

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Teaching Culturally, Linguistically Diverse & Exceptional Learners Program

METHODS OF TEACHING CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS
EDCI 519-6F4 CRN 22317 SPRING 2017
3 CREDITS

Instructor: **Dr. Doherty**
E-mail: **vdoherty@gmu.edu**
Time: **Saturdays: 9-3:30: Jan. 14, Jan. 28, Feb. 11 and Feb. 25;**
Weekly **Online modules**
Location: **Room 141 at the Plum Center for Lifelong Learning**
Office Hours: **By Appointment, before and after class, Blackboard Collaborate**

Prerequisites/Co-requisites:

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

University Catalog Description:

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

Course overview

This hybrid course is highly interactive by design. It is predicated upon **learning by doing** and **discovery learning**. Assessment is based on performance-based assignments. This class will be engaged in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, video sharing on Collaborate Ultra, discussion board conversations and journal reflections.

Learner outcomes or objectives

This course is designed to enable students to do the following:

1. Learn the fundamental concepts of the knowledge base pertaining to ESL, English as a second dialect, and the teaching of other second and foreign languages; second language acquisition, psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.

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

Professional Standards:

Relationship to TESOL/NCATE Standards

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

Standard 1.a. Language as a System -

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

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

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

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

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

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

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

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

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

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

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

Required Textbooks:

Hall Haley, M. (2010). Brain-compatible differentiated instruction for English language learners. Allyn & Bacon. Boston, MA. (available at <https://www.dropbox.com/s/swdohiprxuox2q8/haley-2016-05-24.pdf?dl=0>)

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

Peregoy, S, & Boyle, O. (2016). *Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners* (7th ed). Allyn & Bacon. Boston, MA.

Recommended Books:

Herrera, S & Murray, K (2010) *Mastering ESL and Bilingual Methods: Differentiated Instruction for Cultural and Linguistically Diverse Students* (2nd ed) Allyn & Bacon, Boston, MA.

Vogt, M & Echevarria, J (2007) *99 Ideas and Activities for Teaching English Learners with the SIOP Model* (1st ed) Allyn & Bacon, Boston, MA

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

Class Assignments for EDCI 519			
Project	Goal	Points	Due Date
Field Experience	Requirement for licensure/endorsement This includes the reflection on the videos from the unit plan and on your fieldwork in general. This is a PBA for this course. This also includes your fieldwork documentation and evaluation	25	March 4, 2017
Class Attendance, Informed Participation and Journal/Blackboard responses	Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities, and hand in assignments on time. Participate in Blackboard discussions and turn in journal responses on time.	20	Every class and journal/discussion board responses according to the weekly schedule on Blackboard under Course Content
Technology Project	Individually, demonstrate how you use a technology resource to enhance language instruction. You will demonstrate how to access and use this resource. Provide a detailed handout for your colleagues so that they can practice with this language enhancing technology and post the handout on discussion board.	10	<i>Presentation and handout</i> February 11

Teaching Demonstrations (one formal, one informal)	Demonstrate a teaching method/approach and one instructional strategy, using lesson plan template provided. Your lesson plan must integrate instructional technologies. Submit a 2-3 page reflection for each demonstration.	20	Weeks of Jan. 29 and Feb. 12 with Critical Friends Group (CFG) on Blackboard Collaborate Ultra
Individual Unit Plan Reflection & Analysis Paper	Create a unit lesson plan covering five days of instruction based on your present teaching placement or your fieldwork teaching experience. Your plan must include preparation, practice, evaluation and expansion. Present your unit plan to the class, citing appropriate research and course materials for your instructional choices. Your unit plan must include instructional technology. Using this Unit Lesson Plan, implement a minimum of two lessons. Video two lessons. Have a colleague or supervisor evaluate your lessons using the form that your school uses. Submit a general overview of your lesson plan, your unit plan, student work, and assessments, and evaluation form (provided by a colleague or supervisor) to Blackboard by the due date. This is a Performance Based Assessment (PBA) for the course.	25	<i>Blackboard & Professor Unit plan presentations on</i> Blackboard TK20 by March 4

The deadline for posting the PBA to Blackboard and for completing the required fieldwork document in this course is MARCH 4, 2017. No work will be accepted after this date. Failure to submit this work to the instructor by this deadline will result in an “F” for this course.

Assignment Descriptions:

1. COMMON ASSESSMENT Field Experience:

This will be covered in a separate section below.

2. Tech Project:

Demonstrate the use of the World Wide Web as a primary resource for locating and analyzing materials and activities to be used with English Language Learners. You will present your resource to a small group and lead a discussion on the use of this resource in content areas. You will post a one-page handout on Blackboard, showing how to access and use this technological resource.

3. Strategy Demonstrations: In your Critical Friends Groups, (CFG) you will show a video of you in your class, demonstrating a specific strategy or technique. Your demonstration must integrate some form of technology. In the discussion with the CFG, you will receive feedback and integrate that feedback into a short reflective paper. In this course, you will present two strategy demonstration videos to your CFG.

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

Your unit plan will cover a minimum of five (5) days of instruction based on the grade, content area, e.g., math, science, social studies, and VA SOLs, that you chose earlier in the course. Sample models are provided for you on Blackboard. Lesson plans must include sections of the of the lesson plan template from Demographics to Homework.

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

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any TCLDEL course with a required performance-based assessment is required to submit this assessment, Unit Lesson Plan, 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 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.”

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

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

1. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).

2. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
3. 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.
4. 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/>).
5. 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/>).
6. 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/aero/tk20>. Questions or concerns regarding 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 by going to <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, please visit our website <https://cehd.gmu.edu>

LATE WORK POLICY

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

LAPTOP/CELL PHONE POLICY

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

Students will be expected to...

1. Attend all class sessions, ***arriving on time***, and actively participate during large and small group discussions and activities. **One Saturday absence will result in a deduction of 10 points (one letter grade).** **You are to refrain from checking email and/or texting during class.**
2. Complete all assignments on time.
3. Use an electronic tablet or purchase and maintain a three-ring binder which will be used for all course materials and should be brought to class every week.

Additional Resources:

You must have access to a working webcam since you will be sharing work through videos on Collaborate and Discussion Board.

Required Online Access: *must have access by 2nd week.*

GMU Email <http://www.gmu.edu/resources/students/>

Blackboard: <http://mymason.gmu.edu>

<http://www.pen.k12.va.us/VDOE/Instruction/Language>
Fairfax County Public Schools Program of Studies (POS):

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

<http://www.tesol.org>

<http://www.ncbe.gwu>

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

<http://www.quia.com>

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

ESL/Language Arts

1. ESL Café Web Guide (<http://www.eslcafe.com/search/index.html>)
2. Schackne Online – Language Teaching (ESL-EFL Resources) (<http://www.schackne.com/Languageteaching.htm>)

History/Social Studies

- History/Social Studies Web Site for K-12 Teachers (<http://www.execpc.com/~dboals/boals.html>)

Science/Mathematics

1. TheExploratorium's TenCoolSites (http://www.exploratorium.org/learning_studio/sciencesites.html)
2. FCPS Elementary Science Curriculum Resource Guide (<http://www.fcps.edu/DIS/OEIAS/esscience/eslcires.htm>)

INCLIMATE WEATHER POLICY:

In case of snow, hurricanes, other bad weather, or security emergencies, call 703-993-1000 or go to www.gmu.edu for information on class cancellations and university closings. The face-to-face class will be cancelled if your school district has cancelled activities for the day when our class is supposed to meet. Look for an announcement on Blackboard to tell you how we will make up that class.

COURSE SCHEDULE (TENTATIVE –ALWAYS CHECK BLACKBOARD ANNOUNCEMENTS AND THE CLASS FOLDER FOR EACH CLASS FOR ANY CHANGES OR ADDITIONS. THE CLASS FOLDER WILL BE MORE UP TO DATE THAN THE SYLLABUS.)

*Students should have read the chapters ahead of time and be prepared to take part in class discussion. **Explanations for journal entries and assignments and all materials– including links to powerpoints for each class – are posted in the folder for that class or week.***

<i>Class</i>	<i>Date</i>	<i>Topics</i>	<i>Notes/comments/Tasks</i>
1	Saturday January 14	Housekeeping (schedule, expectations, etc.) Syllabus review (assignments and timing) Pre-assessment What do you know? Quick review of theories (Krashen, Cummins, Collier, Schumann...) What are effective practices for ELLs? Lesson planning: Integrating all 4 language domains in content lessons: focus on listening	Before class: Read Haley & Austin (H&A) Chapter 1 Peregoy & Boyle (P&G) Chapter 1 In class: Pre-assessment Review of language acquisition theories/theorists Pre-reading strategies After class: See folder for assignments
2	Week of January 15	Lesson planning and unit planning templates Quick history of language teaching methodologies Standards: what are they and which ones do we follow; standards-based planning Writing objectives for language learning: content and language objectives WIDA TESOL levels of proficiency.	Haley Chapters 1 and 2 H&A chapter 2 & 3; P&G Chapter 3 Journal #1 response: Case study of a 'typical' student Case study of a 'typical' teacher Blackboard discussion forums: Introductions using Kaltura Current teaching methods reflection.
3	Saturday January 28	Differentiating instruction Oral language development Integrating all 4 language domains in content lessons: focus on speaking and vocabulary Technology in language teaching; pedagogical implications for using technology; focus on interactive	Before class: H&A: chapter 9 Haley chapter 3 Peregoy & Boyle Chapter 4 review In class: strategies for oral language-building technology –discussion on how, when and why. After class: understanding the purpose of assessment as it relates to ELLs and how to use the results

		oral language assessment/performance-based tasks.	to plan appropriately.
4	Week of January 29	Words and Meaning English Learners Vocabulary Development Culturally relevant pedagogy; Creating activities that demonstrate Culturally Responsive Teaching.	H&A Chapter 8; Review Haley pp. 7-39; Peregoy & Boyle chapter 6. Journal and discussion board responses on vocabulary and oral language development Strategy share #1 with CFG using Collaborate Ultra (recording the presentations and discussion)
5	Saturday Feb. 11	Emergent literacy Integrating all 4 language domains in content lessons: focus on reading and writing Why reading is hard/difficult for language learners Manipulatives in language teaching	Before class: H&A Chapter s 4 & 5; In class: Strategies for integrating reading and writing into content-area instruction. Technology presentations and share. This technology share will be done workshop style, presenting to a small group of students at your grade/interest level. After class: analysis of lesson plan for activities that promote all 4 language domains
6	Week of Feb. 12	Content reading and writing Integrating reading and writing in content lessons: examples and sharing	Set up Collaborate time for: Video share of 2nd strategy demonstration using Collaborate Ultra and recording it. Inform the professor of the time and day so that she can facilitate.
7	Saturday Feb. 25	English learners and process writing Assessment issues in language planning and instruction Class Reflection and Wrap-Up Class Evaluations	Before class: H&A chapter 6 In class: Unit Lesson Plan Conference set up Assessment: how to imbed formative assessment and use results for planning Discussion on writing strategies, what works and what doesn't After class: catch up on all assignments and schedule individual conferences through Collaborate for week of Feb. 26.

8	Week of Feb. 26	Individual conferences via Blackboard Collaborate All assignment: Due date—March 4, 2017	<i>All assignments for this course must be sent/posted on or before March 4 at midnight. Field Experience Reports due on/before March 4, 2017.</i>
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DETAILED ASSIGNMENT INFORMATION

Field Experience

For EDCI 519 you are required to complete a minimum of 20 hours of field experience. You must have your placement made for you by GMU. See the following instructions: The online Field Experience Presentation discusses the registration process for students. The presentation and the registration website can be accessed from this location:

<http://cehd.gmu.edu/teacher/fieldexperience/> It is important that all students completing field experience register by the **second week of class**.

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

Field Experience – Teaching Analysis Video Reflection – COMMON ASSESSMENT

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 PBA. 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).

NOTE: In-Service teachers must spend at least five observational hours outside of their own class.

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).

TEACHING: YOU MUST TEACH A MINIMUM OF TWO MICRO 10 MINUTE LESSONS IN A K-12 CLASSROOM. IN-SERVICE TEACHERS WITH ELLS CAN USE YOUR OWN CLASSROOM FOR THE UNIT PLAN. PRE-SERVICE TEACHERS WILL BE REQUIRED OBTAIN A FIELDWORK PLACEMENT AND WORK WITH A COOPERATING TEACHER TO TAKE OVER RESPONSIBILITY FOR THE CLASSROOM FOR A MINIMUM OF TWO LESSONS. IT IS IMPORTANT THAT PRE-SERVICE TEACHERS DEVELOP A RAPPORT WITH MENTOR TEACHERS AND CO-PLAN THEIR UNIT AND LESSONS TO FIT WITH THE INSTRUCTIONAL GOALS OF THE COOPERATING TEACHER. THEREFORE, PRE-SERVICE TEACHERS MAY NEED TO SPEND MORE THAN THE MINIMUM OF 20 HOURS IN A K-12 ESL CLASSROOM IN ORDER TO MEET THE REQUIREMENTS OF THIS COURSE. HAVE YOUR MENTOR TEACHER REVIEW YOUR LESSON AND EVALUATE YOUR TEACHING USING THE FORM PROVIDED. YOU MUST SUBMIT LESSON PLANS FOR THE MICRO TEACHING IN ADVANCE OF INSTRUCTION, AND HAVE THE MENTOR TEACHER OBSERVE YOUR TEACHING AND PROVIDE FEEDBACK USING THE PROVIDED FORM.

Video Analysis Assessment Task

Assessment Objectives

1. The candidate will use knowledge of learning differences and assessment to develop an instructional plan including a plan for assessing the student progress.
2. The candidate will implement this plan and video record his/her teaching,
3. The candidate will use all three levels of critical reflection to analyze an instructional episode to make connections between situations they encounter and the broader social, political, and economic forces that influence those events.
4. The candidate will review his/her teaching, and select and edit vignettes to use in critical reflection.
5. The candidate will reflect upon a “critical incident” from a lesson and propose alternative ways of addressing the incident to impact future teaching.

Research Base

According to John Dewey (1933) reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends. Critical reflection delves even more deeply. Critical reflection allows candidates to make teaching decisions on the basis of a conscious awareness and careful consideration of the assumptions on which the decisions are based, and the technical,

educational, and ethical consequences of those decisions. The end result of critical reflection for the individual is cognitive change (Yost et al., 2011).

Van Manen (1977) describes three hierarchical levels of reflection:

1. **Technical reflection** – focuses on effective application of skills and knowledge in the classroom so reflection focuses on analyzing the effects of strategies used.
2. **Practical reflection** – focuses on the assumptions underlying a specific practice and the consequences of that practice on student learning. It implies the assessment of the educational implications of actions and beliefs.
3. **CRITICAL REFLECTION** – Includes emphasis from technical and practical reflection and goes deeper. It focuses on questioning moral and ethical dimensions of decisions related directly and indirectly to the classroom. Candidates make connections between situations and events they encounter and the broader social, political, and economic forces that influence those events.

Brookfield (1990) noted that a “critical incident” is a ‘vividly remembered event which is unplanned and unanticipated’ (pg 84). Reflecting upon a critical incident can affect change in:
-your thinking,
-your practice,
-your attitudes, and
-your understanding.

A critical incident might be an interaction with a student; it might be part of a teaching episode; it could be a parent interaction or just a solitary “ah-ha” moment. Your analysis will focus on what you learn from reflecting on this event.

Video Analysis Assessment Task

This assignment requires you to reflect at all three levels of reflection. During your internship you will record yourself teaching a lesson for which you have developed a detailed lesson plan. **Prior to recording, be sure to obtain appropriate permissions from school system, school, and families as needed in your specific context.**

This assignment consists of three parts: (a) a **lesson plan**, (b) **the holistic reflection**, and (c) **critical incident video clip and analysis**.

You will submit:

1. A Lesson Plan for the Recorded Lesson

Develop a lesson plan using the template provided. Make arrangements to videotape the lesson for use in analyzing a “critical incident.” Teach the lesson. (After reflecting on the lesson you will be asked to identify a “critical incident” in the lesson and highlight that section of the lesson before submitting it for this assignment.)

2. Holistic Reflection of the Lesson

After teaching the lesson, write a reflective statement about the teaching episode that includes each of the following levels of reflection: technical, practical, and critical.

3. Critical Incident Video Clip and Analysis

After reflecting on the lesson, select a segment of the lesson video (~5-10 minutes in length) that contains a critical incident. Highlight the section of the lesson plan that you select as your critical incident.

The following should be used to guide your description and analysis of the critical teaching incident captured within your videotaped lesson:

- Provide a brief description of what is happening in the selected clip.
- Explain why this particular segment was selected.
- Briefly describe what went well and what aspects of the lesson you would like to revise.
- Propose alternative ways of handling the critical incident. You should draw upon your readings, knowledge of best practice, observations, and course work for support.
- Summarize what was learned and how it will impact your future teaching.

How to Submit this Assessment – This Assessment must be uploaded to Blackboard TK20 under the Assessment tab on the left menu.

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

Components:

1. Two video clips of 10 minutes each, submitted to Blackboard
2. Fieldwork log of hours, submitted to Blackboard
3. Analysis & Reflection of videotaping experience, submitted to Blackboard

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

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

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

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

Fieldwork Log of Hours: You must submit a signed fieldwork log of hours demonstrating that you observed, planned, and taught in a K-12 school for a minimum of 20 hours. Fieldwork logs must show direct ties to the assignments in this course. Simply being in a classroom without working on the unit plan is not acceptable for meeting the fieldwork guidelines. Fieldwork logs must be signed by your supervisor (in-service candidates) or cooperating teacher (pre-service students) and uploaded to Blackboard. Remember, if you are using your own classroom, 5 HRS OUT OF CLASS must be included in your fieldwork.

Note: Pay strict attention to the above guidelines. Remember, you are a guest in these schools and classrooms. Appropriate attire and conduct are mandatory. Professional courtesy is essential. If you must cancel a scheduled visit, call as soon as possible to let the teacher know. These teachers are **not** on display. They have willingly agreed to make themselves available to you. Try to be helpful and lend assistance where possible. This is to be an **interactive** experience - not passive.

TECHNOLOGY PROJECT

Using Technology to Enhance Learning Experiences for English Language Learners

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

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

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

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

technology as having a special status ignoring the significant difference between familiarity and creative application.

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

Your Task:

You will select an educational technology that can be utilized in today's classrooms with English Language Learners. This can be something you currently use or would like to learn to use. You will plan a demonstration on how to use this technology in a content (math, science, social studies, English Language Arts) standards-based lesson activity. Your tech project will consist of demonstrating "how" to use the technology you've selected. You will post a handout detailing the activity. You may select from the following or choose a technology with which you are already familiar:

1. Wikis
2. Blog
3. Digital camera
4. EPals
5. Facebook
6. Twitter
7. Skype
8. Smartboard

Additional technologies:

IPOD, IPODS, POD-CAST, WEBINAR, BLACKBOARD, PHOTOSTORY, HOT POTATO, FLASH MEDIA, KINDLE, WII, MIMIO, MULTIMEDIA, POWERPOINT, MOOS AND MUDS, YOUTUBE, TEACHER TUBE, WEB QUEST, PICASA, JING, WORDLE, WIKISPACES, ANIMOTO, VOXOPOP, TOONDO, VOICETHREAD, OR OTHER TECHNOLOGIES

Procedures/Steps to Follow:

1. Set the scene by preparing a 30-minute technology-based project to be taught in a standards-based math, science, social studies or ELA classroom and apply it to a teaching setting. The purpose of the project is to focus on one technology and inform teachers about its implications for working with ELLs.
2. Describe the teacher/student population and their needs.
3. Prepare a printed guide to your product to help a novice use it.
 4. Refer to course topics to add support to this project. For instance, describe how you can scaffold and differentiate instruction for multiple proficiency levels students working along side mainstream English-only students.
 5. Prepare a 10 minute demonstration on how to use this technology in the class.
 6. Submit your handout to Blackboard under Technology Project on Discussion Board.

TEACHING DEMONSTRATIONS

You will choose one new instructional strategy from the text or strategies that have been discussed so far, using the lesson plan template provided. You can also use the strategy books recommended in the syllabus or recommended by your professor. Your lesson plan must show how you integrate instructional technology. A reflection will follow.

GUIDELINES FOR METHODS AND STRATEGIES TEACHING DEMONSTRATION

This assignment is composed of four parts:

1. Prepare a lesson plan, using the provided template.
2. Read at least three (3) articles on the method or approach you have chosen. Try to find at least one resource by the original developer of the method/approach/strategy.
3. Write a paper on how you planned your lesson, incorporating some of the research you read in step two. Include a bibliography of your research articles and other materials. See **Reflection Phase** below for additional information. The reflection phase should reflect the comments and feedback you received from your Critical Friends after viewing the video and discussing your lesson plan through Blackboard Collaborate.
4. Prepare a one-page handout describing the strategy used—a 'how to' set of instructions so that your classmates could try the same strategy. Post this handout in the Blackboard discussion board under the forum named "Strategy presentations".

For this assignment:

1. You will record a short video of your teaching. You should plan on no more than 10 minutes. You may start by giving background information about the strategy and about the class that the lesson is prepared for. Show the video in your Critical Friends Group on Blackboard Collaborate Ultra and ask for feedback and questions. **Ask one of your critical friends to be in charge of recording.**
2. The paper should include most of the following:
 - a. Background information about the method
 - b. The type of class your particular demonstration is intended for (level of proficiency, grade level, ages of students, type of class, etc.)
 - c. Skills you are teaching and the basic language and content objectives of the lesson
 - d. Explanation of the realia being used (if necessary)
 - e. Technology (must be included in the demonstration or lesson plan)
 - f. Possible follow-up activities to the lesson you have presented
 - g. How you would assess the effectiveness of the lesson (either formative or summative assessments)
3. Email your instructor to inform her of the day/time of your Collaborate session so that she can be present for technical troubleshooting.
4. After you have shared your video with your Critical Friends and solicited feedback, then include a reflection, based on the guidelines for the reflection (below).
5. Your Critical Friends will give you feedback on the following topics. They will fill out an evaluation form and scan it to you and me after your video session.

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

- ❑ **QUALITY AND ACCURACY OF LESSON PLAN**
- ❑ An accurate summary of the method chosen
- ❑ Faithfulness to the general philosophy and techniques of the method chosen
- ❑ Evidence of preparation
- ❑ Use of teacher-developed materials
- ❑ Flexibility in response to students' spontaneity
- ❑ Efficient use of time
- ❑ Class rapport, warmth, and enthusiasm of teacher
- ❑ Creativity
- ❑ Usefulness of Handout

- ❑ **REFLECTION PHASE – To be included in the paper under the heading, REFLECTION.**
- ❑ Efforts to Accommodate:
- ❑ Visual learners _____
- ❑ Auditory learners _____
- ❑ Tactile learners _____
- ❑ Specials needs learners _____
- ❑ What worked well? _____
- ❑ What didn't work well? _____
- ❑ What will you do differently as a result of this plan? _____
- ❑ How might this lesson be improved? _____
- ❑ One important thing I learned was _____
- ❑ What feedback from my colleagues did I find most valuable? _____

Strategy Demonstration Rubric (fill it out and email or scan it to me at vdoherty@gmu.edu)

Presenter _____

Method/Strategy _____

Date _____

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

Comments: _____

Recommendations: _____

Sample Lesson Plan Template
ENGLISH AS A SECOND LANGUAGE

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

PLANNING PHASE

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

- 1.
- 2.
- 3.

Vocabulary

Materials Needed

Lesson Outline:

Content: _____
 National/State/Local Standards: _____

TEACHING PHASE SEQUENCE

Warm-up Activity: _____

Transition: _____

Activities

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

Activity # 1
 Transition

Activity # 2
 Transition

Activity # 3
 Transition

Differentiated Instruction

- Starting Up
- Beginning
- Developing
- Expanding
- Bridging

Assessment

Closure

Review of this lesson:

Preview for next lesson:

Home Work

FINAL PROJECT

Must be UPLOADED TO Blackboard.

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

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

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

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

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

TESOL/NCATE Standard 3c: Are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

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

Assessment Criteria: The following assessment criteria used will be

1. cultural context and school setting
2. a paragraph that demonstrates understanding the purposes of assessment as they relate to ELLs and how to use the results to plan appropriately (analysis paper)
3. incorporate current appropriate language teaching methods to design effective instruction for ELLs
4. standards-based and learning objectives, content, and theme-based
5. plans include instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for students to successfully meet learning objectives
6. Five separate lesson plans and includes all 4 skills: listening, speaking, reading and writing. Use lesson plan template: Planning Phase, Teaching Phase Sequence, pp. 13-14. Do not include Reflection Phase.
7. Select, adapt, and use a variety of culturally appropriate content, responsive, and age-appropriate and linguistically accessible materials (could use tech projects)

STEPS FOR THE UNIT LESSON PLAN AND PAPER

1. Write at least a half page describing the school and class setting including program model, class composition, and resources available.
2. Include a sample of a scaffolded assessment (formative).
3. Write a paragraph describing your decisions to use certain teaching practices for instruction and assessment.
4. Unit Plan must include 5-days, be standards-based, and in a content area (math, science, social studies, or ELA). Include both content and language objectives that are age and background appropriate.
5. Describe in a paragraph how you use students' prior knowledge to plan activities that include the 4 skills.
6. Plan must include evidence of VA State Standards (SOLs).
7. Plan must demonstrate use of a variety of tools with a focus on hands-on, visual, and use of technology.
8. **WRITE A REFLECTION PARAGRAPH THAT DETAILS A CRITICAL ANALYSIS OF THE PLANNING PROCESS. WHAT DO YOU NOW KNOW AND WHAT INFLUENCE WILL IT HAVE IN THE FUTURE?**

ASSIGNMENTS AND RUBRICS

Your responsibility in this course is to attend both physically and mentally, taking part in class activities. You will be graded on how you participate as well as how you demonstrate your growing knowledge base.

Analytic Rubric for Class Attendance and Informed Participation

0	2	3	4
Class Attendance			
Generally arrived late to class and after breaks.*	Sometimes arrived late and had difficulty returning to class on time after breaks.	Generally arrived on time and returned on time after breaks	Attended all classes for the full day, arriving on time for class and after breaks**
Assigned work			
Did not complete assignments on time	Completed few assignments on time	Completed most assignments on time	Completed assignments on time
Informed Participation			
Did not engage in class discussions	Rarely engaged in class discussion	Engaged in class discussions, sometimes adding additional insights	Engaged in meaningful class discussions, adding additional insights
Did not participate in class activities	Rarely participated in class activities	Participated consistently class activities	Participated actively and constructively in class activities
Showed no growth in knowledge base through class contributions	Showed minimal growth in knowledge base through class contributions	Showed some growth in knowledge base through class contributions	Showed growth in knowledge base through class contributions

***A Saturday absence will result in an automatic deduction of 10 points from participation grade.**

**** Missing part of the instructional day will result in a deduction of up to 5 points in the participation grade.**

Technology Project rubric

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
5 points	4 points	3 points	2-0 points
Fulfillment of task _____			
Prepares an effective presentation on a technology resource			Does not prepare an effective presentation on a technology resource.
Completion of task requirements _____			
Project is based on a course outline topic Projects applies to a teaching setting	Project is partially based on a course outline topic Projects partially applies to a teaching setting	Project is not based on a course outline topic Projects slightly applies to a teaching setting	Project is not based on a course outline topic Project does not apply to a teaching setting
Appropriateness and usefulness of materials selected _____			
Describes the teacher/student population and their needs	Partially describes the teacher/student population and their needs	Does not clearly describe the teacher/student population and their needs	Does not describe the teacher/student population and their needs
Analysis _____			
Prepares an effective guide of the product to help a novice use it Refers to course topics to add support to project	Prepares a printed guide of the product which is somewhat confusing; Partially refers to course topics to add support to project	Partially prepares a confusing or ineffective guide to the resource Does not refer to course topics to add support to project	Does not prepare a handout Does not refer to course topics to add support to project

**Performance-based Assessment Unit Lesson Plan and Paper
EDCI 519: Methods of Teaching CLD Learners Unit Plan**

Criteria	Does Not Meet Standard	Approaches Standard	Meets Standards	Exceeds Standard
Describe the cultural context, school and class setting TESOL 2	Candidate did not describe the school and class setting for whom the plan is intended.	Candidate described the class setting including cultural context but not the school for whom the plan is intended. Unit plan does appropriately cultural context	Candidate described the school and class setting for whom the plan is intended. Unit plan reflects their knowledge of students' culture and how it impacts student learning	Candidate described the school and class setting, including program model, class composition, class composition, and resources available. unit lesson plan that allows students to share and apply cultural perspectives to meet learning objectives
Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriate to plan unit TESOL 4a	Candidates do not use assessment to plan instruction.	Candidates demonstrate an awareness of the purpose of assessment but use it inappropriately in classroom activities and lesson plans.	Candidates understand the purpose of assessment and use it to create appropriate classroom activities.	Candidates understand and can effectively use a variety of assessments to plan instruction that is scaffolded appropriately for all levels of ELLs.
Demonstrate knowledge of current language teaching methods to design effective ELL instruction TESOL 5a	Candidates do not use appropriate teaching methods	Candidates are familiar with different and well-established teaching methodologies but fail to use methods appropriately in lesson planning.	Candidates use their knowledge of the field of ESL to provide effective instruction and make connections between current research and teaching practice.	Candidates use their knowledge of the field of ESL and best teaching practices to make instructional and assessment decisions and design appropriate instruction for students.

Criteria	Does Not Meet Standard	Approaches Standard	Meets Standards	Exceeds Standard
<p>Plan for standards-based ESL and content instruction</p> <p>TESOL 3a</p>	<p>Candidate provides a five- day unit plan not based on standards-based ESL and content objectives. Objectives are inappropriate for age and educational background level of students.</p>	<p>Candidate provides a five- day unit plan with some standards-based ESL and content objectives. Objectives are inappropriate for age of students but appropriate for educational background level of students.</p>	<p>Candidate provides a five- day unit plan with standards-based ESL and content objectives for at least two of the content areas. Objectives are appropriate for age and educational background level of students.</p>	<p>Candidate provides a five-day unit plan with standards-based ESL and math, science, social studies, and English language arts objectives. Objectives are appropriate for age and educational background level of diverse learners and include descriptions of scaffolded support.</p>
<p>Provide for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for student to successfully meet learning objectives</p> <p>TESOL 3a</p>	<p>Candidates do not embed assessment or scaffold learning in the unit plan</p>	<p>Candidates do not use assessments to measure students' degree of mastery of learning objectives or do not use them effectively to continue instruction throughout the unit</p>	<p>Candidates plan lessons that are scaffolded and link student's prior knowledge to newly introduced learning objectives and continually monitor students' progress toward learning objectives.</p>	<p>Candidate uses students' prior knowledge to plan activities that integrate skill and content areas through thematic-based topics. Following formal and informal assessments, candidates reteach, using alternate materials, techniques, and assessments for students who need additional time and approaches to master learning objectives.</p>

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

Criteria	Does Not Meet Standard	Approaches Standard	Meets Standards	Exceeds Standard
<p>Candidates select, adapt, and use a variety of culturally appropriate, responsive, and age-appropriate and linguistically accessible materials</p> <p>TESOL 3c</p>	<p>The unit plan is not designed for a classroom with multilevel learners from diverse backgrounds but fails to include technology or adapt classroom resources appropriately</p>	<p>The unit plan is designed with some focus on multilevel learners from diverse backgrounds, but the use of adapted resources is very limited. Candidates enable students to use some learning tools including hands-on visual, and multimedia means of instruction</p>	<p>Candidates incorporate a variety of resources at multiple proficiency levels using selections from or adaptations of materials from content-area texts. All materials are appropriate and linguistically accessible. Candidates provide instructional materials in English for student instruction and use. Candidates enable students to use a variety learning tools including hands-on visual, and multimedia means of instruction</p>	<p>Candidates collaborate with non-ESL classroom teachers to develop materials and resources that integrate ESL and content areas and are appropriate, linguistically accessible. Candidates use a variety of tools with a focus on hands-on, visual, and multimedia means of instruction. Candidates use a variety of resources to obtain and create materials that promote language, literacy, and content development in English and whenever possible the students' L1s.</p>
<p>Clearly and professionally communicate detailed self-reflection and analysis of the unit lesson planning process</p> <p>TESOL 5b</p>	<p>Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. Extensive APA formatting errors prevent professional communication.</p>	<p>Candidate provide limited description but no critical reflection of unit lesson planning process and made weak connections to overall teaching practice. APA formatting errors prevent professional communication</p>	<p>Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching. Few APA formatting errors which do not prevent professional communication.</p>	<p>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 APA formatting errors.</p>

Field Experience Teaching Analysis Video Reflection Rubric

CRITERIA	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Lesson Plan and Teaching				
<p>The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning. <i>InTASC 1(b)</i></p>	<p>The candidate's instruction does not take into account individual learners' strengths, interests, and needs and does not enable learners to advance and accelerate his/her learning.</p>	<p>The candidate creates instruction that takes into account some students' strengths, interests, and needs and that enables some learners to advance and accelerate his/her learning.</p>	<p>The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p>	<p>The candidate creates student-centered instruction that is developmentally appropriate and takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p>
<p>The candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. <i>InTASC 2(a)</i></p>	<p>The candidate does not design, adapt, or deliver instruction to address each student's diverse learning strengths and needs and did not create opportunities for students to demonstrate their learning in different ways.</p>	<p>The candidate designs, adapts, and delivers instruction to address some student's diverse learning strengths and needs and creates few opportunities for some students to demonstrate their learning in different ways.</p>	<p>The candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p>	<p>The candidate designs, adapts, and delivers student-centered instruction that addresses each student's diverse learning strengths and needs and creates multiple opportunities for students to demonstrate their learning in different ways.</p>
<p>The candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and</p>	<p>The candidate does not plan ways to manage the learning environment to actively and/or equitably engage learners. The candidate does not show evidence of organizing,</p>	<p>The candidate plans ways to marginally manage the learning environment to actively and equitably engage some learners by organizing, allocating, and</p>	<p>The candidate plans ways to effectively manage the learning environment to actively and equitably engage the majority of learners by</p>	<p>The candidate plans ways to effectively manage the learning environment to actively and equitably engage all learners by creatively organizing,</p>

<p>coordinating the resources of time, space, and learner’s attention. <i>InTASC 3(d)</i></p>	<p>allocating, and coordinating the resources of time, space, and learner’s attention.</p>	<p>coordinating the resources of time, space, and learner’s attention.</p>	<p>organizing, allocating, and coordinating the resources of time, space, and learner’s attention.</p>	<p>allocating, and coordinating the resources of time, space, and learner’s attention.</p>
<p>The candidate engages learners in applying methods of inquiry and standards of evidence used in the discipline. <i>InTASC 4(c)</i></p>	<p>The candidate does not engage learners in applying methods of inquiry and standards of evidence used in the discipline.</p>	<p>The candidate engages learners in applying methods of inquiry but disregards the standards of evidence used in the discipline.</p>	<p>The candidate engages learners in applying methods of inquiry and the appropriate standards of evidence used in the discipline.</p>	<p>The candidate engages learners in applying multiple methods of inquiry and appropriate standards of evidence used in the discipline by implementing authentic tasks.</p>
<p>The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences. <i>InTASC 4(d)</i></p>	<p>The candidate does not stimulate learner reflection on prior content knowledge, does not link new concepts to familiar concepts, and does not make connections to learners’ experiences.</p>	<p>The candidate stimulates learner reflection on prior content knowledge, but neither links new concepts to familiar concepts nor makes connections to learners’ experiences.</p>	<p>The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.</p>	<p>The candidate creatively stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences using student-centered instruction.</p>
<p>The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. <i>InTASC 8(a)</i></p>	<p>The candidate does not adapt instruction to the needs of individuals and groups of learners.</p>	<p>The candidate adapts instruction to the needs of some individuals and groups of learners but seldom incorporates appropriate strategies or resources.</p>	<p>The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p>	<p>The candidate uses appropriate and creative strategies and resources within authentic tasks to adapt instruction to the needs of individuals and groups of learners.</p>
<p>The candidate continuously monitors student learning, engages learners in</p>	<p>The candidate does not provide evidence of monitoring student learning, and/or does not engage learners in</p>	<p>The candidate provides minimal evidence of monitoring student learning and engaging learners in</p>	<p>The candidate provides consistent evidence of monitoring student learning, engaging</p>	<p>The candidate provides substantial evidence of continuously monitoring student learning, engaging</p>

<p>assessing their progress, and adjusts instruction in response to student learning needs. <i>InTASC 8(b)</i></p>	<p>assessing their progress, and/or does not provide evidence of adjusting instruction in response to student learning needs.</p>	<p>assessing their progress, but the candidate rarely adjusts instruction in response to student learning needs.</p>	<p>learners in assessing their progress, and adjusts instruction in response to student learning needs.</p>	<p>learners in assessing their progress, and innovatively adjusts instruction in response to student learning needs.</p>
<p>The candidate varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners. <i>InTASC 8(d)</i></p>	<p>The candidate does not vary his/her role in the instructional process (e.g. instructor, facilitator, coach, audience).</p>	<p>The candidate sometimes varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) but it is in relation to neither the content nor the purpose of instruction nor the needs of learners.</p>	<p>The candidate varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners.</p>	<p>The candidate consistently varies his/her role in engaging instructional processes (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners.</p>
<p>The candidate engages all learners in developing higher order questioning skills and metacognitive processes. <i>InTASC 8(f)</i></p>	<p>The candidate does not engage learners in developing higher order questioning skills or metacognitive processes.</p>	<p>The candidate engages some learners in developing higher order questioning skills or metacognitive processes.</p>	<p>The candidate engages most learners in developing higher order questioning skills and metacognitive processes.</p>	<p>The candidate engages all learners in developing higher order questioning skills and metacognitive processes within authentic learning situations.</p>
<p>The candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question). <i>InTASC 8(i)</i></p>	<p>The candidate does not ask questions to stimulate discussion.</p>	<p>The candidate asks questions to stimulate discussion but the purposes tend to be low level.</p>	<p>The candidate asks appropriate questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p>	<p>The candidate asks varied questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question) within authentic learning situations.</p>

Holistic Reflection				
The candidate engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. <i>InTASC 9(b)</i>	The candidate does not take responsibility for promoting the learners' growth and development in a reflective statement. The statement does not specifically the critical levels of reflections.	The candidate takes responsibility for promoting the learners' growth and development in a reflective statement, but does not address all of the levels of critical reflections.	The candidate takes responsibility for promoting the learners' growth and development in a reflective statement that includes all of the levels of critical reflection.	The candidate takes responsibility for promoting the learners' growth and development in a well-written and insightful reflective statement that includes all of the levels of critical reflection.
The candidate uses a variety of data to evaluate the outcomes of teaching and learning and adapts planning and practice. <i>InTASC 9(c)</i>	The candidate does not use a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice.	The candidate uses a variety of data to evaluate the outcomes of teaching and learning but does not provide strategies to adapt planning and/or practice.	The candidate uses a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice.	The candidate effectively uses a variety of data to evaluate the outcomes of teaching and learning and to appropriately adapt planning and practice.
The candidate uses ongoing analysis and reflection to improve planning and practice. <i>InTASC 9(l)</i>	There was no evidence that the candidate used ongoing analysis and/or reflection to improve planning and practice.	The candidate uses marginal analysis and reflection strategies to improve planning and practice.	The candidate uses ongoing analysis and reflection to improve planning and practice.	The candidate effectively uses ongoing analysis and deep reflection to improve planning and practice.
The candidate uses technology to support analysis, reflection, and problem-solving strategies for instruction.	The candidate does not use technology to support analysis, reflection, and problem-solving strategies for instruction.	The candidate ineffectively uses technology to support analysis, reflection, or problem-solving strategies for instruction.	The candidate uses technology to support analysis, reflection, and problem-solving strategies for instruction.	The candidate effectively uses technology to support a thorough use of analysis, reflection, and problem-solving strategies for instruction.

<p><i>InTASC 9(d)</i></p> <p>The candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences.</p> <p><i>InTASC 9(a)</i></p>	<p>There was no evidence that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.</p>	<p>There was minimal evidence that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.</p>	<p>There was evidence that the candidate effectively engages in ongoing learning opportunities to plan to improve teaching and learning.</p>	<p>There was extensive evidence that the candidate effectively engages in ongoing learning opportunities to plan to improve teaching and learning.</p>
<p>The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences.</p> <p><i>InTASC 9(e)</i></p>	<p>There is no evidence that the candidate reflects on his/her personal biases. The candidate did not access resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences.</p>	<p>The candidate provides evidence that he/she reflects on his/her personal biases and accesses resources to deepen his/her own understanding of limited individual differences to build relationships and create relevant learning experiences.</p>	<p>The candidate provides evidence that he/she reflects on personal biases and accesses appropriate resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences.</p>	<p>The candidate provides evidence that he/she effectively reflects on personal biases and accesses multiple resources to deepen his/her own understanding of a variety of individual differences to build relationships and create engaging, relevant learning experiences.</p>

ADDITIONAL FORMS

Unit Lesson Planning Template

Name:		Subject: Grade Level:		Unit: Week Of:	
Stage One: Essential Question(s):		Standards:			
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Stage One: Desired Results Mastery Objective(s)	Mastery Objectives: Content Language				
Stage Two: Assessment Evidence (1) Pre-assessment / diagnostic strategies (2) Formative assessment tasks: (3) Summative assessment task					
Stage Three: Learning Plan (1) Using Essential Questions to Promote Student Discourse (2) Sequence of your assessment, teaching, and learning tasks (no-secrets classroom that promotes higher-order thinking) (3) Promoting students language acquisition (4) Strategies for differentiation (Multiple Intelligences) and flexible grouping (Prerequisite; Targeted; Enhanced) (5) Extending learning beyond the lesson and classroom:					

RELEASE FORM

**Graduate School of Education
George Mason University
Fall
2017**

Permission to Use Student Materials and Image in Videotape

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

Teacher's Signature _____

Student's Name _____

Parent(s) or Legal Guardian(s) Signature _____

Virginia Doherty, PhD
Adjunct Professor GMU
vdoherty@gmu.edu