

**George Mason University**  
**College of Education and Human Development**  
**Graduate School of Education**  
**Teaching Culturally, Linguistically Diverse & Exceptional Learners**

EDCI 510: 6F1  
Linguistics for PreK-12 ESOL Teachers  
3 Credits  
Spring 2017  
January 23-May 17

**Faculty**

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**Prerequisites/Corequisites**

EDRD 515: Language and Literacy in Global Contexts; EDUC 537: Introduction to Culturally and Linguistically Diverse Learners

**University Catalog Course Description**

Examines language as a system, with particular focus on teaching culturally and linguistically diverse students in grades PreK-12. Considers teaching implications of phonology, morphology, syntax, semantics, and pragmatics. Requires 20 hours of Pk-12 classroom fieldwork.

**Course Overview**

Expanded Course Description: This course is required for students pursuing an initial teacher licensure in English as a Second Language (ESL/ESOL) education. This graduate course provides an introduction to language as a system, with a particular focus on teaching English as a second language to students in public schools, Grades Pre K-12. Among the topics addressed are English phonology, morphology, lexicon, syntax, pragmatics, and semantics. Using a discourse approach, we will connect the four language skills (listening, speaking, reading, and writing) in teaching content-specific language (math, science, and social studies).

In addition, ESOL teacher candidates will be introduced to major grammatical structures that pose difficulty for English language learners, including verb formation and verb tenses, modals and auxiliary verbs, phrasal verbs, articles, reference and possession, mass and count nouns, prepositions, conditionals, and relative clause formation.

Candidates will employ frameworks, strategies, and activities to raise intercultural and critical language awareness and incorporate additive approaches to the teaching of English to build upon home heritage languages of students in multilingual, multicultural schools and communities.

## Course Delivery Method

This course will be delivered completely online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available by January 23, 2017, 8 a.m. EDT

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

## Technical Requirements

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

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- 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. [Delete this sentence if not applicable.]
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Sunday.
- 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 to course materials at least 3 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during 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 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 University Disability Services.

### **Learner Outcomes or Objectives**

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

- 1) Describe language and its components (phonology, morphology, lexicon, syntax, pragmatics and semantics) and examine implications for teaching PreK-12 ESOL students;
- 2) Use knowledge of linguistics to connect and integrate the teaching of the four language skills (listening, speaking, reading, and writing), and develop a wholesome attitude towards language and second language learners;
- 3) Identify errors that are developmental, meaningful, and systematic and plan appropriate instructional activities;
- 4) Compare and contrast languages to analyze linguistic difficulties for ELLs in comprehending written text used in math, science, or social studies and to design lesson plans and make instructional recommendations which address student needs and incorporate the heritage languages of students;
- 5) Use knowledge of rhetorical and discourse structures and readability formulas to analyze text structures and make specific recommendations for activities and strategies to address specific difficulties that students may encounter in a content-area text;
- 6) Identify linguistic and culturally-based background knowledge needed to comprehend a content-area reading text; and utilize funds of knowledge from students' heritage languages and cultures to support student academic achievement, especially students who have had interrupted schooling;
- 7) Analyze a content-area reading passage to identify elements of linguistic and cultural bias, (i.e. gender, racial or ethnic stereotyping) and identify socially just instructional resources to support critical literacy and design lessons which incorporate more inclusive classroom practices to support learners from diverse backgrounds;
- 8) Make professional, meaningful and engaging presentations to identify grammar problems in context, using media, and designing hands-on, interactive and experiential activities to foster learning in community.

## **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.

EDCI 510 primarily addresses the following standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the International Society for Technology in Education (ISTE). EDCI 510 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<br>Learner Development                                    | Standard #1<br>Facilitate & Inspire Student Learning and Creativity            | Value # 1<br>Collaboration  |
| Standard #2<br>Learning Differences                                   | Standard #2<br>Design & Develop Digital-Age Learning Experiences & Assessments | Value #4<br>Research Based Practice                                   |
| Standard #4<br>Content Knowledge                                      | Standard #3<br>Model Digital-Age Work and Learning                             | Value #5<br>Social Justice  |
| Standard #5<br>Application of Content                                 | Standard #4<br>Promote & Model Digital Citizenship & Responsibility            |   |
| Standard #6<br>Assessment   | Standard #5<br>Engage in Professional Growth & Leadership                      |   |
| Standard #9<br>Professional Learning and Ethical Practice             |  |   |
| <a href="http://www.ccsso.org/intasc">http://www.ccsso.org/intasc</a> | <a href="http://www.iste.org/standards">http://www.iste.org/standards</a>      | <a href="http://cehd.gmu.edu/values/">http://cehd.gmu.edu/values/</a> |

**Required Text**

Celce-Murcia, M. & Larsen-Freeman, D. (2015). *The grammar book: An ESL/EFL teacher’s course* (3<sup>rd</sup> ed.). Boston, MA: Heinle Cengage Learning.

\*Additional readings posted on Blackboard in each Module.

### Recommended Texts

- Bear, D.R., et. al. (2006). *Words their way with English learners: Word study for phonics, vocabulary, and spelling*. Upper Saddle River, NJ: Pearson.
- Biber, D., Conrad, S., Leech, G. (2002). *Longman student grammar of spoken and written English*. Longman: White Plains, New York.
- Carter, R. & McCarthy, M. (2006). *Cambridge grammar of English*. New York, NY: Cambridge University Press.
- Cowan, R. (2008). *The teacher's grammar of English*. New York, NY: Cambridge University Press.
- Folse, K. (2016). *Keys to teaching grammar to English language learners* (2<sup>nd</sup> ed.). Ann Arbor, MI: University of Michigan Press.
- \*Freeman, D. & Freeman, Y. (2014). *Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, and grammar* (2<sup>nd</sup> ed.). Portsmouth, NH: Heinemann.
- \*This textbook is highly recommended.

### 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). Assignment details and expectations outlined below. Sample assignments and Rubrics may be found on Blackboard.

### TK20 Performance-Based Assessment (PBA) Submission Requirement

There are 3 PBAs for EDCI 510: 1) Field Experience Log (S/U) 2) Lesson Plan & 3) Textbook Analysis. Every student registered for any CEHD course with a required performance-based assessment (PBA) is required to submit the assessment to TK20 through Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessments by the course instructor will also be completed in TK20 through Blackboard. Failure to submit the assessment 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.

### Assignments and Examinations

| <i>Assignment Description</i>            | <i>Weight</i> | <i>Due Date</i>                            | <i>Standards Addressed</i>                         |
|--|---------------|--|--|
| 1) Field Experience (PBA)                | S/U           | Request: Feb. 15<br>Log/Evaluation: May 15 | Requirement for licensure/endorsement              |
| 2) Textbook Analysis (PBA)               | 30%           | April 30                                   | <i>TESOL/NCATE Standards: 1b, 3a, 4a, &amp; 5a</i> |
| 3) Lesson Plan (PBA)                     | 25%           | May 17                                     | <i>TESOL/NCATE Standards: 1b, 3a, 4a, &amp; 5b</i> |
| 4) Teaching Presentation (Demonstration) | 25%           | April 20                                   | <i>TESOL/NCATE Standards 1b, 2a &amp; 2b</i>       |
| 5) Weekly Discussion Board Participation | 20%           | Thurs/Sun of each module                   | <i>TESOL/NCATE Standards: 1b, 3a, 4a, &amp; 5a</i> |

### 1) *Field Experience (PBA)*

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 under the Assignments tab. This assignment is a PBA and should be submitted to Tk20 (Blackboard).

The fieldwork will be marked as follows:

- *Satisfactory*: completion of all assignments with high quality in a timely and efficient manner.
- *Unsatisfactory*: incomplete and/or low quality of assignments submitted or work submitted than one week late from due date.

**In-service teachers:** Field experience can often be conducted in your own classroom if you have access to the population of English Language Learner students required for the Textbook Analysis assignment. 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 February 15<sup>th</sup>. 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 510.6F6).

**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 February 15<sup>th</sup>. 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 510.6F6).

### 2) *Textbook Analysis (PBA)*

The overall purpose of the assignment is to demonstrate your knowledge of language as a system to analyze the linguistic demands of a grade-level textbook that is required for use in grades 3-5, 6-8, or 9-12. This assignment is a PBA and the paper should be submitted to Tk20 (Blackboard).

You are strongly encouraged to work with a partner on this assignment. In addition to the criteria below, each person must also submit a separate 2-3 page first-person narrative—a critical analysis reflecting on your contributions to the project and what you learned from collaboration on this project and implications for future teaching.

For the Textbook Analysis, you should

- Spend 3-6 hours in an ESL classroom to observe ELLs learning content area concepts and vocabulary and interview the teacher about textbook challenges.
- Identify a reading passage in the selected content area textbook and analyze it using the Fry Readability Formula and at least one other readability formula (e.g., Dale-Chall, Flesch Grade Level, Flesch Reading Ease, FOG, SMOG, FORCAST, Powers-Somner-Kearl, and Spache). Apply your knowledge of rhetorical and discourse structures to support and increase ELLs' learning and their comprehension of the text.

<http://school.discovery.com/schrockguide/fry/fry.html> (Fry Readability Formula)

<http://www.readabilityformulas.com/fry-graph-readability-formula.php> (Fry and others)

<http://www.readabilityformulas.com/free-readability-formula-assessment.php>

- Demonstrate knowledge of language as a system by analyzing the reading passage with respect to multiple components of the language system that may cause difficulty for ELLs. Make sure that you include phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to help ELLs develop oral, reading, and writing skills (i.e., including mechanics) in English.
- Recommend specific instructional activities to help students meet the linguistic demands in the categories of phonology, morphology, lexicon, syntax, and rhetorical or discourse structures to help students increase their comprehension of the text. Propose teaching activities for dealing with the textbook in the classroom, not for rewriting the textbook itself.
- Identify background knowledge that is necessary to comprehend the text and cross-cultural issues that may make the textbook challenging to ELLs and develop instructional activities that activate prior knowledge and support students' home languages and cultures.
- Examine textbook bias, stereotyping, and discrimination with respect to gender, socio-economic status, race and ethnicity, etc. and make suggestions so that instruction can be more culturally inclusive of learners from diverse linguistic, cultural, and educational backgrounds.
- Prepare a written report of no more than 25 pages. Your report should follow APA standard formatting (<https://owl.english.purdue.edu/owl/resource/560/01/>) and include the following sections:
  - Introduction & Background: describe the institutional context of the school, general characteristics of the students and their native languages, countries of origin, literacy levels, special needs (e.g., gifted and talented-GT or learning disabled-LD), etc;
  - Analysis/Discussion: explain why the examples you selected in the categories of phonology, morphology, lexicon, syntax and discourse pose challenges to the ELLs in terms of SLA and the native languages and cultures of the learners;
  - Recommendations: present teaching strategies and activities for ELLs that will help address the patterns of linguistic difficulty, text structure, and cultural bias, including those that incorporate community languages and cultures. Make sure that you propose teaching activities that deal with the textbook in the classroom (i.e., not rewriting the textbook itself).
  - References: references to textbooks and other readings used in this course in order to support the analysis and synthesize the points raised with respect to common grammatical challenges that ELLs face;



- Appendices: provide copies of the passages that you analyzed.
- Check the Textbook Analysis Rubric at the end of the syllabus to ensure you have meet all requirements.

### 3) Lesson Plan (PBA)

The overall purpose of this assignment is to develop a research-supported lesson plan that effectively meets the needs of a specific population of students. While the Textbook Analysis should point out strengths and weaknesses of the text, the Lesson Plan will demonstrate the strategies needed to support student learning with relation to the texts' strengths and weaknesses. This assignment is a PBA and the paper should be submitted to Tk20 (Blackboard).

For the Lesson Plan, you should

- use the Lesson Plan template provided in the Assignments tab on Blackboard. Alternatively, you may use a Lesson Plan format required by your school district, but the template should be submitted to and approved by the instructor beforehand;
- specify objectives as related to state and national standards;
- demonstrate instructional methods consistent with those taught in the program, as well as an appropriate match between assessment of learning and learning objectives;
- provide an appropriate rationale as discussed below:

It is important that teacher candidates demonstrate their ability to design an effective lesson plan with specific, performance-based learning objectives that meet the learning needs of their students. Lesson planning can be guided by four basic questions: (adapted from Spencer, 2003, p. 251).

- Who am I teaching? The number of learners, their academic level and prior knowledge.
- What am I teaching? The content or subject, the type of learning (knowledge, skills, behaviors).
- How will I teach it? Teaching models, learning strategies, length of time available, materials, technology resources, differentiation/modifications, etc.
- How will I know if the students understand? Informal and formal assessments, formative and summative, higher order questioning techniques, feedback from learners, etc.

You might also want to ask:

- What do students know already?
- Where have students come from and what are they going on to next?
- How can I build in sufficient flexibility cope with emergent needs?

A lesson plan must be developed for each teaching session. During the internship and when teaching new content or grade levels, your lesson plans will be detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:

- list content and key concepts, (research more if needed)
- define your aims and identify specific learning outcomes or objectives
- create assessments that are aligned to your specific objectives
- think about the structure of the lesson, pacing, and transitions
- identify adaptations/modifications/extensions needed to meet student needs
- determine “best practice” and learning strategies aligned to the learning outcomes
- identify learning resources and support materials

Finally,

- check the Lesson Plan Rubric at the end of the syllabus to ensure you have meet all requirements.

#### 4) *Teaching Presentation (Demonstration)*

The overall purpose of this assignment is to demonstrate your understanding of the implications of linguistics for teaching English phonology, morphology, or syntax to students at a beginning or intermediate level of English proficiency in Grades PreK-3, 4-6, 7-9, or 10-12. This assignment helps candidates examine implications of English linguistics to the teaching of English as a second or additional language for students in PreK-12 settings.

For the Teaching Presentation you should address the following aspects:

1. What is the syllabus topic or linguistic/grammar point(s) you are demonstrating? (Your audience is fellow teachers supporting ELL students. You should address the question: What are the most important areas that ESOL teachers need to know about linguistics?)
  2. Why is it difficult for ESL/EFL learners? Describe level of challenge, learning difficulty; address the appropriateness of your selected topic for the students you are working with (specify elementary, middle, high school). Provide examples from student writing or contrastive analysis. What are the **implications** for teaching PreK-12 English language learners?
  3. How can we **contextualize** the teaching of the particular linguistic topic using grade-level textbooks and/or literature? Demonstrate either (a) a simulation of one or more teaching activities for your topic or (b) a description of one or more teaching activities that address the learning difficulty. Create a presentation/demonstration/video that uses charts and hands-on materials. Show us some meaningful activities or exercises (using realia, multi-media, children or adolescent fiction and non-fiction literature, student- or teacher- produced materials, etc.).
  4. What are the best resources? Look at the way that various grammar reference books, textbooks, and electronic resources handle the topic. Include an annotated bibliography and critique of at least 3 references (e.g., teacher references, online resources, and grammar books for students) that address your topic in your presentation/demonstration.
- The Teaching Presentation will be due as your weekly discussion board original post on Thursday, April 20.
  - Be sure to check the Teaching Presentation Rubric at the end of the syllabus to ensure you have meet all requirements.

**Online presentations** may be done in a number of ways. Students may upload a PowerPoint with video, record a Prezi, use Google Slides or Voicethread, or create some sort of interactive website—a variety of things. You may choose the format in which you would like to present your demonstration.

#### 5) *Weekly Discussion Board Participation*

The overall purpose of the discussion board is to provide a forum for discussion of the topics we will be exploring and an open space to work through our own thoughts and ideas. The

discussion board is our “classroom.” Some of the richest and most robust discussions I have ever heard (seen) have taken place on a discussion board, and it is my hope that you will actively engage your colleagues in this medium.

To participate in the Weekly Discussion Board, you should

- complete the assignment readings or other activities (e.g. videos) for the week;
- make at least 3 posts per week
  - by Thursday (11:59 pm EST), post an original response to the Discussion Board Prompt. It is suggested that your original response be 250-350 words;
  - by Sunday (11:59 pm EST), make two posts in response to your colleagues’ posts;
- ensure you posts are distributed throughout the discussion period (i.e., not concentrated all on one day at the beginning and/or end of the week);
- use class materials to support the ideas in your response; you may also bring in related prior knowledge to your posts (work experience, prior coursework, readings, etc.);
- avoid responses to your colleagues’ posts that are limited to 'I agree' or 'great idea', etc. To express agreement (or disagreement), support your posts with concepts from the readings or by bringing in a related example or experience;
- use proper etiquette (proper language, typing, etc.); avoid using “text” talk (such as “C U,” “B4,” “cuz,” etc.). While the discussion board is meant to be an open and safe space for discussion and exchanges, we should aim to maintain appropriate adherence to grammar and style relevant for a graduate course.
- View the Weekly Discussion Board rubric at the end of the syllabus for a comprehensive description of the requirements.

### Late Work

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 (e.g. 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.*

### Grading Scale

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*

## **Class Schedule**

The course is divided into 15 modules, approximately one for each week. Each module will be available by Monday of the designated week. \*You may find all readings, assignment descriptions, and other course materials necessary for each week in the Modules folder in Blackboard.

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

| Module Date                | Topics   | Readings*   | Assignments   |
|----------------------------|--|---|---|
| Module 1<br>Jan. 23-29     | <ul style="list-style-type: none"> <li>• Introductions</li> <li>• What is linguistics?</li> <li>• The role of grammar in ELT</li> </ul>          | <ul style="list-style-type: none"> <li>• <i>TGB</i> preface, chpts 1, 36</li> <li>• What is linguistics? (video)</li> <li>• Freeman &amp; Freeman (2014)</li> </ul> | -Weekly Discussion Board  |
| Module 2<br>Jan. 30-Feb. 5 | <ul style="list-style-type: none"> <li>• The component parts of language</li> <li>• Grammatical metalanguage</li> <li>• Lexicogrammar</li> </ul> | <ul style="list-style-type: none"> <li>• Habib (n.d.)</li> <li>• <i>TGB</i> chpts 2-3</li> </ul>  | -Weekly Discussion Board  |
| Module 3<br>Feb. 6-12      | <ul style="list-style-type: none"> <li>• Language Acquisition</li> <li>• Copular verbs</li> </ul>  | <ul style="list-style-type: none"> <li>• Freeman &amp; Freeman (2004a, 2004b)</li> <li>• <i>TGB</i> chpt 4</li> </ul>   | -Weekly Discussion Board  |
| Module 4<br>Feb. 13-19     | <ul style="list-style-type: none"> <li>• Phonology</li> <li>• Tense/Aspect</li> <li>• modals</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>TGB</i> chpts 7-8</li> <li>• Freeman &amp; Freeman (2004c)</li> <li>• The IPA (videos)</li> </ul>                       | -Weekly Discussion Board<br>-Course Check-Up Survey<br><b>-Submit Field Experience Request Form by February 15<sup>th</sup></b> |
| Module 5<br>Feb. 20-26     | <ul style="list-style-type: none"> <li>• Morphology</li> <li>• Adjectives</li> <li>• Degree</li> </ul>   | <ul style="list-style-type: none"> <li>• Delahunty &amp; Garvey (2010)</li> <li>• <i>TGB</i> chpts 20, 34-35</li> <li>• Logic of English (video)</li> </ul>         | -Weekly Discussion Board  |
| Module 6<br>Feb. 27-Mar. 5 | <ul style="list-style-type: none"> <li>• Syntax</li> <li>• Word order</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>TGB</i> chpt 5</li> <li>• Heny (1997)</li> <li>• The Trev Tutor (video)</li> </ul>                                      | -Weekly Discussion Board  |
| Module 7<br>Mar. 6-12      | <ul style="list-style-type: none"> <li>• Negation</li> <li>• Passive</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>TGB</i> chpts 10, 18</li> </ul>   | -Weekly Discussion Board  |
| Module 8<br>Mar. 20-26     | <ul style="list-style-type: none"> <li>• Semantics</li> <li>• Articles</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>TGB</i> chpt 15</li> <li>• Gregory (2000)</li> <li>• Ashton English (video)</li> </ul>                                  | -Weekly Discussion Board  |
| Module 9<br>Mar. 27-Apr. 2 | <ul style="list-style-type: none"> <li>• Reference/Possession</li> <li>• Nonreferential subjects</li> </ul>                                      | <ul style="list-style-type: none"> <li>• <i>TGB</i> chpts 16, 33</li> </ul>   | -Weekly Discussion Board  |
| Mar. 13-19                 | <b>Spring Break</b>  |   |   |
| Module 10<br>Apr. 3-9      | <ul style="list-style-type: none"> <li>• Contrastive Analysis</li> <li>• Questions</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>TGB</i> chpts 11, 13-14</li> <li>• Tesolclass.com (video)</li> </ul>  | -Weekly Discussion Board  |

|                         |   |   |   |
|-------------------------|---|---|---|
| Module 11<br>Apr. 10-16 | <ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Phrasal Verbs</li> </ul>   | <ul style="list-style-type: none"> <li>• TGB chpts 21-22</li> </ul>     | -Weekly Discussion Board  |
| Module 12<br>Apr. 17-23 | <ul style="list-style-type: none"> <li>• Teaching presentations</li> </ul>                  | <ul style="list-style-type: none"> <li>• n/a</li> </ul>                 | -Weekly Discussion Board  |
| Module 13<br>Apr. 24-30 | <ul style="list-style-type: none"> <li>• Conditionals</li> </ul>                            | <ul style="list-style-type: none"> <li>• TGB chpt 27</li> </ul>         | -Weekly Discussion Board<br>-Textbook Analysis Due April 30 <sup>th</sup> <b>Submit to Tk20 in Blackboard</b>   |
| Module 14<br>May 1-7    | <ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Quantifiers</li> </ul> | <ul style="list-style-type: none"> <li>• TGB chpts 17, 28-29</li> </ul> | -Weekly Discussion Board  |
| Module 15<br>May 8-17   | <ul style="list-style-type: none"> <li>• focus/emphasis</li> </ul>                          | <ul style="list-style-type: none"> <li>• TGB chpt 30</li> </ul>         | -Weekly Discussion Board<br>-Complete End of Course evaluation<br>-Field Experience log & Evaluation Due May 15 <sup>th</sup> <b>Submit to Tk20 in Blackboard</b><br>- Lesson Plan Due May 17 <sup>th</sup> <b>Submit to Tk20 in Blackboard</b> |

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

### Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason 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 Mason 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. 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 silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto: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 Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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

## Weekly Discussion Board Rubric

| Criteria  | Proficient  | Adequate  | Needs Improvement  |
|---|---|---|--|
| <p><b>Contributes Ideas</b></p> <p><b>Informs and Enriches Discussion</b></p> | <ul style="list-style-type: none"> <li>• Student contributes ideas that help to inform and enrich</li> <li>• Content is complete, accurate, and offers new ideas for application through clear evidence of critical thinking</li> <li>• Discussion is well supported with details that explain the student’s conclusions and/or references from the week’s materials</li> <li>• Postings are characterized by originality and relevance to the topic and encourage further discussion on topic</li> <li>• Posts use standard English grammar with few or no spelling errors</li> </ul> <p><b>6-7 points</b></p> | <ul style="list-style-type: none"> <li>• Student contributes ideas one would expect, but without originality and insight</li> <li>• Lacking in critical thinking and relevance</li> <li>• Ideas or opinion are not presented with supporting facts or references</li> <li>• Content generally doesn't invite further discussion or investigation</li> <li>• Some grammar or spelling errors</li> </ul> <p><b>4-5 points</b></p> | <ul style="list-style-type: none"> <li>• Student barely addresses the assigned question in terms of depth or breadth</li> <li>• Minimal evidence of critical thinking</li> <li>• Little to no evidence of supporting facts or references</li> <li>• Grammar and spelling are below expected graduate level</li> </ul> <p><b>0-3 points</b></p> |
| <p><b>Involvement and Responsiveness</b></p>                                  | <ul style="list-style-type: none"> <li>• Routinely responds to other students (at least two times) and offers additional insights and considerations that extend the collective understanding</li> <li>• Communication encourages further responses, raises questions or politely offers alternative perspectives</li> </ul> <p><b>4-5 points</b></p>   | <ul style="list-style-type: none"> <li>• Student responds to others and attempts to offer more than "good idea..." but generally repeats what has already been said</li> <li>• Doesn't really add new insights</li> </ul> <p><b>2-3 points</b></p>  | <ul style="list-style-type: none"> <li>• Student responds to others, but interaction is best described as "good idea ..."</li> <li>• Little substance to continue discussion</li> </ul> <p><b>1 point</b></p>  |
| <p><b>Timeliness</b></p>  | <ul style="list-style-type: none"> <li>• Original response is posted by Thursday midnight</li> <li>• Follow up responses are posted by Sunday midnight</li> <li>• Responses are posted in a timeframe that encourages discussion (e.g. over three or more days)</li> </ul> <p><b>3 points</b></p>   | <ul style="list-style-type: none"> <li>• Original response is posted by Thursday midnight</li> <li>• Responses are posted by Sunday midnight</li> <li>• Responses are generally posted in a timeframe that encourages discussion</li> </ul> <p><b>1-2 points</b></p>  | <ul style="list-style-type: none"> <li>• Responses are late and/or posted in a timeframe that does not encourage discussion</li> </ul> <p><b>0 points</b></p>  |

### Textbook Analysis Rubric

| Score Point TESOL Standard Indicator   | 1<br>Does Not Meet Standard   | 2<br>Approaches Standard   | 3 Meets Standard  | 4<br>Exceeds Standard   |
|--|---|--|---|---|
| 1.a.1. Demonstrates knowledge of the components of language and language as an integrative system.   | Does not use the components of language to make appropriate instructional recommendations for ELLs.                     | Uses the components of language to make recommendations for teaching ELLs, but some of these may be inappropriate or inaccurate.                         | Uses the components of language to make appropriate recommendations for teaching ELLs.  | Uses the components of language to draft appropriate instructional tasks for teaching ELLs.   |
| 1.a.2 Applies knowledge of <i>phonology</i> (the sound system), <i>morphology</i> (the structure of words), <i>syntax</i> (phrase and sentence structure), <i>semantics</i> (word/sentence meaning), and <i>pragmatics</i> (the effect of context on language) to help ELLs develop oral, reading, and writing skills (including mechanics) in English | Does not analyze text for phonological, morphological, syntactic, semantic, and pragmatic challenges for teaching ELLs. | Analyzes text showing phonological, morphological, syntactic, semantic, and pragmatic challenges for teaching ELLs, with many omissions or inaccuracies. | Accurately analyzes text showing phonological, morphological, syntactic, semantic, and pragmatic challenges for teaching ELLs, with some omissions or errors. | Accurately and comprehensively analyzes text showing phonological, morphological, syntactic, semantic, and pragmatic challenges for teaching ELLs.  |
| 1.a.3. Demonstrates knowledge of rhetorical and discourse structures as applied to ESOL learning.  | Does not accurately identify rhetorical or discourse structures or design appropriate instructional activities.         | Identifies rhetorical and discourse structures with some omissions or inaccuracies or makes inappropriate recommendations for learning.                  | Accurately identifies rhetorical and discourse structures and makes recommendations to promote learning.  | Applies research on content-specific text structures and uses a variety of readability formulas to accurately analyze difficulty level of text and design instructional activities that promote learning. |



|   |   |   |  |  |
|---|---|---|--|--|
| <p>2.a. Apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.</p> | <p>Does not identify elements of racism, stereotyping, or discrimination in the selected text.</p>  | <p>Identifies few or inaccurate examples of language of racism, bias, stereotyping, and/or discrimination in selected text.</p>   | <p>Accurately identifies language of racism, various forms of bias, stereotyping, and/or discrimination in selected text.</p>  | <p>Accurately and comprehensively identifies language of racism, various forms of bias, stereotyping, and/or discrimination and develops instructional activities to promote an inclusive classroom.</p>   |
| <p>2.e. Apply concepts about the interrelationship between language and culture.</p>                                | <p>Does not identify elements of language that require prior cultural knowledge not familiar to ELLs.</p>   | <p>Identifies some elements of language that reflect prior cultural knowledge but with some inaccurate interpretations or omissions.</p>  | <p>Accurately identifies many examples of prior cultural or linguistic knowledge or relationships between language and culture that may be problematic for ELLs.</p>   | <p>Develops instructional activities that activate prior knowledge of cultural meanings in language and support students' home language and culture.</p>   |
| <p>Quality of Writing as a Reflective Practitioner</p>  | <p>Does not describe the target population, nor provide a rationale for the text selected. Little description of what the author learned linguistically or culturally. Writing lacks clarity, clear organization and contains errors in grammar, spelling, AND mechanics. Does not refer to assigned course readings.</p> | <p>Describes the target population, but leaves out key information or omits rationale for selected text. Some description of what was learned either linguistically or culturally, but not in both areas. Writing lacks clear organization and contains errors in grammar, spelling, AND mechanics. Uses few citations to assigned course readings.</p> | <p>Describes the target population and provides descriptions of a learner or learners with the text. Provides a rationale for the text selected based on interviewing a professional at the school. Reflects on what the author learned w/respect to linguistic and cultural analysis of text difficulty. Writing may lack clear organization or contain fundamental errors in grammar, spelling, or mechanics. Uses citations inappropriately or omits some references.</p> | <p>Clearly describes the specific population for whom the text is intended within the context of the school and provides a clear rationale for the text selected for analysis with supporting evidence from teachers and or observations of students. Reflects on what was learned from the project linguistically, culturally and discusses pedagogical implications. Writing is well-organized and contains minor errors in grammar, spelling, and mechanics. Uses citations appropriately to refer to assigned course readings.</p> |

### Teaching Presentation Rubric

| DOMAIN<br>SCORE<br>POINTS | TOPIC  | CONTEXTUALIZATION   | MATERIALS   | REFERENCES   |
|---------------------------|--|---|---|--|
| 4                         | Accurately explains topic and difficulty level posed to language learners.                         | Contextualizes linguistic feature in grade-appropriate reading materials and meets learning needs.                | Uses handouts and hands-on materials that clearly demonstrate the usefulness of the topic.. | Makes appropriate references to assigned and/or outside readings to support topic selection and teaching activities used.      |
| 3                         | Needs elaboration to explain topic and difficulty level posed to language learners.                | Contextualizes linguistic feature in grade-appropriate reading materials and but may not meet learning needs.     | Uses handouts and hands-on materials that leave some questions unanswered.                  | Makes few or incorrect references to assigned and/or outside readings to support topic selection and teaching activities used. |
| 2                         | Needs elaboration and/or clarity to explain topic and difficulty level posed to language learners. | Does not contextualize linguistic feature in grade-appropriate reading materials and may not meet learning needs. | Uses handouts and hands-on materials that do not demonstrate usefulness of the topic.       | Makes few AND incorrect references to assigned or outside readings to support topic selection and teaching activities used.    |
| 1                         | Does not explain topic and difficulty level posed to language learners.                            | Does not contextualize linguistic feature in grade-appropriate reading materials OR meet learning needs.          | Does not use handouts or hands-on materials.  | Does not make references to assigned or outside readings.  |

### Lesson Plan Rubric

| Criteria  | Does Not Meet Standard<br><b>1</b>  | Approaches Standard<br><b>2</b>  | Meets Standard<br><b>3</b>   | Exceeds Standard<br><b>4</b>   |
|---|---|--|--|--|
| <b>LESSON PLANNING</b>  |   |  |  |  |
| <p><b>The candidate identifies performance-based objectives and appropriate curriculum goals that are relevant to learners.</b></p> <p><i>InTASC 7(a)</i></p>                                     | <p>The candidate <b>does not</b> identify performance-based objectives and appropriate curriculum goals that are relevant to learners.</p>  | <p>The candidate identifies objectives and curriculum goals but they <b>are not</b> performance-based <b>or</b> appropriate for subject and/or grade level.</p>            | <p>The candidate identifies performance-based objectives and appropriate curriculum goals and they are appropriate for subject and/or grade level.</p> | <p>The candidate identifies <b>well-developed, performance-based</b> objectives, appropriate curriculum goals that are appropriate for subject and/or grade level; <b>correctly formulated; and addressed all domains.</b></p> |
| <p><b>The candidate identifies national/state/local standards that align with objectives and are appropriate for curriculum goals and are relevant to learners.</b></p> <p><i>InTASC 7(g)</i></p> | <p>The candidate <b>does not</b> identify national/state/local standards that align with the objectives or the standards <b>are not</b> appropriate for curriculum goals or are not relevant to learners.</p> | <p>The candidate identifies national/state/local standards but the standards <b>are not</b> aligned with the objectives and/or <b>marginally</b> relevant to learners.</p> | <p>The candidate identifies national/state/local standards that are aligned with the objectives <b>and</b> relevant to learners.</p>                   | <p>The candidate identifies national/state/local standards that are <b>clearly</b> aligned with the objectives <b>and</b> relevant to learners.</p>  |

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| <p><b>The candidate continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</b></p> <p><i>InTASC 6(i)</i></p> | <p>The candidate <b>does not</b> identify appropriate technology to engage learners even though it was available.</p>  | <p>The candidate identify technology to engage learners though it would be ineffective to teach the content and address learner needs.</p>   | <p>The candidate identifies appropriate technology to engage learners more fully and assess and address learner needs.</p>  | <p>The candidate identifies effective, creative and appropriate technology to engage learners more fully and assess <b>and enhance</b> student learning needs.</p>   |
| <p><b>The candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts.</b></p> <p><i>InTASC 5(c)</i></p>  | <p>The candidate's plans <b>do not</b> provide evidence of opportunities for learners' use of current tools (technology) <b>nor</b> resources to maximize content learning in varied contexts.</p> | <p>The candidate's plans provide evidence of opportunities for learners' use of current tools and resources <b>that are ineffective</b> to maximize content learning in varied contexts.</p>                       | <p>The candidate's plans <b>provide evidence</b> of opportunities for learners' use of current tools and resources <b>that are effective</b> to maximize content learning in varied contexts.</p>   | <p>The candidate's plans provide <b>substantial</b> evidence of <b>multiple</b> opportunities for learners' use of current tools and resources <b>that are creative and effective</b> to maximize content learning in varied contexts.</p>               |
| <p><b>The candidate plans how to achieve each student's learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners.</b></p> <p><i>InTASC 7(b)</i></p>                   | <p>The candidate's lesson plan <b>does not</b> provide evidence of accommodations to differentiate instruction for individuals and groups of learners.</p>   | <p>The candidate's lesson plan provides evidence of <b>an effort</b> to meet student's learning goals, and <b>attempts</b> accommodations to differentiate instruction for individuals and groups of learners.</p> | <p>The candidate's lesson plan provides evidence of <b>successfully</b> meeting <b>each</b> student's learning goals, and <b>successfully</b> makes accommodations to differentiate instruction for individuals and groups of learners.</p> | <p>The candidate's lesson plan provides evidence of successfully meeting <b>each</b> student's learning goals, and <b>successfully</b> makes a <b>variety of accommodations</b> to differentiate instruction for individuals and groups of learners.</p> |

|  |  |  |  |   |
|--|--|--|--|---|
| <p><b>The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</b></p> <p><i>InTASC 7(c)</i></p>                  | <p>The candidate <b>does not</b> plan for appropriate sequencing and pacing of learning experiences.</p> <p>Tasks, methods, strategies <b>are not</b> stated.</p>  | <p>The candidate plans for appropriate sequencing and pacing of learning experiences; but tasks, methods and strategies are <b>not stated and/or not appropriate</b> or effective for the lesson.</p>      | <p>The candidate plans for <b>appropriate</b> sequencing and pacing of learning experiences; and <b>all</b> tasks, methods, and strategies are <b>stated and/or are appropriate</b> and <b>effective</b> for the lesson.</p> | <p>The candidate plans for <b>appropriate</b> sequencing and pacing of learning experiences; tasks, methods and strategies include a <b>variety of creative, active learning, instructional strategies</b> that address learner differences to maximize learning.</p> |
| <b>PLANNED INSTRUCTIONAL STRATEGIES</b>  |  |  |  |   |
| <p><b>The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</b></p> <p><i>InTASC 4(d)</i></p> | <p>The candidate <b>does not</b> plan an opening activity that stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, <b>nor</b> makes connections to learners' experiences.</p> | <p>The candidate plans an opening activity that used learner prior content knowledge, <b>but does not</b> link new concepts to familiar concepts, <b>or</b> make connections to learners' experiences.</p> | <p>The candidate plans an opening activity that stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, <b>and</b> makes connections to learners' experiences.</p>                | <p>The candidate plans an opening activity that <b>actively</b> stimulates learner reflection on prior content knowledge, <b>effectively</b> links new concepts to familiar concepts, and <b>creatively</b> makes connections to learners' experiences.</p>           |
| <p><b>The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</b></p> <p><i>InTASC 6(e)</i></p>  | <p>The candidate <b>does not</b> use assessment as closure to check for comprehension and student knowledge and skills.</p>  | <p>The candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension <b>but</b> they are <b>inappropriate and/or ineffective</b>.</p>                                | <p>The candidate uses <b>appropriate assessment strategies</b> as closure to demonstrate knowledge and skills to check for understanding.</p>  | <p>The candidate uses <b>creative appropriate assessments</b> for closure to demonstrate knowledge and skills to check for comprehension.</p>   |
| <b>ASSESSMENTS</b>   |  |  |  |   |

|   |  |  |  |   |
|---|--|--|--|---|
| <p><b>The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill.</b></p> <p><i>InTASC 7(d)</i></p>   | <p>The candidate <b>does not</b> plan instruction based on pre-assessment data, prior learning knowledge <b>or</b> skills.</p> | <p>The candidate plans instruction based on pre-assessment data, prior learning knowledge and skills but it was <b>not effective</b>.</p>  | <p>The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill.</p> <p>Pre-assessment strategy/method <b>appropriate</b> and <b>effectively</b> assess student prior knowledge.</p> | <p>The candidate plans instruction based on pre-assessment strategy/method that are <b>creative and effective</b> way to assess student prior knowledge and skills and <b>to guide instruction</b>.</p> |
| <p><b>The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</b></p> <p><i>InTASC 6(b)</i></p> | <p>The candidate's lesson design <b>does not</b> include post-assessments strategies or methods.</p>                           | <p>The candidate's lesson design includes post-assessments strategies or methods but the strategies/methods were <b>not effective</b>.</p> | <p>The candidate's lesson design includes post-assessments that were appropriate to <b>effectively</b> assess student learning.</p>  | <p>The candidate's post-assessment <b>matches learning objectives</b> and includes <b>creative strategies</b> to <b>effectively</b> assess student learning.</p>  |