



**Division of Advanced Professional Teacher  
Development & International Education**

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

EDPD 501.6F7 – Professional Development for Teachers of English Learners  
Spring 2017 (February 16 – March 16, 2017)  
Wednesdays, 3:45PM – 5:15PM  
Cougar Elementary School (room A203)  
9330 Brandon Street, Manassas Park, VA 20111

**Faculty**

*Instructor*

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**Course Description**

*Professional Development for Teachers of English Learners* is a 15-hour professional development course designed to help elementary, middle, and high school teachers provide effective instruction to English learners (ELs). The purpose of this course is to introduce teacher to the essential knowledge and skills for teaching culturally and linguistically diverse learners who are learning English as a second or additional language. The course focuses on the following areas: profiles of English learners (ELs); cross-cultural communication, literacy development, vocabulary development, and classroom assessment for ELs. This program builds an understanding of who ELs are and how to communicate across cultures effectively. In addition, the unique design of this PD course exposes teachers to instructional strategies for literacy development, vocabulary development, and classroom assessment that can be adapted to their specific content area.

**Learner Outcomes or Objectives**

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

- Describe who their English learners are culturally and linguistically and identify important factors that affect ELs' academic achievement.
- Approach differences in culture and communication styles in the multicultural classroom with intercultural sensitivity.
- Incorporate academic literacy practices appropriately into their instruction and lesson plans.

- Identify key vocabulary and language in the content areas and utilize various vocabulary building strategies that will provide ELs access to and success with content.
- Describe different strategies for modifying instruction and assessments for ELs at different proficiency levels in the content classroom.
- Design effective lesson plans that differentiate for ELs' needs.

### **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).

To receive 15 hours of credits for this PD program, you must complete the following.

20%	Participation (In-class and online)
20%	Assignment #1: English Learner Profile
20%	Assignment #2: Reflection on Language
40%	Final Assignment: Differentiated Lesson Plan
<b>100%</b>	<b>Total</b>

Your instructor will be providing feedback on your work for this PD program in order to improve your understanding of how to teach ELs effectively in your classroom.

### **Course Delivery Method**

The program will be offered using a hybrid delivery format, which will be a combination of face-to-face and online sessions. The face-to-face sessions will take place at Cougar Elementary School (9330 Brandon Street, Manassas Park, VA 20111) in room A203.

3:45PM – 5:15PM on the following dates:

- Module 1: February 16
- Module 2: February 23
- Module 3: March 2
- Module 4: March 9
- Module 5: March 16

The online sessions will take place during the week asynchronously between these dates. This course will be delivered online using 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 and email password. The course site will be available on February 16<sup>th</sup> after your first class.

**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: [Include only the sentence below that is appropriate for the course. Delete the sentence that is not applicable.]  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on [Day], and finish on [Day].  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 [#] times per week. In addition, students must log-in for all scheduled online synchronous meetings. [Include this sentence only if the course is synchronous. Delete the sentence if the course is asynchronous.]
- 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. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **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://coursessupport.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/>.**

## Assignments

### *Assignment #1: EL Profile – Due March 1st*

Write a 2 page profile of an English learner in your school. Try to find out as much information as possible about your English learner's experience at your school and the challenges your EL faces on a day to day basis. Gather as much information as possible about your ELs’ cultural, linguistic, family, and educational backgrounds. Ask the ESOL teacher for any “artifacts” including forms, profile sheets, progress reports, etc. that s/he thinks would be important for you to see as a content teacher. Attach any artifacts to your report.

#### EL Learner Profile Rubric

#### Met/Not Met

EL Learner Profile Rubric	Met/Not Met
The learner profile includes information about the learner’s age, grade, country, language(s) and WIDA proficiency level	
The learner profile includes relevant information related to the learner’s <b>educational experience at your school</b>	
The learner profile includes additional information related to <b>strengths and challenges</b> that may impact them in school, including academic level, motivation, social and economic situation, family situation, immigration experience, etc. (Include this information to the extent possible.)	
The learner profile is 2 pages, double spaced, 12 pt. font, and submitted to the assignments tab as a word doc.	

### *Assignment #2: Reflection on Language – Due March 15th*

You have four English learners in your afternoon class. Each student is from a different country (El Salvador, Afghanistan, Liberia, and Korea). Two students speak English fairly well, but the other two seem to struggle to answer questions when you call on them and you’re not certain that they understand what you are asking. The two students who seem to be more proficient in English still do not perform well on assignments and tests. From what you’ve learned in this

class, in what ways could you adapt your lessons for your English language learners? Write 1-2 pages (typed).

Reflection on Language & Literacy	Met/Not Met
The reflection on language and literacy addresses <b>language supports</b> for comprehending and responding to/in English in reading, writing, listening and speaking	
The reflection on language and literacy considers supports for <b>academic literacy</b> (comprehension and vocabulary)	
The reflection on language and literacy considers recommendations from the <b>readings</b> and <b>in-class activities</b> , along with acknowledgements of <b>possible barriers</b> , and <b>specific supports</b> that can be provided	
The reflection on language and literacy is 2 pages, double spaced, 12 pt. font, and submitted to the assignments tab as a word doc.	

*Final Assignment: Differentiated Lesson Plan – Due March 22nd*

Write a lesson plan on a designated topic from your content curriculum that is differentiated for English learners. Apply as much of the course content you can and show your ability to modify your instruction and your assessments for ELs. Please label the differentiated parts of the lesson clearly with “EL Strategy” or “EL Accommodation.” You may use a lesson that you've already written and adapt it, or write one for something you are about to teach. Be sure to indicate the English Proficiency level or levels of your ELs in the 4 domains, and how you will differentiate for each. Include a paragraph discussing what instructional decisions you made related to adaptations and modifications for ELs and why you made them.

Adapted Lesson Plan	Met/Not Met
The adapted lesson plan addresses the language proficiency level of the EL or ELs in the class based on the WIDA Levels, and adaptations are appropriate for the level(s).	
The adapted lesson plan indicates how students are supported in receiving language (Listening and Reading) and in producing it (writing and speaking)	
The adapted lesson plan objectives include language, content and supports (see Module 5 PPT)	
The adapted lesson plan considers classroom configurations, use of texts, completions of tasks, activities and assessments and vocabulary support as appropriate	
The adapted lesson plan considers students background knowledge (both culturally and academically) to support comprehension as appropriate	
The adapted lesson plan includes opportunities for practice, interaction and authentic use of new language	

The adapted lesson plan includes a paragraph summarizing the supports and instructional decisions made related to ELs and explains why they were applied.	
BONUS: Original and adapted versions of assessments, texts, worksheets, etc. are included.	

## **Class Schedule**

### **Module 1: Profiles of English Learners (Feb 16 – 22)**

This module will introduce you to the experience of being an English learner. By the end of the module, you should feel well acquainted with the EL experience as well as the ELs in your school.

Outcomes:

By the end of this module, participants will be able to

1. describe who our ELs are
2. identify important factors that affect ELs' academic achievement
3. explain symptoms and stages of culture shock
4. be mindful of the cultural values of one (or more) population(s) they serve
5. develop a profile of the ELs in their class, school, and school system

### **Module 2: Cross-cultural Communication (Feb 23 – Mar 1)**

The focus of Module 2 is Cross-Cultural Communication. Understanding culture is the key to a successful relationship with your English learners. This module will give participants valuable cultural information and develop their cross-cultural communication skills. Participants will learn about elements of culture and language that can affect EL achievement in school and create cross-cultural misunderstandings that can affect learner engagement. In addition, participants will explore what it means to difference dimensions of culture and patterns of non-verbal communication.

Outcomes:

By the end of this module, participants will be able to

1. describe different dimensions of culture
2. be mindful of the cultural values of the populations they serve
3. recognize how to appreciate cultural differences
4. approach differences in culture and communication styles in the multicultural classroom with intercultural sensitivity

### **Module 3: Literacy Development for ELs (Mar 2 – 8)**

This purpose of this module is to familiarize participants with instructional practices that build an English learner's academic literacy, which reinforcing content subject matter learning. Participants will learn about the psycholinguistic process involved with reading, as they experience a variety of best practices first hand.

Outcomes:

By the end of this module, participants will be able to

1. define academic literacy
2. justify increased support for academic literacy development in content area classes

3. name and describe several effective practices for supporting academic literacy development and explain why they are effective
4. appropriately incorporate academic literacy practices into content area lesson plans

#### **Module 4: Vocabulary Development for ELs (Mar 9 – 15)**

The purpose of this module is to introduce teachers to vocabulary building strategies that will provide English learners with an opportunity for access to and success learning content.

Outcomes:

By the end of this module, participants will be able to

1. describe the difference between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)
2. identify key vocabulary and language in the content areas
3. utilize several tools that will help to provide the requisite vocabulary instruction

#### **Module 5: Classroom Assessment for ELs (Mar 16 – 22)**

Participants will be exposed to a variety of strategies that will help to inform their instructional practice and improve the English learners performance in content classes. Participants will also be exposed to the English Language Proficiency (ELP) standards generated by WIDA along with the Can Do Descriptors. In this module, participants will apply key concepts related to the instruction and assessment of the ELs learned throughout the course.

Outcomes:

By the end of this module, participants will be able to

1. explain the different types of alternative assessment important for English learners
2. describe different strategies for modifying instruction and assessments for English learners in the content classroom
3. develop objectives and assessment plans for English learners at different proficiency levels
4. analyze a lesson plan and recognize areas where English learners at different levels may need some accommodation/adaptation
5. design an effective lesson plan that differentiates for English learner needs