2 |
| Activities | <ul style="list-style-type: none"> • Introduction PowerPoint • Introduction Survey • Exit Slip DUE |

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| Week 2 | <i>What challenges do our EL/CLD learners face when reading and writing in the content areas? Part 1: Content knowledge</i> |
| Dates | 9/6—9/12 |
| Readings | ALL: <ul style="list-style-type: none"> • Reiss, Chap 2 • Wiggins & McTighe (2005), Chap 2 –<i>Understanding Understanding</i> <p>CONTENT AREA SPECIFIC:</p> <ul style="list-style-type: none"> ○ History, Mathematics, & Science: National Research Council (2004)- How Students Learn chapter ○ ELA: Lee (2000)—<i>Signifying in the ZPD</i> |
| Activities | <ul style="list-style-type: none"> • Begin Content Area Annotated Bibliography Wiki discussion with PLC • Exit Slip DUE |

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| Week 3 | <i>What challenges do our EL/CLD learners face when reading and writing in the content areas? Part 2: Academic language & disciplinary literacy</i> |
| Dates | 9/13—9/19 |
| Readings | ALL: <ul style="list-style-type: none"> • Freeman & Freeman, Chap 3 • Fang & Coatoam (2013)—<i>Disciplinary literacy: What you want to know about it</i> • Shanahan (2009) –<i>Disciplinary Comprehension</i> |
| Activities | <ul style="list-style-type: none"> • Complete first visit to field experience site <ul style="list-style-type: none"> ○ Observe and get to know your ELL/CLD students. |

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| | <ul style="list-style-type: none"> ○ Discuss w/ cooperating teacher the Content Literacy Project. <ul style="list-style-type: none"> ▪ Decide what text(s) you will be teaching during Weeks 10 through 13. ● Exit Slip DUE |
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| Week 4 | <i>Why is academic language challenging for our EL/CLD learners in content area texts?</i> |
| Dates | 9/20—9/26 |
| Readings | <p>ALL:</p> <ul style="list-style-type: none"> ● Freeman & Freeman, Chap 4 ● Wong Fillmore & Fillmore (2012)—<i>What does text complexity mean for English learners and Language Minority students?</i> ● Wong Fillmore (2013) presentation |
| Activities | <ul style="list-style-type: none"> ● Exit Slip DUE ● CLP Activity #1: Text analysis |

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| Week 5 | <i>How do we integrate academic language into our content instruction?</i> |
| Dates | 9/27—10/3 |
| Readings | <p>ALL:</p> <ul style="list-style-type: none"> ● Freeman & Freeman, Chap 6 (p.143-152) ● McTighe & Wiggins (2013)—<i>What makes a question essential?</i> ● WIDA (2012) <p>● RECOMMENDED: Wiggins & McTighe (2005), Chap 6—<i>The six facets of understanding</i></p> |
| Activities | <ul style="list-style-type: none"> ● Exit Slip DUE ● CLP Activity #1: Text analysis |

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| Session 6 | <i>How do we support and build content knowledge? Why?</i> |
| Dates | 10/4—10/10 |
| Readings | <p>ALL:</p> <ul style="list-style-type: none"> ● Frey et al. (2012)—<i>Building & activating students' background knowledge</i> ● Reiss, Chap 5 & 6 |

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| | <ul style="list-style-type: none"> Bunch, Kibler & Pimentel (2012)—<i>Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards</i> |
| Activities | <ul style="list-style-type: none"> Exit Slip DUE |

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| Session 7 | <i>How do we support building metacognitive strategies and skills? Why?</i> |
| Dates | 10/11—10/17 |
| Readings | <p>ALL:</p> <ul style="list-style-type: none"> Reiss, Chap 4 Schoenbach, Greenleaf, & Murphy (2012)—<i>Metacognitive conversation</i> |
| Activities | <ul style="list-style-type: none"> Exit Slip DUE CLP Activity #2: Think aloud |

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| Session 8 | <i>How do we support building cognitive strategies and skills? Why?</i> |
| Dates | 10/18—10/24 |
| Readings | <p>ALL:</p> <ul style="list-style-type: none"> Reiss, Chap 9 & 10 Wilson & Chavez, Chap 1 <p>CONTENT AREA SPECIFIC:</p> <ul style="list-style-type: none"> Wilson & Chavez chapters as appropriate Bb readings |
| Activities | <ul style="list-style-type: none"> Exit Slip DUE CLP Activity #2: Think aloud |

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| Session 9 | <i>How do we support and build vocabulary knowledge? Why?</i> |
| Dates | 10/25—10/31 |
| Readings | <ul style="list-style-type: none"> Freeman & Freeman, Chap 6 (p.122-143) Reiss, Chap 8 IES (2014) Report—<i>Teaching academic content and literacy to English learner in elementary and middle school</i> (p. 13-30) |
| Activities | <ul style="list-style-type: none"> Exit Slip DUE |

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| Assignments | <ul style="list-style-type: none"> • Content Area PLC Annotated Bibliography Wiki DUE 10/31 |
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| Session 10 | <i>How do we support academic writing? Part 1: Exploring discourse & disciplinary thinking</i> |
| Dates | 11/1—11/7 |
| Readings | <p>ALL:</p> <ul style="list-style-type: none"> • Fowler (2008)—<i>Teaching writing to diverse student populations</i> • WIDA level definitions for Writing <p>CONTENT AREA SPECIFIC:</p> <ul style="list-style-type: none"> • Bb readings |
| Activities | <ul style="list-style-type: none"> • Exit Slip DUE • CLP Activity #3: Objectives, Assessment, Differentiation |

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| Session 11 | <i>How do we support academic writing? Part 2: Exploring paragraph & sentence levels</i> |
| Dates | 11/8—11/14 |
| Readings | <p>ALL:</p> <ul style="list-style-type: none"> • Freeman & Freeman, Chap 5 • Olson, Scarcella & Matuchniak (2013)—<i>Best practices in teaching writing to English learners</i> • Gallagher (2014)—<i>Making the most of mentor texts</i> <p>CONTENT AREA SPECIFIC:</p> <ul style="list-style-type: none"> • Bb readings |
| Activities | <ul style="list-style-type: none"> • Exit Slip DUE • CLP Activity #3: Objectives, Assessment, Differentiation |

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| Session 12 | <i>How do we align our lessons and assessments to keep our individual EL/CLD students in mind? Part 1</i> |
| Dates | 11/15—11/21 |
| Readings | <p>ALL:</p> <ul style="list-style-type: none"> • Freeman & Freeman, Chapter 7 • Reiss, Chap 7 & 10 |
| Activities | <ul style="list-style-type: none"> • Exit Slip DUE |

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| Session 13 | <i>How do we align our lessons and assessments to keep our individual EL/CLD students in mind? Part 2</i> |
| Dates | 11/22—11/28 |
| Readings | ALL: <ul style="list-style-type: none"> • Reiss, Chap 11 • Gottlieb & Ernst-Slavit, Chap 5 • WIDA Can Do Descriptors |
| Activities | <ul style="list-style-type: none"> • Exit Slip DUE |
| Assignments | <ul style="list-style-type: none"> • Field Experience Documentation (PBA) DUE 11/28 |

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| Session 14 | <i>How do language learner identities & experiences influence how our EL/CLD students learn?</i> |
| Dates | 11/29—12/5 |
| Readings | ALL: <ul style="list-style-type: none"> • Bb readings |
| Activities | <ul style="list-style-type: none"> • Exit Slip DUE |
| Assignments | <ul style="list-style-type: none"> • Updated Philosophy of Teaching (PBA) DUE 12/5 |

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| Session 15 | <i>What does enacting content area literacy entail for our EL/CLD students?</i> |
| Dates | 12/6—12/12 |
| Readings | ALL: <ul style="list-style-type: none"> • Review Freeman & Freeman, Chap 1 (p. 28-43) |
| Activities | <ul style="list-style-type: none"> • Present about your CLP • Online Course Evaluation TBA |
| Assignments | <ul style="list-style-type: none"> • Content Literacy Project (PBA) DUE 12/12 |

Note: Faculty reserves the right to alter the schedule, as necessary, with notification to students.

Content Literacy Project Rubric

| | Category | TESOL Domain | Score | | |
|---|--|--------------|--|---|---|
| | | | 1 | 2 | 3 |
| | | | Approaches Standard (<i>Unmet</i>) | Meets Standard | Exceeds Standard |
| 1 | Understand and apply cultural values and beliefs in the context of teaching and learning to develop appropriate unit lesson plan | 2 | Candidates note that cultural values have an effect on ELL learning but do not address this effect in content lesson plan | Candidates plan instruction that reflects their knowledge of students' culture and how it impacts student learning | Candidates consistently design the unit lesson plan that allows students to share and apply cultural perspectives to meet learning objectives |
| 2 | Engage in collaboration with parents, content-area teachers, resource teachers, and other colleagues to design lesson plan | 5b | Candidates note the value of collaboration but do not demonstrate meaningful engagement | Candidates collaborate with at least two stakeholders to design lesson plan that integrate language and content learning | Candidates provide evidence of multiple collaborations for planning and teaching that reinforce content-area and language skills throughout the lesson plan |
| 3 | Demonstrate knowledge of current language teaching methods and the field of ESL to design effective ELL instruction | 5a | Candidates are familiar with different and well-established teaching methodologies but provides limited or no references to field of ESL | Candidates use their knowledge of the field of ESL to provide effective instruction and make connections between assigned reading and teaching practice | Candidates use their knowledge of the field of ESL, including referencing assigned reading and at least two optional readings, and best teaching practices to make instructional and assessment decisions and design appropriate instruction for students |
| 4 | Plan standards based ESL and content instruction that creates a supportive and accepting classroom environment | 3a | Candidates are aware of standards based ESL and content instruction but do not address learning needs individually within the unit | Candidates plan and implement standards based ESL and content instruction that use instructional models appropriate to individual student needs | Candidates systematically design standards based ESL and content instruction that is student centered and require students to work collaboratively to meet learning objectives |
| 5 | Provide for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for | 3a | Candidates note the importance of assessments to measure students' degree of mastery of learning objectives but do not use | Candidates plan lessons that are scaffolded and link student's prior knowledge to newly introduced learning objectives and | Candidates plan lessons that are scaffolded and link students' prior knowledge to new learning objectives. Candidates connect ELLs with additional support for learning |

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| | student to successfully meet learning objectives | | them effectively to continue instruction throughout the plan | continually monitor students' progress toward learning objectives | such as tutoring, homework clubs or homework buddies that continue growth outside of the classroom |
| 6 | Provide a variety of activities and materials that integrate listening, speaking, writing, and reading | 3b | Candidates note that integrated learning activities build meaning through practice but offer few opportunities for students' to refine their skills | Candidates provide integrated learning activities using authentic sources. Candidates model activities to demonstrate ways student may integrate skills and provide some opportunity for practice. | Candidates design activities that integrate skills and content areas through thematic and inquiry-based units and provide multiple opportunities for students' to practice these skills. |
| 7 | Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content area material | 3b | Candidates note the need for authentic uses of academic language in ESL and content-area learning but do not incorporate these into the content-area lesson plan | Candidates plan and implement activities, tasks, and assignments that develop authentic uses of academic language as students access content-area learning objectives | Candidates design and implement a variety of activities, tasks, and assignments that develop authentic uses of academic language as students access content-area learning material. Candidates collaborate with non-ESL classroom teachers to develop these authentic language activities. |
| 8 | Select materials and other resources that are appropriate to the students' developing language and content-area abilities, including appropriate use of L1 | 3c | Candidates note differences between content-area materials for ELLs and those for native speakers of English but do not use appropriate materials in lesson | Candidates incorporate a variety of resources at multiple proficiency levels including selections from or adaptations of materials from content-area texts. | Candidates collaborate with non-ESL classroom teachers to develop materials and resources that integrate ESL and content areas. All materials are appropriate, linguistically accessible, and used in both ESL and content instruction. |
| 9 | Use technological resources (e.g. web, software, computers, and related devices) to enhance language and content-area instruction for ELLs | 3c | Candidate note the ways in which computers and other technological resources can improve ELLs learning, but employ them on a limited basis in the lesson plan | Candidates use technology resources to enhance, create, and/or adapt instruction to meet ELLs language and content learning needs. | Candidates use a variety of technology resources to obtain and create materials that promote language, literacy, and content development in English and whenever possible the students' L1s. Candidates create new technology tools in collaboration with content-area teachers to enhance ELL instruction. |

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| 10 | Clearly and professionally communicate detailed self-reflection and analysis of the unit lesson planning process | | Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. More than 6 language errors prevent professional communication | Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching. Three to five language limit professional communication | Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context. No language errors ensure professional communication |
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Philosophy of Teaching Rubric

| Performance Indicator | Does not Meet the Standard 1 | Approaches Standard 2 | Meets Standard 3 | Exceeds Standard 4 |
|--|---|---|--|---|
| 5.a.1. Demonstrate knowledge of language teaching methods in their historical contexts | Describes few or inappropriate theories, teaching methods and history of second language teaching with many inaccuracies and does not clearly apply these to making informed instructional decisions. | Describes some theories, teaching methods and history of second language teaching with some inaccuracies and incompletely applies these to making informed instructional decisions. | Describes theories, teaching methods and history of second language teaching with (minor) inaccuracies as these apply to making informed instructional decisions. | Accurately and thoroughly describes theories, teaching methods and history of second language teaching as these apply to making informed instructional decisions. |
| 5.a.2 Demonstrate knowledge of the evolution of laws and policy in the ESL profession | Describes few laws, policies and guidelines applicable to ESL or contains many inaccuracies. | Describes laws, policies and guidelines applicable to ESL. | Describes laws, policies and guidelines applicable to ESL students and recommends effective instructional programs, with some inaccuracies. | Accurately and comprehensively describes laws, policies and guidelines applicable to ESL students and their education and recommends effective instructional programs. |
| 5.b.5. Advocate for ELLs' access to academic classes, resources, and instructional technology. | Describes few and unrealistic ways s/he will collaborate with colleagues in the identification and selection of materials that can enhance the learning of ESL students. | Describes how s/he will collaborate with colleagues in the identification and selection of materials that can enhance the learning of ESL students, although with some inaccuracies or unrealistic proposals. | Describes how s/he will collaborate with colleagues in the identification and selection of materials and instructional technology that can enhance the learning of ESL students. | Clearly describes, with many examples, how s/he will collaborate with colleagues in the identification and selection of materials and instructional technology that can enhance the learning of ESL students. |

| Performance Indicator | Does not Meet the Standard 1 | Approaches Standard 2 | Meets Standard 3 | Exceeds Standard 4 |
|---|---|---|--|---|
| 5.b.6. Support ELL families. | Articulates few or unrealistic ways in which s/he can support ESL students and assist ESL families in making educational decisions. | Articulates ways in which s/he can support ESL students or assist ESL families in making educational decisions. | Articulates practical ways in which s/he can support ESL students and assist ESL families in making educational decisions. | Clearly articulates a variety of practical and realistic ways in which s/he can support ESL students and assist ESL families in making educational decisions. |
| 5.b.7 Serve as professional resource personnel in their educational communities | Describes self as professional resource in schools by identifying few and inappropriate techniques and dispositions for working with English Language Learners. | Describes self as professional resource in schools by identifying techniques and dispositions required to work with English Language Learners, although some of these may be inappropriate. | Describes self as professional resource in schools by identifying appropriate techniques and dispositions required to work effectively with English Language Learners. | Describes self as professional resource in schools by identifying a variety of appropriate techniques and dispositions required to work effectively with English Language Learners. |