

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

EDRD 610: 6F6
Content Literacy for English Language Learners, PK-12
3 Credits, Summer 2017
April 25 to July 17, 2017, Blackboard

Faculty

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Course Description**Prerequisites/Co-requisites**

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

University Catalog Course Description

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

Course Overview

This course provides a specific focus on content area literacy for English language learners (ELLs) and other language minority (LM) students at all levels. Candidates in this course will examine literacy research and instruction related to teaching specific subject matter including social studies, science, mathematics, and the arts to ELLs. Participants critically analyze and demonstrate teaching approaches for English literacy and biliteracy in content areas. An important goal for this course is promoting collaboration between grade-level teachers, as well as literacy and language personnel, to support the academic success of ELLs and LM students. The cultural context of learning is also considered. Among the topics addressed are: sociocultural and sociopolitical dimensions of teaching academic content; principles for content area instruction; identity and self-concept formation; learning and collaboration across the curriculum; differentiated instruction for ELLs/LM students; strategies for reading and writing for academic purposes; formative assessment in the content areas; analyzing resources and materials; dimensions of learning social studies, science, and math content; students with interrupted schooling; critical literacy; and advocacy in support of academic equity for language learners.

Course Delivery Method

This course will be delivered online (76% or more) 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 April 25, 2017 at 8:30 a.m.

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.

This online course is **not self-paced**. You will be expected to complete two Modules per week. Completing a Module may include reading, viewing a video or lecture, participating on Discussion Board, and completing any accompanying assignments and/or activities associated with that Weekly Module. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

Course Week: This course is asynchronous: Because asynchronous courses do not have a “fixed” meeting day, our week will **start on Tuesdays** and **finish on Mondays**.

Absences: Candidates are expected to fully participate every session in the discussions and activities in online courses for which they registered. Students should contact the professor ahead of any non-participation online. Only approved (see Mason catalog) absences will not result in a grade penalty. Unless extreme circumstances prevail that have been communicated to the instructor, **candidates who fail to fully participate online for two weeks will be considered to have two absences in this course and will not be permitted to complete the class.**

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). Internet Explorer is not compatible with Tk20.
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may need a headset microphone (or built in microphone) for use with the Blackboard Collaborate Ultra web conferencing tool. To use Blackboard Collaborate Ultra, Google Chrome or Firefox is highly recommended. Browsers on cellphones are not supported. If you need to use your cellphone, please download the [Bb Student](#) app to join sessions.

- 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:
 - 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/

Expectations

Course Week: Our week will start on Mondays, and finish on Sundays. We have one synchronous meeting on Sundays for odd numbered modules/sessions while the even numbered modules/sessions are asynchronous to be completed between Monday and Thursday. It is expected that you will spend approximately 3-4 hours on each session.

- 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 and in the **Modules**. 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 ensure 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. Identify language and literacy skills critical for ELL/LMS success in the content areas.
2. Plan and execute literacy activities across a range of content areas for ELL/LMS.
3. Apply first and second language acquisition theory and praxis to developing literacy, especially reading /writing, for older ELL/LMS in the content areas.
4. Utilize current theory and praxis in literacy and bi-literacy to analyze resources and materials for teaching middle school/secondary ELL/LMS in the content areas.
5. Analyze research from newer perspectives concerning implications for teachers of older children and youth from culturally diverse and second language backgrounds.
6. Use scaffolding approaches to teach pre-reading, during-reading, and post-reading and writing strategies.
7. Model for students reading and writing strategies appropriate to various learning tasks in content area subject matter.
8. Develop performance-based assessment activities in determining the content instruction for ELL/LMS.
9. Identify major pedagogical approaches to teaching reading and writing and explain applicability to teaching older English language learners of various language backgrounds and ability.

Professional Standards: TESOL/NCATE -- Upon completion of this course, students will have met the following professional standards:

TESOL/NCATE Standards Addressed:

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

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

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

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

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

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

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

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

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

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

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

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

INTASC	ISTE	Core Values
Standard #1 Learner Development	Standard #1 Facilitate & Inspire Student Learning and Creativity	Value # 1 Collaboration
Standard #2 Learning Differences	Standard #2 Design & Develop Digital-Age Learning Experiences & Assessments	Value #4 Research-Based Practice
Standard #4 Content Knowledge	Standard #3 Model Digital-Age Work and Learning	Value #5 Social Justice
Standard #5 Application of Content	Standard #4 Promote & Model Digital Citizenship & Responsibility	
Standard #6 Assessment	Standard #5 Engage in Professional Growth & Leadership	
Standard #9 Professional Learning and		

Ethical Practice		
http://www.ccsso.org/intasc	http://www.iste.org/standards	http://cehd.gmu.edu/values/

Required Texts

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

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

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

Recommended Texts:

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

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard assignment link, TK20).

TK20 Performance-Based Assessment Submission Requirement

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time 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.**

Field Experience Record and Evaluation

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 is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 20 hours per course (e.g., two courses require 40 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

***TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to TK20 on Blackboard.** The form is located on Blackboard in your TCLDEL organization site in the “Fieldwork” page.

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. 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 Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is Week 2 of class. 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).

Virginia state or county cohort teachers: Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

TCLDEL Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 20 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

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

- **Assignments and/or Examinations**

Class Assignments			
Project	Goal	Percentage of Grade	Due Date
Participation	Candidates are expected to actively participate online in every class session by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class. Reflection on learning and on application of new knowledge is expected. <i>TESOL/NCATE Standards: 1b, 3a, 4a, & 5a</i>	23 percent	Each session
InTASC Collaborative Learning Team Assessment (PBA)	Collaborate with at least two teachers in a K-12 setting to review ELL assessment data and collaboratively plan a lesson to support student learning. Document your collaboration. <i>InTASC Standards 6a, 6b, 6, 7j, 9c, 9e, 10a, 10b, & 10f</i>	28 percent	5/18 11:59PM in Tk20
Content Literacy Project Scaffolding Activities	Complete activities that support analysis of a text you will teach and the preparation of your CLP lessons.	6 percent	Varies in Bb
Philosophy of Teaching Update (PBA)	Revise your Philosophy of Teaching statement that you wrote in EDCI 516 to reflect your professional growth to date. <i>TESOL/NCATE Standards - 1a, 1b, 2a, 2b, & 5a, 5b</i>	18 percent	6/26 11:59PM in TK20
Content Literacy Project (PBA)	Plan collaboratively with other colleagues to improve language, literacy, and content instruction for ELL/LMS and reflect upon literacy practices across the curriculum for ELL/LMS	25 percent	7/17 11:59PM in TK20

	<i>TESOL/NCATE Standards - 2, 3a, 3b, 3c, 5a, & 5b</i>		
Field Experience Documentation & Evaluation REQUIRED	Candidates will complete a minimum of 20 hours of school-based field experiences. <i>Field experience must be documented via a signed Field Experience Log of Hours and Evaluation form.</i>	C/NC	7/17 11:59PM in TK20

TK20 Requirements

All TCLDEL licensure courses have required Performance Based Assessments (PBA). The required PBAs for this course are the **Philosophy of Teaching (Update), the InTASC Collaborative Learning Team Assessment, and the Content Literacy Project**. All students must upload the PBAs **and the signed Field Experience Log and Evaluation form in TK20**. Please see the TCLDEL website for more information.

Note: The rubrics employed for assessment in TK20 are for accreditation purposes. The instructor may use different rubrics for assessing candidates' work on the PBAs for course grading purposes. These grading rubrics will align with the PBA descriptions in the syllabus and will be shared on Blackboard with candidates.

Grading

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education

Students must maintain a 3.0 average and a grade of B or higher for licensure and master's degree. *All course assignments and field experience activities must be satisfactorily completed before the final grade is awarded.*

Revise & Resubmit:

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

Incomplete (IN): This grade may be given to students who are in good standing but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including the summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Register's Office by the faculty deadline, the grade of IN is changed by the registrar to an F. (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

Professional Dispositions

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

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<http://oai.gmu.edu/the-mason-honor-code/>). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not "reuse" fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

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 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/>.

Course Assignment Descriptions

Each assignment is described below. Evaluation criteria for each of the Performance-Based Assessments in this course are located at the end of the syllabus. **Faculty reserves the right to alter the schedule as necessary, with notification to students.**

Please note: Due to the intensive nature of this course and your individual teaching contexts, assignment due dates listed in the syllabus are strong recommendations for when to submit assignments, keep pace with the content, and receive feedback in a timely manner. It is expected that all assignments will be completed by the final day of the course. If there are extreme extenuating circumstances (e.g., medical emergency, etc.), candidates must contact the instructor **before the due date** for consideration of a potential extension. Given the expectation that graduate students manage their course work well and complete it in a timely manner, extensions will only be considered for extraordinary circumstances. **It is strongly recommended that candidates develop an organized plan for working on the major assignments throughout the semester.**

Class Participation – 23% of grade (30 points)

- **Blackboard**

Class participation in an online course is evidenced by thorough and thoughtful completion of **all** activities in the Modules. These activities **are opportunities for candidates to demonstrate thorough engagement with all course content (readings, videos, PowerPoints, Exit Slips, etc.) in the Modules.** While your current knowledge as an educator is important to your understandings, demonstrating the way that engagement with the course content expands your understanding as a reflective practitioner is expected and necessary for earning full participation points. That is, candidates' work within each Module must reflect thorough preparation, which will be evidenced by critically analyzing, asking questions, making observations, and sharing reflections as well as by offering specific examples for incorporating learning from the course into their current or future teaching practice with culturally and linguistically diverse learners.

There will be a grade assigned for **10 of the sessions during the semester.** This includes all

of our Collaborate sessions (6 sessions) and 4 online discussion board sessions. Sessions when the grading will occur will not be announced. This is done to ensure that the quality of participation stays at a consistent quality level. **Class participation will be assessed via the Class Participation rubric below.**

a. Discussion Boards

Candidates are expected to complete an **initial Discussion Board post by TUESDAY night at midnight and to respond briefly but thoughtfully to two peers' posts by THURSDAY night at midnight.** Initial Discussion Board posts must be one or two well-developed, carefully constructed, concise paragraphs, written in professional language, that **synthesize** candidates' thinking around the prompts for the post and contain insights gained through readings, videos, or PowerPoints in the Module. In other words, the prompts for each post are meant to spark thinking and connections to candidates' experiences and to the course content rather than to be addressed question by question. **Responses to peers' posts can be a few sentences to a paragraph and must be thoughtful and respectful.**

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

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

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

- Do not use offensive language (to be determined by the group).
- Never make fun of someone's ability to read or write.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Re-read before you push the "Send" button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification.

b. Exit Slips

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

Exit Slips are due at **48 hours after each module/session** to provide me a chance to adapt learning activities for future modules.

Discussions, Activities & Exit Slip Rubric				
Criteria	Excellent	Good	Average	Poor
Timely discussion contributions (for DISCUSSION BOARD POSTS ONLY)	Postings are well distributed throughout the week. (Posts span three or more time periods). Initial posting is on time.	Postings are mostly distributed throughout the week. (Posts span three time periods). Initial posting is on time.	Postings minimally distributed. (Responses are posted from two time periods). Initial posting is on time.	Postings are not distributed throughout the week. (Responses are posted at all one time). Initial posting is late.
Responsiveness to discussion and demonstration of knowledge and understanding gained from assigned reading	It is very clear that readings were understood and incorporated well into responses.	The readings were understood and incorporated into responses.	The postings demonstrate a questionable relationship to reading material.	It is not evident that readings were understood and/or not incorporated into discussion.
Adherence to agreed upon expectations & norms	All expectations & norms followed	1 expectation & norm not adhered to in the week.	2-3 expectations & norms not adhered to in the week.	4 or more expectations & norms not adhered to in the week.
Exit Slip	Concisely addresses the week's focus	Concisely addresses the week's focus	Concisely addresses the week's focus	Addresses the week's focus question but

	question. Provides evidence for thinking from all 3: readings, activities AND experiences. Submitted on time.	question. Provides evidence for thinking from 2 of the 3: readings, activities, and experiences. Submitted on time	question. Provides evidence for thinking from 1 of the 3: readings, activities, OR experiences. Submitted on time.	does not provide evidence to support thinking. OR Submitted late without previous communication.
Points	3	2	1	0

InTASC Collaborative Learning Team Task Assessment – 28% of grade (36 points)

- **Performance-Based Assessment (PBA)—TK20**

Assessment Information:

This assessment is completed during a field experience or internship placement. In the Elementary Education program, the Collaborative Learning Team Task is completed during internship and is assessed by the mentor teacher. The Teacher Candidate must achieve a score of 3 to be successful on this assignment. If a student does not make a 3 on the assignment, they must meet with the course instructor/University Facilitator prior to resubmitting. The data from this assessment are used to identify both best practice and identified gaps in developing a collaborative team and/or assessing a specific impact on student learning.

Standards addressed in this assessment:

InTASC Standards: 6, 7, 9 and 10

CAEP Standards: 1.1 and 2.3

SPA Standards: 3.1, 3.4, 4.0, 5.1, and 5.2

Assessment Objectives

- The candidate will collaborate with teachers in a school context.
- The candidate will collaboratively evaluate individual student and/or group learning progress and use this data to make instructional decisions.
- The candidate will collaboratively develop and/or revise instructional plans and assessments with the goal of improving student learning.
- The candidate will teach the collaboratively designed lesson(s).
- The candidate will analyze results of the lesson assessment and reflect upon the impact instruction had on student learning.

Rationale

Today's teachers play a teacher leadership role, with each professional (novice and veteran) facilitating not only their own but also their colleagues' professional development—all

focused on the achievement of the students they work together to educate. As a Teacher Candidate, you will enter schools where collaboration with your colleagues in the service of your students is required. Professional collaborations and teacher leadership must begin and end with joint considerations of the evidence of student learning.

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

Assessment Task

To complete this task you will:

- Collaborate with at least two teacher colleagues to discuss individual student or group learning progress toward broad learning goal(s). One of these colleagues should be the mentor teacher. Collaboration with a team of teacher colleagues is recommended. (Submit documentation of collaboration)
- With the learning team, review existing assessment results and make responsive instructional decisions that promote an individual student or a group of students' learning. (Submit documentation of collaboration)
- Provide input to the team and collaboratively identify lesson plan(s) or revision(s) to lesson plans, instructional delivery methods, or instructional strategies affecting student learning progress. (Submit documentation of collaboration)
- Plan a lesson(s), agreed upon by the team, which will promote the individual student's or group of students' academic achievement. (Submit the detailed lesson plan)
- Create assessment(s) aligned to lesson objectives and describe how assessment results will be used to determine changes in student learning. (Submit the assessment)
- Teach the lesson(s). (Submit lesson plan.)
- Assess student mastery of lesson and summarize impact on student learning. To do this, work with the learning team to outline "next steps" teachers should take in order to continue to move the individual student/students toward the broader learning goal(s). Consider the level of success of the implementation of the lesson plan(s). (Submit student work samples, data analysis, and use of data for future instruction.)
- Reflect on student work and determine progress toward the broader learning goals. As you give and receive feedback to the team, reflect deeply on any personal biases that may affect decision making for the particular student/students. (Submit a reflection of the impact your lesson had on student learning.)

Submission Directions

You will submit a brief paper that addresses each section of the assignment. Your paper will include a **cover sheet**, a **1-2 paragraph narrative of each section of the assignment**, and an **Appendix to the paper that includes the documentation you are providing as evidence of your collaboration, instruction and assessment, and the analysis of data.**

Section 1: Collaboration with Colleagues regarding individual student or group learning *Briefly describe how you have collaborated with on this task. Identify the members of the*

collaborative team, their roles, how often you meet, etc. Documentation to include in Appendix: summary or examples of existing assessment results and responsive instructional decisions, meeting agenda, minutes, student data, reflections, etc.

Section 2. Planning Instruction

Briefly describe the context of your lesson plan (is it for an individual, small group, whole class). Include information related to where and how the lesson fits within a larger unit, and identify the specific objectives to be met and how and why they were selected.

Documentation to include in Appendix: evidence that you addressed the initial assessment and the specific instructional decisions made in response to the assessment results.

Section 3. Assessment- alignment of objectives, instruction, and assessment

Briefly describe the assessment-the format, when administered, how it aligns with the objectives, and any modifications made for individual students. Documentation to include in Appendix: explanation of the alignment of objectives, assessment outcomes and how assessment results will be used to design instruction.

Section 4. Analysis of Assessment Results

Briefly describe the results of the assessment and include a data chart. Analyze the results related to the impact your instruction had on student learning. Then reflect upon the data and how you will use the results to plan future instruction. Documentation to include in Appendix: a data chart and examples of student work.

Appendix

Include authentic documents/instruments developed to complete this assignment. Each item should be labeled with the Section number, and a title.

TIP

- It is **highly recommended** that you complete the Collaborative Learning Team Task as a "pre-assessment" to gain information about the CLD students you will be working with and their familiarity with the content that you may be teaching for the Content Literacy Project. This way you have gained information that you can use to adapt your planning for, instruction, and assessment of specific language and literacy strengths and needs of your students.

Content Literacy Project – 25% of grade (32 points)

- **Performance-Based Assessment (PBA)—TK20**

Goal: Plan collaboratively with other colleagues to improve language, literacy, and content instruction for ELL/LMS and reflect upon literacy practices across the curriculum for ELL/LMS.

Tasks

Building upon your work in the “Collaborative Learning Team Assessment” you will **plan and teach a unit or series of at least 2-4 content learning focused lessons in a K-12 classroom with EL students**. You may use your own classroom for this project, but you will be expected to confer with other stakeholders (e.g., colleagues, parents, and other resource teachers, such as reading/literacy specialists, ESL specialists, and content area teachers), in order to plan, teach, and reflect upon a lesson with clear content and language objectives.

1. Using the assessment data and preliminary teaching plan created in your collaboration and/or Collaborative Learning Team Task, identify the specific content you wish to teach to ELLs.
2. Consider the background knowledge you may need to build to teach this lesson. Think about the prior content knowledge students will need to understand this lesson and any gaps you may need to address.
3. Consider the academic language demands of the specific content that you wish to teach and develop content and language objectives for the lesson. Ask yourself, “What do the students need to understand or be able to do with language to engage with the content in this lesson?”
4. Select at least two instructional strategies listed in class text(s) for inclusion in the lesson plan that support the content and language goals. Think about any scaffolds you may need to include to allow ELLs with developing language proficiency levels to fully participate in the lesson.
5. Plan learning activities that incorporate high levels of student-to-student interaction and require students to use academic language in authentic, contextualized ways read, write, listen, and speak about the content concept. Consider the way that ELLs’ L1 may be useful in supporting language and content learning in the lesson.
6. Embed formative assessments in your lesson plan so that instruction and assessment are integrated.
7. Include a digital tool(s) in the lesson plan and note any adaptive materials that would be included. Only design activities that are tailored specifically for this semester and for this course.
8. Share the draft lesson plans with class members and the instructor to receive feedback.
9. Review the feedback and make changes to your lesson plan.
10. Use the lesson in your classroom and keep anecdotal notes and/or student work samples to help you recall important information about the experience.
11. Reflect on the content literacy plan and its implications for future teaching using the evidence you have collected; tie your conclusions to the research on integrating content and language instruction with ELLs.

Writing Your Report

Part A- Introduction (2 pgs)

- Describe the students in the class (e.g., age range, grade level, language proficiency levels, language backgrounds, socioeconomic backgrounds, etc.).
- Indicate and briefly describe the purpose and basic content covered in the class.
- State the factors you considered that led you to design the lesson, such as, the need to foster skill development in a certain area or the need to support understanding of a particular content area skill or concept, in order to enhance student motivation through the innovative use of specific content area literacy strategies.
- Briefly describe how you collaborated with your colleagues and what you learned from them to develop the lesson.
- Briefly describe how you collaborated with parents or other stakeholders.
- Show why the strategies you chose are precisely relevant to your students' needs. ***Justify your choices using the course readings.***

Part B- Analysis of Instruction (3 - 4 pgs)

- State the student content and language learning objectives and explain why you chose them (e.g., rationale for these instructional goals).
- Document any adaptations needed in the lesson to suit individual student needs.
- Briefly summarize how you implemented the strategies and your use of technology.
- Describe students' reaction/behaviors in response to your instruction. Overall, did the reaction appear to be positive, neutral, or negative? Did some students appear to respond favorably while others had a different response? Was the response to instruction based on individual student differences or group differences?
- Did you meet your goals for instruction? How do you know? Provide examples/support.
- Did students meet the content and language objectives? How do you know? Provide examples/support.

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

- What did you learn about the nature of language, literacy, and content area instruction for ELLs by using the strategies?
- What is the role of collaboration in planning and implementing content area literacy for ELLs?
- How can ESOL teachers work to improve teaching in the content areas to foster ELLs' academic language and literacy development and increase their academic achievement inside and outside of the ESOL classroom?
- What information do you believe is critical for content area teachers to know about academic language and literacy development to support academic achievement for ELLs?
- What additional knowledge, training, experiences do ESOL and content area teachers need to effectively support ELLs' academic language and literacy development and acquisition of content?
- How might literacy specialists/coaches work with ESOL teachers to improve the literacy skills of ELLs and prepare them to meet the demands of learning across the curricula? Be sure to use course readings to support your comments in this section.

- Document how this project expanded your understanding of ways to collaborate to build partnerships with colleagues and/or students' families and why this effort is important in strengthening ELLs' academic language and literacy development and content learning.

Part D-References

Cite the relevant course readings and other professional theory and research on literacy, language, and/or content area instruction for ELLs to justify and support your work for this project. Be sure to use APA-6 style for your references.

Part E – Appendix

Place your lesson plan here for reference while reading the report.

CLP Scaffolding Activities—6% of grade (8 points)

- **Blackboard**

To scaffold your thinking and completion of your CLP, 4 activities are planned to connect our readings and resources to the planning process. These activities will focus on the analysis of academic language in text, the anticipation of content and language challenges for EL/CLD learners, and the creation of objectives, assessments, and differentiation. These activities will also be topics for discussion in your weekly discussion groups.

CLP Scaffolding Activities will be submitted during suggested windows of time for review and feedback. These activities are graded for completion and each submission will be worth **2 points**.

Activity	Name	Purpose	Suggested submission window
#1	Text Analysis	Dissect the academic language and additional knowledge challenges in a text you will teach in your CLP.	Session 3— 5 5/7—5/14
#2	Essential Questions & Objectives	Write objectives that identify the content learning, academic language use/learning, and skills/strategies you seek to develop with your students.	Session 6—8 5/15—5/25
#3	Think Aloud	Conduct a think aloud with a text you will teach in your CLP to identify places of content, language, and literacy skill challenge for your students.	Session 9—11 5/28—6/4
#4	Differentiation & Assessment	Revisit your objectives and consider how you would differentiate your instruction,	Session 11—13 6/4—6/19

		resources, and assessment practices to the specific learning and language goals and needs of your students.	
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Graphic organizers and tools for each activity are provided in the Assignments tab.

Philosophy of Teaching (Update) – 18% of grade (24 points)

- **Performance-Based Assessment—TK20**

Your paper must be 5-6 pages, double-spaced, using *Times New Roman 12-pt font* with one-inch margins. In this revised philosophy of teaching statement, you will need to blend your knowledge about SLA theories and research as well as culturally responsive teaching and reflect the way that these important concepts shape your instruction and provide a vision of your classroom with CLD learners. You will need to incorporate aspects of the history of ESL (e.g., laws and policy issues) for reflection and clarification (from knowledge in EDCI 516). You will need to incorporate understanding of multicultural education and issues of equity in the classroom as well (from knowledge in EDUC 537). Additionally, you need to describe potential steps for sharing professional staff development strategies based on your own personal reflections and analysis of student outcomes. Lastly, you need to describe how you will develop partnerships with colleagues and students' families as well as how you can be a community resource and advocate for your students.

Class Schedule

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

Session 1	<i>What does enacting content area literacy entail for our EL/CLD learners?</i>
Date	Sunday 4/30— Blackboard Collaborate 6:15-8:15pm
Readings	ALL: <ul style="list-style-type: none"> • Syllabus • Freeman & Freeman, Chap 1 & 2
Activities	<ul style="list-style-type: none"> • Listen to Introductory Lecture • Identify a field experience site • Exit Slip DUE

Session 2	<i>What challenges do our EL/CLD learners face when reading and writing in the content areas? Part 1: Content knowledge</i>
Dates	5/1—5/4, Discussion Board
Readings	<p>ALL:</p> <ul style="list-style-type: none"> • Reiss, Chap 2 • Wiggins & McTighe (2005), Chap 2 –<i>Understanding Understanding</i> <p>CONTENT AREA SPECIFIC:</p> <ul style="list-style-type: none"> ○ History, Mathematics, & Science: National Research Council (2004)- How Students Learn chapter ○ ELA: Lee (2000)—<i>Signifying in the ZPD</i>
Activities	<ul style="list-style-type: none"> • Complete first visit to field experience site <ul style="list-style-type: none"> ○ Observe and get to know your ELL/CLD students. ○ Discuss the Content Literacy Project with 2 collaborating teachers; Decide what subject & text(s) you will be teaching for your Content Literacy Project. ○ Document your meetings & collaborations on Collaborative Learning Team Assessment • Exit Slip DUE

Session 3	<i>What challenges do our EL/CLD learners face when reading and writing in the content areas? Part 2: Academic language & disciplinary literacy</i>
Date	Sunday 5/7— Blackboard Collaborate 6:15-8:15pm
Readings	<p>ALL:</p> <ul style="list-style-type: none"> • Freeman & Freeman, Chap 3 • Fang & Coatoam (2013)—<i>Disciplinary literacy: What you want to know about it</i>
Activities	<ul style="list-style-type: none"> • Exit Slip DUE • CLP Activity #1: Text analysis

Session 4	<i>Why is academic language challenging for our EL/CLD learners in content area texts?</i>
Dates	5/8—5/11, Discussion Board
Readings	<p>ALL:</p> <ul style="list-style-type: none"> • Freeman & Freeman, Chap 4

	<ul style="list-style-type: none"> • Fang (2008)—<i>Going beyond the fab five: Helping students cope with the unique linguistic challenges of expository reading in intermediate grades</i> • Fillmore (2013) presentation
Activities	<ul style="list-style-type: none"> • Exit Slip DUE • CLP Activity #1: Text analysis

Session 5	<i>How do we integrate academic language into our content instruction?</i>
Date	Sunday 5/14— Blackboard Collaborate 6:15-8:15pm
Readings	<p>ALL:</p> <ul style="list-style-type: none"> • Freeman & Freeman, Chap 6 (p.143-152) • McTighe & Wiggins (2013)—<i>What makes a question essential?</i> • Lindahl & Watkins (2014)—<i>What’s on the “LO” menu? Supporting academic language development</i> <p>RECOMMENDED: Wiggins & McTighe (2005), Chap 4—<i>The six facets of understanding</i></p>
Activities	<ul style="list-style-type: none"> • Exit Slip DUE • CLP Activity #1: Text analysis

Session 6	How can teachers use digital tools to foster ELLs’ academic language and literacy development?
Date	5/15—5/18
Readings	<p>ALL:</p> <ul style="list-style-type: none"> • WIDA (2014)—<i>Focus on Technology in the Classroom</i> • Hill (2014)—<i>Using interdisciplinary, project-based, multimodal activities to facilitate literacy across the content areas</i> <p>JIGSAW: Chapters from Stover & Yeararta (2017) Read at least <u>2 of the following</u> based on your interests and <u>explore the associated websites/digital tools:</u></p> <ul style="list-style-type: none"> ○ Chap 1- Digital word wall ○ Chap 8- Information writing using infographics ○ Chap 9- Collaborative digital story telling ○ Chap 13- Digital portfolios

Activities	<ul style="list-style-type: none"> • Exit Slip DUE • CLP Activity #2: Essential questions & objectives
Assignments	<ul style="list-style-type: none"> • InTASC Collaborative Learning Team Assessment DUE 5/18 11:59pm EST

Session 7	<i>How do we support building metacognitive strategies and skills? Why?</i>
Dates	Sunday 5/21— Blackboard Collaborate 6:15-8:15pm
Readings	<p>ALL:</p> <ul style="list-style-type: none"> • Reiss, Chap 4 • Schoenbach, Greenleaf, & Murphy (2012)—<i>Metacognitive conversation</i> <p>RECOMMENDED: Greenleaf, C., Schoenbach, R., & Murphy, L. (2014)—<i>Building a culture of engaged academic literacy in schools</i></p>
Activities	<ul style="list-style-type: none"> • Exit Slip DUE • CLP Activity #2: Essential questions & objectives

Session 8	<i>How do we support building cognitive strategies and skills? Why?</i>
Date	5/22—5/25
Readings	<p>ALL:</p> <ul style="list-style-type: none"> • Reiss, Chap 9 & 10 • Wilson & Chavez, Chap 1 <p>CONTENT AREA SPECIFIC:</p> <ul style="list-style-type: none"> • Wilson & Chavez chapters as appropriate
Activities	<ul style="list-style-type: none"> • Exit Slip DUE • CLP Activity #2: Essential questions & objectives

Session 9	<i>How do we support and build content knowledge? Why?</i>
Dates	Sunday 5/28— Blackboard Collaborate 6:15-8:15pm **Note that this is Memorial Day Weekend**
Readings	<p>ALL:</p> <ul style="list-style-type: none"> • Frey et al. (2012)—<i>Building & activating students' background knowledge</i> • Reiss, Chap 5 & 6

	<ul style="list-style-type: none"> • Kibler, Walqui, & Bunch (2015)—<i>Transformational opportunities: Language and literacy instruction for English language learners in the Common Core era in the United States</i>
Activities	<ul style="list-style-type: none"> • Exit Slip DUE • CLP Activity #3: Think aloud

Session 10	<i>How do we support and build vocabulary knowledge? Why?</i>
Date	5/29—6/1
Readings	<ul style="list-style-type: none"> • Freeman & Freeman, Chap 6 (p.122-143) • Reiss, Chap 8 • IES (2014) Report-<i>Teaching academic content and literacy to English learner in elementary and middle school</i> (p. 13-30)
Activities	<ul style="list-style-type: none"> • Exit Slip DUE • CLP Activity #3: Think aloud

Session 11	<i>How do we align our lessons and assessments to keep our individual EL/CLD students in mind?</i>
Dates	Sunday 6/4— Blackboard Collaborate 6:15-8:15pm
Readings	<p>ALL:</p> <ul style="list-style-type: none"> • Freeman & Freeman, Chapter 7 • Watts-Taffe et al., (2012)—<i>Differentiated instruction: Making informed teacher decisions</i> • SKIM Reiss, Chap 7 & 11 <p>RECOMMENDED: Gottlieb & Ernst-Slavit, Chap 5</p>
Activities	<ul style="list-style-type: none"> • Exit Slip DUE • CLP Activity #3: Think aloud • CLP Activity #4: Assessment & differentiation

Session 12	<i>How do we support academic writing? Part 1: Exploring discourse & disciplinary thinking</i>
Date	6/6—6/12 (traditional Tuesday to Monday, Discussion Board)
Readings	<p>ALL:</p> <ul style="list-style-type: none"> • Fowler (2008)—<i>Teaching writing to diverse student populations</i> • WIDA Can Do Descriptors for Writing

	<p>CONTENT AREA SPECIFIC:</p> <ul style="list-style-type: none"> • Bb readings
Activities	<ul style="list-style-type: none"> • Exit Slip DUE • CLP Activity #4: Assessment & differentiation

Session 13	<i>How do we support academic writing? Part 2: Exploring paragraph & sentence levels</i>
Dates	6/13—6/19 (traditional Tuesday to Monday, Discussion Board)
Readings	<p>ALL:</p> <ul style="list-style-type: none"> • Freeman & Freeman, Chap 5 • Olson, Scarcella & Matuchniak (2013)—<i>Best practices in teaching writing to English learners</i> • Gallagher (2014)—<i>Making the most of mentor texts</i> <p>CONTENT AREA SPECIFIC:</p> <ul style="list-style-type: none"> • Bb readings
Activities	<ul style="list-style-type: none"> • Exit Slip DUE • CLP Activity #4: Assessment & differentiation

Session 14	<i>What does enacting content area literacy entail for our EL/CLD students?</i>
Date	6/20—6/26 (traditional Tuesday to Monday, Discussion Board)
Readings	<p>ALL:</p> <ul style="list-style-type: none"> • Brozo (2010)—<i>The role of content literacy in an effective RTI program</i> • Fang (2012)—<i>Approaches to developing content area literacies: A synthesis and a critique</i> • Lopes-Murphy (2012)—<i>Universal design for learning: Preparing secondary education teachers in training to increase academic accessibility of high school English learners</i>
Activities	<ul style="list-style-type: none"> • Exit Slip DUE • Online Course Evaluation
Assignments	<ul style="list-style-type: none"> • Updated Philosophy of Teaching DUE 6/26 11:59pm EST • Field Experience Documentation DUE 7/17 11:59pm EST • Content Literacy Project (PBA) DUE 7/17 11:59pm EST

EDRD 610 InTASC Collaborative Learning Team Task Rubric: Impact on Student Learning Rubric

Rubric Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Section 1. Collaboration with Colleagues				
<p>The candidate works with school professionals to plan and facilitate learning to meet diverse needs of learners.</p> <p><i>InTASC 10</i> <i>CAEP 2.3</i> <i>ACEI 5.2</i></p>	<p>The candidate does not provide evidence of effectively collaboration with school professionals to plan and/or jointly facilitate learning to meet diverse needs of learners.</p>	<p>The candidate provides evidence that he/she collaborates only occasionally or is ineffective in collaborations with school professionals to plan and jointly facilitate learning to meet diverse needs of learners.</p>	<p>The candidate provides evidence that he/she collaborates with school professionals to effectively plan and jointly facilitate learning to meet diverse needs of learners. However, the candidate did not take advantage of all opportunities.</p>	<p>The candidate provides evidence that he/she collaborates regularly and effectively with a variety of school professionals to plan and jointly facilitate learning to meet diverse needs of learners.</p>
<p>The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p><i>InTASC 10</i> <i>CAEP 2.3</i> <i>ACEI 5.2</i></p>	<p>The candidate does not provide evidence of collaboration with school professionals to engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she only occasionally or less than effectively collaborates with school professionals to engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she effectively collaborates with school professionals to effectively and jointly engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she collaborates regularly and effectively with a variety of school professionals to that results in professional learning that advances practice.</p>
Section 2. Planning Instruction				

<p>Independently and in collaboration with colleagues, the candidate uses data (e.g., systematic observation, information about learners, research) to evaluate teaching and learning to adapt planning and practice.</p> <p><i>InTASC 9 CAEP 1.1 ACEI 3.1</i></p>	<p>The candidate does not show evidence of collaboration with colleagues in the use of data to evaluate outcomes of teaching and learning or to adapt planning and practice.</p>	<p>The candidate independently or in collaboration with colleagues uses data to evaluate outcomes of teaching and learning but inaccurately or ineffectively adapts planning and practice.</p>	<p>The candidate independently and in collaboration with colleagues uses data to effectively evaluate outcomes of teaching and learning and adapts planning and practice.</p>	<p>The candidate independently and in collaboration with colleagues uses multiple sources of data to accurately evaluate outcomes of teaching and learning and effectively adapts planning and practice for all</p>
<p>The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p><i>InTASC 7 CAEP 1.1 ACEI 3.4</i></p>	<p>The candidate exhibits a limited or no understanding of the strengths and needs of individual learners nor how to plan instruction that is responsive to strengths and needs.</p>	<p>The candidate exhibits a limited understanding of the strengths and needs of individual learners and/or how to plan instruction that is responsive to these strengths and needs.</p>	<p>The candidate exhibits an understanding the strengths and needs of individual learners and plans effective instruction that is responsive to these strengths and needs.</p>	<p>The candidate exhibits a deep understanding by addressing multiple strengths and needs of diverse learners and plans effective instruction that is responsive to these strengths and needs.</p>
<p>Section 3. Assessment</p>				
<p>The candidate articulates how assessment strategies will be used to</p>	<p>The candidate provides limited evidence of the application of assessment strategies.</p>	<p>The candidate provides evidence of the application of assessment strategies.</p>	<p>The candidate provides specific evidence of formative and summative assessment</p>	<p>The candidate provides detailed, best practice strategies to</p>

<p>effectively assess impact on student learning. <i>InTASC 6</i> <i>CAEP 1.1</i> <i>ACEI 4.0</i></p>	<p>No connection to objectives and assessment procedures is made.</p>	<p>Minimal connection to objectives and procedures is made.</p>	<p>strategies. Assessments adequately assess the objectives and procedures.</p>	<p>formative and summative assessment. Assessments clearly and effectively assess the objectives.</p>
<p>The candidate designs assessments that align with standards and learning objectives with uses assessment methods to minimize sources of bias that can distort assessment results.</p> <p><i>InTASC 6</i> <i>CAEP 1.1</i> <i>ACEI 4.0</i></p>	<p>The candidate provides no evidence that he/she designs assessments that match learning objectives with assessment methods or minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides little evidence that he/she designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides evidence that he/she designs effective assessments that closely match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides multiple pieces of evidence that he/she designs effective assessments that align learning objectives with a variety of assessment methods and minimizes sources of bias that can distort assessment</p>
<p>Section 4. Analysis of Assessment Results</p>				
<p>The candidate analyzes test data to identify the impact of instruction on student learning.</p> <p><i>InTASC 6</i> <i>CAEP1.1</i> <i>ACEI 4.0</i></p>	<p>The candidate does not provide evidence of use of test data to understand the impact of instruction on student learning.</p>	<p>The candidate provides minimal evidence of use of test data to understand the impact of instruction on student learning.</p>	<p>The candidate correctly uses test data to examine the impact of instruction on student learning.</p>	<p>The candidate examines multiple sources of data to understand the impact of instruction on student learning for every student.</p>

<p>The candidate reflects upon assessment results to plan additional relevant learning experiences.</p> <p><i>InTASC 9</i> <i>CAEP 1.1</i> <i>ACEI 4.0</i></p>	<p>The candidate describes rather than reflects on personal biases and does not access resources to create relevant learning experiences.</p>	<p>The candidate describes rather than reflects on personal biases and accesses some resources to create relevant learning experiences.</p>	<p>The candidate reflects on some personal biases and accesses a range of resources to create relevant and appropriate learning experiences.</p>	<p>The candidate reflects candidly on a variety of personal biases and accesses a broad range of resources to create relevant and appropriate learning experiences.</p>
Appendix				
<p>Appendix includes authentic and appropriate documentation of collaboration, planning, instruction, assessment, and data analysis.</p> <p><i>InTASC 9</i> <i>CAEP 1.1</i> <i>ACEI 5.1</i></p>	<p>Appendix is missing.</p>	<p>Appendix includes minimal or inappropriate documentation of collaboration, planning, instruction, assessment, and/or data analysis.</p>	<p>Appendix includes authentic and appropriate documentation of collaboration, planning, instruction, assessment, and data analysis.</p>	<p>Appendix includes a thorough and appropriate authentic and appropriate documentation of collaboration, planning, instruction, assessment, and data analysis.</p>

EDRD 610: Content Literacy Project Rubric

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

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

			appropriate materials in lesson.			and uses of L1.
8	Clearly and professionally communicate detailed self-reflection and analysis of the unit lesson planning process		Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. Numerous major errors in writing obscure professional communication	Candidate provides minimal self-reflection with more description than critical analysis and provides few connections between unit lesson planning and overall teaching. Some major errors in writing limit professional communication	Candidate provides self-reflection with some description and analysis, makes some connections to teaching practice, and shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context. Minor errors in writing allow professional communication	Candidate provides well-written and detailed self-reflection and critical analysis, makes extensive connections to overall teaching practice, and shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context. Few language errors promote professional communication

EDCI 516 & EDRD 610 Philosophy of Teaching Rubric

Performance Indicator	Does not Meet the Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Understand and apply knowledge about teacher's cultural values and beliefs and their effect on teaching and learning to the philosophy of teaching ACTFL 4.1 TESOL 2	Candidate does not address how cultural values have an effect on language learning in the philosophy of teaching	Candidate creates a philosophy that takes into consideration a variety of concepts of culture but does not connect these concepts to specific teaching practices or how to address cultural bias in teaching	Candidate creates a philosophy that takes into consideration a variety of concepts of culture and provides ways to address bias and infuse cross-cultural appreciation in teaching practice	Candidate consistently uses cultural knowledge throughout the philosophy of teaching to address his/her own biases and creates a plan of action to remove any and all bias in teaching practice and support cross-cultural appreciation in their classroom
Dispositions for create a supportive, accepting classroom environment to adapt instruction to address student needs in multiple ways ACTFL 3a TESOL 3b	Candidate creates a philosophy of teaching that does not address the needs of diverse learners or provide ideas for adapting instruction	Candidate creates a philosophy of teaching that contains some activities for adapting instruction based on student needs but which do not provide significant support for linguistically and culturally diverse learners	Candidate creates a philosophy that demonstrates an understanding of a supportive classroom environment by providing specific strategies to adapt instruction to address needs of linguistically and culturally diverse learners	Candidate creates a philosophy of teaching that is student-centered and incorporates several specific ideas to address the needs of linguistically and culturally diverse students
Understand and apply concepts of language acquisition and theory and the interrelationship between language and culture ACTFL 3a TESOL 1b	Candidate does not include an understanding of language acquisition or includes incorrect understanding of language acquisition in the philosophy of teaching. There is no evidence of awareness between language and culture.	Candidates demonstrate an understanding of how language acquisition occurs at various developmental levels, but provides limited strategies or activities demonstrated a limited knowledge of language acquisition theories	Candidates demonstrate an understanding of how language acquisition occurs at various developmental levels. Candidate provide a variety of techniques and activities in the philosophy of teaching that reflect his/her knowledge of culture and language acquisition.	Candidates demonstrate an understanding of how language acquisition occurs at various developmental levels within and outside of the formal classroom setting. The philosophy of teaching has a wide variety of strategies to meet the linguistic needs of students and demonstrates originality in planning and creation of instruction that reflect language acquisition theories

Performance Indicator	Does not Meet the Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Clearly establish professional goals that will help the candidate create supportive learning environments for Language Learners TESOL 5b ACTFL 6a	Candidate does not clearly articulate professional goals or goals do provide ways to create a successful and supportive learning environment	Candidate creates vague or unmeasurable professional goals that are based on personal interest and clear self-reflection; goals may or may not create positive outcomes for language learners	Candidate creates several well-articulated and measurable professional goals that are based on personal interest and clear self-reflection; goals are tailored to create positive outcomes for language learners	Candidate creates several professional goals and include a series of professional development options that will create cycle of continuous of professional development; goals are clearly informed by instructional reflections and analysis and tied directly with student outcomes
Demonstrate knowledge of language teaching methods in their historical contexts and the evolution of laws, policies and practices in their profession. ACTFL 6b TESOL 5a	Describes few or inappropriate theories, teaching methods and history of second language teaching with many inaccuracies and does not clearly apply these to making informed instructional decisions.	Describes some theories, teaching methods and history of language teaching with some inaccuracies and incompletely applies these to making informed instructional decisions.	Describes theories, teaching methods and history of language teaching including applicable laws, policies, and guidelines related to their area of study and describes how this applies to making informed instructional decisions.	Accurately and thoroughly describes theories, teaching methods and history of language teaching including applicable laws, policies, and guidelines related to their area of study and thoroughly describes how this applies to making informed instructional decisions that are effective for all language learners.

Performance Indicator	Does not Meet the Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
<p>Understand the responsibilities inherent in being a professional language educator, and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs</p> <p>ACTFL 6b</p> <p>TESOL 5b</p>	<p>Describes few and unrealistic ways s/he will collaborate with colleagues. Does not provide appropriate techniques and dispositions to work with language learners effectively. .</p>	<p>Describes how s/he will collaborate with colleagues in to find appropriate techniques and dispositions to work with language learners effectively.</p>	<p>Describes how s/he will collaborate with colleagues, families, and students and describes appropriate techniques and dispositions to work with language learners effectively.</p>	<p>Candidates clearly understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders. Describes self as professional resource in schools by identifying a variety of appropriate techniques and dispositions required to work effectively with language learners, collaborate with colleagues, and serve as an advocate for students and their families.</p>