

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

EDCI 510.001 – Linguistics for PreK-12 ESOL
Teachers 3 Credits, Fall 2018
Wednesdays/7:20pm-10:00pm Thompson Hall 1020 - Fairfax Campus

Faculty

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Prerequisites/Corequisites

EDUC 511: Child and Adolescent Development in Global Contexts
EDRD 515: Language and Literacy in Global Contexts
EDUC 537: Introduction to Culturally and Linguistically Diverse Learners
With minimum grade of B-

University Catalog Course Description

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

Course Overview

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

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

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

Course Delivery Method

This course will be delivered face to face through collaborate learning formats, including lecture and discussion, student presentations and group work.

Learner Outcomes or Objectives

This course is designed to enable students to:

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

Professional Standards: TESOL Standards, InTASC (Interstate Teacher Assessment and Support Consortium) Standards and CAEP (Council for the Accreditation of Educator Preparation) Standards

Upon completion of this course, students will have met the following TESOL standards:

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

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

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.

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

EDCI 510 primarily addresses the following standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the International Society for Technology in Education (ISTE). EDCI 510 also addresses the following Core Values from the College of Education and Human Development. Visit the appropriate links for complete descriptions and examples of each standard and/or value.

INTASC	ITSE	Core Values
Standard #1 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 Textbook:

Celce-Murcia, M. & Larsen-Freeman, D. (2015). *The grammar book: An ESL/EFL teacher's course* (3rd Ed.). Independence, KY: Heinle ELT Cengage Learning.

Additional Required Reading:

Selected chapters from Razfar, A. & Rumenapp, J. C. (2014). *Applying linguistics in the classroom: A sociocultural approach*. New York, NY: Routledge.

Recommended Texts

- Bear, D.R. et. al. (2011) *Words their way with English learners: Word study for phonics, vocabulary, and spelling*. Upper Saddle River, NJ: Pearson.
- Biber, D., Conrad, S., Leech, G. (2010) *Longman student grammar of spoken and written English*. Edinburgh Gate, England: Longman.
- Carter, R. & McCarthy, M. (2006). *Cambridge grammar of English*. New York, NY: Cambridge University Press.
- Conrad, S., Biber, D., Leech, G. (2010) *Longman student grammar of spoken and written English Workbook*. Edinburgh Gate, England: Longman.
<https://drive.google.com/file/d/0Bwf7iWNVHRjodXpWVzFKRm1lbTg/view>
- Cowan, R. (2008). *The teacher's grammar of English*. New York, NY: Cambridge University Press.
- Folse, K. (2016). *Keys to teaching grammar to English language learners* (2nded.). Ann Arbor, MI: University of Michigan Press.
- Freeman, D. & Freeman, Y. (2014). *Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, and grammar*. Heinemann, NH
- Ganske, K. (2014). *Word Journeys: Assessment-Guided Phonics, Spelling and Vocabulary Instructions*. New York, NY: Guilford Press.
- Greene, J.W. & Coxhead, A. (2015). *Academic vocabulary for middle school students*. Baltimore, MD: Brooks Publishing.
- Moats, L. (2010). *Speech to print: Language essentials for teachers* (2nd ed.). Baltimore, Md: Brooks Publishing.
- Nasr, R.T. (1980). *The essentials of linguistic science: Selected and simplified readings*. London, Longman.
- Wong, S. (2006) *Dialogic approaches to TESOL: Where the gingko tree grows*. New York: Routledge Taylor & Francis.

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).

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT (Textbook Analysis, Lesson Plan)

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.

FIELDWORK REQUIREMENT

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

<i>Assignment Description</i>	<i>Grade Points</i>	<i>Standards Addressed</i>
1) Field work Experience This is a Performance-Based Assessment (PBA)	S/U	Requirement for licensure/endorsement
2) Textbook analysis (PBA)	30 pts	1.a. Language 2 Culture; 3 Planning, implementing ESL and Content Based Instruction 3a, 3b, 3c; 5b Prof. Dev. Partnerships & Advocacy
3) Lesson plan (PBA)	20 pts	1.a. Language 2 Culture; 3 Planning, implementing ESL and Content Based Instruction 3a, 3b, 3c; 5b
4) Exam/quizzes	20 pts	1.a. Language as a System; 2 Culture and 5b partnership
5) Teaching demonstrations	20 pts	1.a. Language 2 Culture 3 ESL & Content based; 3a,b, c; 5b Advocacy
6) Class Participation & homework	10 pts	1.a. Language 2 Culture; 3 Planning, implementing ESL and Content Based Instruction 3a, 3b, 3c; 5a, ESL research & history; 5b Prof. Dev. Partnerships & Advocacy

Total:	100 pts	
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More detailed descriptions of assignments and rubrics for any Performance-Based Assessment are included at the end of the syllabus.

- **Other Requirements**

There are three types of participation: 1) classroom engagement in whole class and small group discussion; 2) online *Blackboard* participation on activities and discussions –as assigned; and 3) in-depth, personal reflections that may be included in papers or on on-line or class discussions. Candidates are expected to complete all required readings prior to class, attend 100% of the face to face class sessions, arrive on time, and be prepared to actively engage in thoughtful and respectful dialogue with their peers, professor, or guest lecturers. If for reasons beyond your control you are unable to attend or be late for a class, you should notify the instructor at the earliest opportunity and contact a classmate to record the class and take notes for you. *Three late arrivals will be counted as an unexcused absence.* If you anticipate difficulties in consistently arriving on time (e.g., due to job or family commitments, etc.) please discuss your situation with the professor early in the course. Absences are considered excused at the instructor’s discretion, for reasons such as illness, accident, professional conferences, or family crisis. Students with excused absences may arrange an alternative assignment in lieu of class participation (e.g. a 30 min. presentation on the week’s readings may be decided).

- **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

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

Honor Code & Integrity of Work

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). 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.

Late Work Policy

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

Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

Online Participation/Attendance Policy

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

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 summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar'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.

Class Schedule

Week/ Date	Topics & Assigned Readings
<p style="text-align: center;">1 (Aug 29, 2018)</p>	<p>Overview of course objectives, texts, & requirements. Pretest Readings: ** please read <i>before</i> you come to class and be prepared to discuss.</p> <ul style="list-style-type: none"> • The Grammar Book (GB) Chapter 1 • Filmore & Snow (2000): What teachers need to know about language (pdf) <p>Self-introduction</p>
<p style="text-align: center;">2 (Sep 5, 2018)</p>	<p>What is linguistics? How does linguistics knowledge apply in classrooms? Language as social practice Primary vs. Secondary discourse</p> <ul style="list-style-type: none"> • Razfar & Rumenapp (R & R) Chapter 1: Language as social practice (pdf) • GB Chapter 2 Grammatical Metalanguage <p>Sign up for Field Experience Find a partner for textbook analysis project Quiz on Session 1 reading and discussion</p>
<p style="text-align: center;">3 (Sep 12, 2018)</p>	<p>Basic concepts of phonology Phonological analysis to inform teaching for English learners What is translanguaging?</p> <ul style="list-style-type: none"> • R & R Chapter 3: Phonology (pdf) • “What is translanguaging” by Ofelia Garcia (pdf) and multimedia resource <p>Sign up for teaching presentation/demonstration Quiz on Session 2 reading and discussion</p>

<p style="text-align: center;">4 (Sep19, 2018)</p>	<p>Major debates in phonics vs. whole language education</p> <ul style="list-style-type: none"> • R & R Chapter 4: Phonics and Whole Language (pdf) <p>Student Presenters: _____ Quiz on Session 3 reading and discussion</p>
<p style="text-align: center;">5 (Sep 26, 2018)</p>	<p>Basic concepts in syntax Relationship between syntax and meaning Syntactical analysis to understand student discourse and inform teaching grammar</p> <ul style="list-style-type: none"> • R & R Chapter 5: Syntax (pdf) • GB Chapter 4: The Copula and Subject Verb Agreement <p>Student Presenters: _____ Quiz on Session 4 reading and discussion</p>
<p style="text-align: center;">6 (Oct 3, 2018)</p>	<ul style="list-style-type: none"> • GB Chapter 7: Tense and Aspect • GB Chapter 8: Modal Auxiliaries <p>Student Presenters: _____ Quiz on Session 5 reading and discussion</p> <p>Midterm Review</p>
<p style="text-align: center;">7 (Oct 10, 2017)</p>	<ul style="list-style-type: none"> • GB Chapter 10 Negation • GB Chapter 15: Articles <p>Student Presenters: _____</p> <p>Midterm</p>
<p style="text-align: center;">8 (Oct 17, 2018)</p>	<p>Basic concepts of morphology Different types of morphological systems in the world's languages Difficulties ELs may have in learning English morphology</p> <ul style="list-style-type: none"> • R & R Chapter 6: Morphology (pdf) <p>Student Presenters: _____ Quiz on Session 7 reading and discussion</p> <p>Midterm test results</p>

<p style="text-align: center;">9 (Oct 24, 2017)</p>	<p>* No in-class session (instructor attending conference) * Post your reflection on the week's readings and response to peers on Blackboard Discussion Board</p> <ul style="list-style-type: none"> • GB Chapter 16: Reference & Possession • Filmore & Filmore: What does text complexity mean for English learners and language minority students? (available on Blackboard) <p>Quiz on Session 8 reading and discussion (available online)</p>
<p style="text-align: center;">10 (Oct 31, 2018)</p>	<ul style="list-style-type: none"> • GB Chapter 20 Adjectives • GB Chapter 27: Conditional Sentences (Optional) <p>Student Presenters: _____ Quiz on Session 9 reading and discussion</p>
<p style="text-align: center;">11 (Nov 7, 2018)</p>	<p>How meaning relates to signs and words Difference between semantic meaning and pragmatic meaning The role of context in word/meaning relationships Implications for classroom practices of how to teach about meaning</p> <ul style="list-style-type: none"> • R & R Chapter 7: Semantics (pdf) • GB Chapter 22 Phrasal Verbs <p>Student Presenters: _____ Quiz on Session 10 reading and discussion</p> <p>Sign up to present Text Analysis Project on 11/28 or 12/5</p>
<p style="text-align: center;">12 (Nov 14, 2018)</p>	<ul style="list-style-type: none"> • GB Chapter 25 Adverbials • GB Chapter 21 Prepositions <p>Student Presenters: _____ Quiz on Session 11 reading and discussion</p>
<p style="text-align: center;">13 (Nov 21, 2018)</p>	<p>Thanksgiving Break</p>
<p style="text-align: center;">14 (Nov 28, 2018)</p>	<p>Final project TEXT ANALYSIS PROJECT Due</p> <p>Text analysis project presentation Course evaluations Materials Release Forms Final exam review</p>

15 (Dec 5, 2018)	Final project Lesson Plan Due Text analysis project presentation FINAL EXAM
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Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

DETAILED ASSIGNMENT INFORMATION

Text Analysis Project: (30 pts)

Guidelines for Textbook Analysis

- Put your name and G number on the cover sheet only, not on every page. This helps maintain anonymity and fairness in the rating process.
- Use APA for citation format and writing style.
- Page Length: 25 pages max (not including the pages from the textbook, nor appendices), with page numbers inserted into your document, appendices labeled.
- Submit *the Text book analysis and the scanned pages from the textbook to Tk20 in Blackboard* for program documentation.

This is Performance based assessment (PBA) and is required for this course and is to be submitted to Blackboard. In this assessment, you will use your knowledge of language as a system and culture to analyze the linguistic demands of two grade level texts to support ELL's acquisition and use of English for social and academic purposes. The purpose of the assignment is to show that you can apply principles of English linguistics to analysis of a grade-level textbook required for use in Grades 3-5, 6-9, or 10-12. You will summarize your analysis and recommendations in a paper of no more than 25 pages (excluding appendices).

This assessment task requires that graduate students:

1. Field Experience: Spend time either observing in an ESL classroom with cooperating teacher (pre-service) or with a content teacher in your school (in-service). You should interview your collaborator about textbook challenges and observe ELLs learning subject area concepts and vocabulary (math, science or social studies). Your field experience will help you understand the institutional context of the school and be able write a clear description of the language backgrounds of the students in the classroom and countries of origin and the challenges that EL students face in literacy achievement, including poverty and interrupted schooling within your field experience site. Register for field experience on line. The deadline for registration is September 15th. The link is:
<https://cehd.gmu.edu/endorse/ferf>
2. Select a content area textbook in cooperation with your collaborator. Identify a reading passage in the selected content area textbook (such as Social Studies) of about 500 words

and analyze it determining readability levels using one or more readability formulas at the links below. Apply your knowledge of rhetorical and discourse structures to support ESOL learning and to help students increase their comprehension of the text. The Fry Readability Formula must be one of the formulas you apply, and you are encouraged to use 2 or more readability formulas:

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

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

3. Demonstrate knowledge of language as a system by analyzing the reading passage with respect to multiple components of the language system that may cause difficulty for English Learners including: *phonology* (the sound system), *morphology* (the structure of words), *syntax* (phrase and sentence structure), *semantics* (word/sentence meaning), and *pragmatics* (the effect of context on language) to help ELs develop oral, reading, and writing skills (including mechanics) in English.
4. Identify background knowledge that is necessary to comprehend the text and cross-cultural issues that may make the textbook challenging to English Learners and develop instructional activities that activate prior knowledge and support students' home language and culture.
5. Examine textbook bias, stereotyping and discrimination with respect to gender, race and ethnicity and make suggestions so that instruction can be more culturally inclusive of learners from diverse linguistic, cultural and educational backgrounds.
6. Recommend *specific instructional activities* to help students meet the linguistic demands in the categories of *phonology, morphology, syntax and rhetorical or discourse structures* to help students increase their comprehension of the text. **Propose teaching strategies and activities** for EL students that will help address the *patterns of linguistic difficulty, text structure*, and *cultural bias* identified in the categories listed above. **REMEMBER: Propose teaching activities for dealing with the textbook in the classroom, not for rewriting the textbook itself.**
7. Make references to *textbooks and other readings used in this graduate course (EDCI 510) in order* to support the analysis and synthesize the points raised with respect to common grammatical trouble spots for English Learners.
8. Share analysis, findings and recommendations to another individual: a colleague, content teacher, or school administrator. Ask the person to review the materials and provide feedback to you.

You are strongly encouraged to work with a partner on this assignment. Each person must write a separate 2-3 page first-person narrative—a critical analysis reflecting on your contributions to the project and what you learned from collaboration on this project and implications for future teaching. Your final paper should be no more than 25 pages excluding appendices. See end of syllabus for assessment rubric.

Lesson Plan (PBA): (20 pts)

This is a Performance-based Assessment and is required for this course. It is to be submitted to Blackboard as noted in the TK20 explanation above. The Lesson Plan and Textbook Analysis Projects are companion projects. The Lesson Plan Project will describe how the textbook analyzed will be utilized in a teaching delivery. The Textbook Analysis will point out strengths and

weaknesses of the text, and the Lesson Plan Project will demonstrate the strategies needed to support student learning with relation to the strengths and weaknesses of the textbook. The lesson plan itself will be shared with class members at the last class. The format for the lesson plan is included in the syllabus.

Lesson Planning Assessment



Assessment Information:

In the TCLDEL program, the Lesson Planning Assessment is completed during EDCI 510 Linguistics for PreK-12 ESOL Teachers and is assessed by the course instructor. The candidate must earn a score of 3 to be successful on this assignment. If a candidate does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practice and identified gaps in developing and assessing a specific lesson plan and the impact on student learning.

InTASC Standards: 1, 3, 4, 5, 6, 7, 8 and 9

CAEP Standards: 1.1, 1.3, 1.4, 1.5

VDOE Standards: 1, 2, 3, 4, 6

THEMES: Technology  **Diversity**  **College-and-Career-Ready** 

Assessment Objective

- The candidate will develop a research-supported lesson plan that effectively meets the needs of a specific population of learners.

Research base/Rationale

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

1. *Who are my learners?* (Consider the number of learners, their academic readiness levels and cultural background, and prior knowledge, etc.)
2. *What do I want my learners to learn?* (Consider the content or subject (and interdisciplinary connections), the type of learning (knowledge, skills, behaviors), how to integrate college and career ready standards, etc.)
3. *How will I know what the learners understand?* (Consider the informal and formal assessments, formative and summative, higher order questioning techniques, feedback from learners, etc.)
4. *How will my learners learn best?* (Consider the teaching models, learning strategies, length of time available, materials, technology resources, differentiation, modifications, etc.)

You might also want to ask:

- What knowledge, skills, and understandings do my learners already have?

- What knowledge or prerequisite skills do I need to access, activate or build in this lesson? How will I access those prerequisite skills or activate that prior knowledge?
- Where have learners come from and what are they going on to next?
- How can I build in sufficient flexibility to respond to emergent needs indicated by ongoing observation and formative assessment?

During field experiences and the internship, a lesson plan must be developed for each teaching session. As a novice teacher, lesson plans are developed for each instructional episode (lesson, one-to-one instruction, and small group activity). When teaching new content or grade levels, your lesson plans will be more detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:

- list content and key concepts (research more if needed)
- define your aims and identify specific learning objectives/goals/outcomes aligned to appropriate curriculum standards, Virginia SOLs, ASOLs, and/or College-and-Career-Ready standards
- create assessments that are aligned to your specific learning objectives/goals/outcomes
- think about the structure of the lesson, pacing, and transitions, use of technology
- identify the strengths and needs of all learners
- identify adaptations/modifications/extensions needed to meet learner needs
- determine “best practice” and learning strategies aligned to the learning objectives/goals/outcomes
- identify learning resources and support materials, including technology

Directions for completing the assessment task

Develop and teach a lesson plan using the template attached. Review the rubric to guide the development of your lesson plan.

Section 1: Classroom Context

Classroom decisions are made based upon your learners’ strengths and needs. Your plan may vary based upon when in a unit of instruction the lesson takes place, and even the time of the lesson. In this section, you will provide basic information about your learners and classroom—including academic and cultural backgrounds and prior knowledge, including any assessments that will guide your planning. Make certain to address how your knowledge of your learners will affect your planning. (½ to 1 page)

Section 2: Planning for Instruction

Before you teach a lesson, you must decide the learning objectives/goals/outcomes and connection to Virginia SOLs, ASOL.s and/or College-and-Career-Ready standards you will use and why have you selected these objectives and specific strategies to teach the lesson to your specific group of learners. You make these decisions based upon your learners, current research, contemporary meaningful ways, prior knowledge or pre-assessments of learning, aligned to appropriate curriculum standards. While planning your lesson, using your knowledge of your learners, you will make decisions as to the modification/differentiation and/or accommodations you will need to meet the needs of all learners in your classroom. Then, with an informed understanding of your audience and your content, identify the learning materials needed to teach the lesson and any technology you

and/or your learners will use in this lesson. In this section, be sure to detail all of these planning elements, including how you will assess learner mastery of lesson content-both formatively throughout the lesson, and any summative assessment you might use. (Virginia Standards of Learning (SOLs), ASOLs, and/or College-and-Career Ready skills, and any content specific objectives should be included in lesson plans.) (1-2 pages)

Section 3: Instruction

After you have identified *what* your class will learn, you will begin to chart out specifically *how* you will teach the lesson. When completing this section of the lesson plan, you will identify the procedures you will use from the opening of the lesson through the lesson closure. Script this section of the plan, noting what you will say and do and what you are asking learners to do. Be certain to include formative assessments and guided practice activities and any independent practice and summative assessments you will have learners complete. (2-3 pages)

Section 4: Reflection after Instruction: Impact on Learning

As John Dewey noted, without reflection, there is no learning. In this section, reflect upon the lesson and consider if your learners were able to meet the learning objectives/goals/outcomes for the lesson. How do you know learners were able to successfully meet the lesson objectives/goals/outcomes? (Be specific here and use formative/summative assessment results to guide your response). What was your impact on learning? (i.e., how did your instructional decisions seem to affect learning? Again, be specific.) What strategies or activities were the most successful? What could have made the lesson stronger? What did you learn about teaching, learners, and learning that will affect your next instructional experience? (1 page)

NOTE: Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics. Additionally, plans should include the Virginia Standards of Learning (SOLs), College-and-Career-Ready skills, and other content specific objectives.

Reference:

Dewey, J. (1933). *How we think. A restatement of the relation of reflective thinking to the educative process* (Revised edn.), Boston: D. C. Heath.

Spencer, J. (2003). *Learning and teaching in the clinical environment*. London, England: BMJ Publishing Group.

Participation: (10pts)

This course addresses a subject area that is very complex and class participation and homework will be critical to your success in the course. Effective participation in this class includes reading the chapters and completing assigned exercises from the text before each class; sharing resources and perspectives with each other on Blackboard; participating fully, speaking and listening, in

discussions; and providing each other with substantive feedback (e.g., on writing and teaching demonstrations). It is expected that for a 3 credit graduate course that you will devote six hours a week in reading and completing assignments for this course, including the 20 hours field experience.

Lively, Respectful Dialogue

- 1) Be willing to share your ideas and experiences with others, even though you may feel your ideas are "different."
- 2) Don't EVER think that what you have to say is stupid, dumb or silly. Many others probably share your question.
- 3) If you are a reserved person who finds conversing in a group difficult, force yourself to join the dialogue.
- 4) If you are an outgoing person, who finds conversing in a group relatively easy, hold back a little and give others a chance to speak
- 5) Don't assume that because people are quiet they have nothing to say and that you have to "fill the gap" by speaking. The best way to fill an uncomfortable gap is to ask others what they think.

****Adapted from Anthropology 567

University of Washington Dr. Rachel Chapman's syllabus

Teaching Demonstration: (20pts)

Candidates will complete a teaching demonstration that shows implications of linguistics for teaching English phonology, morphology, or syntax to students at a beginning or intermediate level of English proficiency in Grades PreK-3, 4-6, 7-9, or 10-12. This assignment helps candidates examine implications of English linguistics to the teaching of English as a second or additional language for students in PreK-12 settings.

Each presentation should answer the following questions:

1. What is the syllabus topic or linguistic/grammar point(s) you are demonstrating? (Your audience is fellow teachers supporting EL students. We are addressing the question: What are the most important areas that ESOL teachers need to know about linguistics?)
2. Why is it difficult for ESL/EFL learners? Describe level of challenge, learning difficulty. Address the appropriateness of your selected topic for the students you are working with (specify elementary, middle, high school). (Provide examples from student writing or contrastive analysis.) What are the *implications* for teaching PreK-12 English learners?
3. How can we *contextualize* the teaching of the particular linguistic topic using grade-level textbooks and/or literature? Demonstrate either (a) a simulation of one or more teaching activities for your topic, using us as your class or (b) a description of one or more teaching activities that address the learning difficulty. Use LCD projector, transparencies or charts and hands-on materials. Show us some meaningful activities or exercises (using realia, multi-media, children or adolescent fiction and non-fiction literature, student or teacher produced materials).

4. What are the best resources? Look at the way that various grammar reference books, textbooks and electronic resources handle the topic. Include an annotated bibliography and critique of at least 3 references (teacher reference, online resources, and grammar books for students) that address your topic in your handout you provide to the class.

Categories selected for assessment include knowledge of:

- Language as a system and of its components
- Phonology, morphology, syntax, semantics, and pragmatics
- Rhetorical and discourse (text) structures
- Effects of racism, stereotyping, and discrimination
- Interrelationship between language and culture and prior knowledge

Scoring Range – Four (4) levels of achievement for accomplishing this assessment task have been defined on the scoring rubric:

- 4 - Exceeds Standard
- 3 - Meets Standard
- 2 - Approaches Standard
- 1 - Does Not Meet Standard

Four levels have been selected to allow for clear discrimination between those who go above and beyond the standard, those who meet the standard, and those who are close to or do not meet the standard.

PROFESSIONAL DISPOSITIONS

Advanced Professional Dispositions

Division of Advanced Professional Teacher Development and International Education

Preamble:

All candidates are expected to demonstrate dispositions that embody the Core Values of the College of Education and Human Development of George Mason University: *social justice, research based practice, ethical leadership, collaboration, and innovation*. Through reflective and critical educational practice, professionalism, leadership, advocacy and action, all candidates are expected to demonstrate their commitment to being an agent of change.

Specific areas of commitment that embody these dispositions include:

I. Commitment to the Profession and Continuous Improvement through

Exemplary practice

Excellence in teaching and learning

Advancing the profession

Engagement in partnerships

Commitment to being a member of diverse learning communities

Collective, inclusive, and purposeful dialogue

Critical reflective practice

Collaboration

II. Commitment to Democratic Values and Social Justice through

Understanding systemic inequities that prevent full participation

Practices that promote equity and access

Respect for the perspectives and dignity of others

Appreciation and integration of multiple perspectives

Advocacy and action toward social change

III. Commitment to Honoring Professional Ethical Standards through

Fairness and equity for all

Honesty and integrity

Respect for confidentiality

Responsibility and trust

Respect for the diverse talents, abilities, perspectives, languages, and cultures of colleagues, fellow candidates, K-12 students, families and communities

IV. Commitment to Key Elements of Professional Knowledge and Skills through

Discipline specific, inter-disciplinary and trans-disciplinary approaches

Belief that all individuals have the potential for growth and learning

Persistence in helping all individuals succeed

High standards for all

Safe and supportive learning environments

Thoughtful planning and instruction

Contextually responsive, critical, and culturally relevant pedagogy
Formative and summative assessment practices
Technology-supported teaching and learning
Research-based practices

V. Commitment to International Mindedness and Global Citizenry through

- Promoting world languages, language equality, and indigenous languages and cultures
- Global consciousness for justice and peace
- Universal human rights
- Ecological sustainability
- Intercultural competence
- Multiliteracies approach [multimodal, multilingual]
- Transformative education
- Expanded curriculum that includes world knowledge and perspectives, including those historically excluded from textbooks or educational materials

Adapted and updated May 2014 by the faculty of the Division of Advanced Professional Teacher Development and International Education.

I acknowledge the above professional statements and understand my responsibility to develop and maintain professional behaviors and dispositions that are associated with career professionals in education who effect change and strive for equity and excellence in all I do. I also understand that my ongoing development toward the acquisition of such professional dispositions will be part of the assessment process as I proceed through coursework and related learning experiences.

Signature

Date

Analytic Scoring Rubric for Teaching Demonstration

Team Member NAMES:

Date:

Score:

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

Analytic Scoring Rubric for Text Analysis

Team Member Names:

Date:

Score:

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

2.a. Apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.	Does not identify elements of racism, stereotyping, or discrimination in the selected text.	Identifies few or inaccurate examples of language of racism, bias, stereotyping, and/or discrimination in selected text.	Accurately identifies language of racism, various forms of bias, stereotyping, and/or discrimination in selected text.	Accurately and comprehensively identifies language of racism, various forms of bias, stereotyping, and/or discrimination and develops instructional activities to promote an inclusive classroom.	
2.e. Apply concepts about the interrelationship between language and culture.	Does not identify elements of language that require prior cultural knowledge not familiar to ELLs.	Identifies some elements of language that reflect prior cultural knowledge but with some inaccurate interpretations or omissions.	Accurately identifies many examples of prior cultural or linguistic knowledge or relationships between language and culture that may be problematic for ELLs.	Develops instructional activities that activate prior knowledge of cultural meanings in language and support students' home language and culture.	

<p>Quality of Writing as a Reflective Practitioner</p>	<p>Does not describe the target population, nor provide a rationale for the text selected. Little description of what the author learned linguistically or culturally. Writing lacks clarity, clear organization and contains errors in grammar, spelling, AND mechanics. Does not refer to assigned course readings.</p>	<p>Describes the target population, but leaves out key information or omits rationale for selected text. Some description of what was learned either linguistically or culturally, but not in both areas. Writing lacks clear organization and contains errors in grammar, spelling, AND mechanics. Uses few citations to assigned course readings.</p>	<p>Describes the target population and provides descriptions of a learner or learners with the text. Provides a rationale for the text selected based on interviewing a professional at the school. Reflects on what the author learned w/respect to linguistic and cultural analysis of text difficulty. Writing may lack clear organization or contain fundamental errors in grammar, spelling, or mechanics. Uses citations inappropriately or omits some references.</p>	<p>Clearly describes the specific population for whom the text is intended within the context of the school and provides a clear rationale for the text selected for analysis with supporting evidence from teachers and or observations of students. Reflects on what was learned from the project linguistically, culturally and discusses pedagogical implications. Writing is well-organized and contains minor errors in grammar, spelling, and mechanics. Uses citations appropriately to refer to assigned course readings.</p>	
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Lesson Plan Rubric


Scoring Guidelines

4-Exceeds Standard: Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.


3-Meets Standard: This is the **TARGET** score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.





2-Approaching Standard: Candidates receive this score when their understanding and effort does not meet the Target but shows basic understanding of the content being assessed.





1-Does not meet standard: Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
Section 1: CLASSROOM CONTEXT				
<p>The candidate identifies individual and group prerequisites in order to design instruction to meet learners’ needs in the following areas of development (Cognitive, linguistic, social, emotional, and physical).</p> <p><i>InTASC 1</i></p> <p><i>VDOE 1</i></p> <p>Diversity</p> 	<p>The candidate does not design instruction to meet learners’ needs in each area of development.</p>	<p>The candidate identifies individual or group prerequisites to design instruction that meet learner needs in some areas of development.</p>	<p>The candidate identifies individual and group prerequisites to design instruction that meet learner needs in each area of development.</p>	<p>The candidate identifies specific individual and group prerequisites to design effective instruction to meet learner needs in each area of development.</p> <p>The candidate includes strategies to address these prerequisites within the lesson, as well as anticipated learner responses to these strategies.</p>

Section 2: PLANNING FOR INSTRUCTION

<p>The candidate identifies performance-based objectives and/or appropriate curriculum goals/outcomes that are relevant to learners.</p> <p><i>InTASC 7</i> <i>VDOE 2</i></p>	<p>The candidate does not identify performance-based objectives and appropriate curriculum goals/outcomes that are relevant to learners.</p>	<p>The candidate identifies objectives and appropriate curriculum goals/outcomes but they are not appropriate for the subject, grade level, or the learners.</p>	<p>The candidate identifies performance-based objectives and appropriate curriculum goals/outcomes which are appropriate for the subject, grade level, or the learners.</p>	<p>The candidate identifies well-developed, performance-based objectives, curriculum goals/outcomes that are appropriate for subject and/or grade level and learners ; correctly formulated; and address multiple areas of relevance to the learners.</p>
<p>The candidate identifies national/state/local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners.</p> <p><i>InTASC 7</i> <i>VDOE 2</i> Diversity </p>	<p>The candidate does not identify national/state/local standards that align with the objectives/goals/outcomes or the standards are not appropriate for curriculum goals or are not relevant to learners.</p>	<p>The candidate identifies national/state/local standards but the standards are not aligned with the objectives/goals/outcomes and/or marginally relevant to learners.</p>	<p>The candidate identifies national/state/local standards that are aligned with the objectives/goals/outcomes and relevant to learners.</p>	<p>The candidate identifies national/state/local standards that are clearly aligned with the objectives/goals/outcomes and relevant to learners.</p> <p>The candidate provides a statement of rationale for the alignment of these goals with the learning objective.</p>
<p>The candidate creates learning experiences that make content accessible and meaningful for learners to ensure</p>	<p>Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by</p>	<p>Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the</p>	<p>Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts</p>	<p>Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners</p>

<p>content mastery.</p> <p><i>InTASC 4</i></p> <p><i>VDOE 1</i></p> <p>Diversity</p> 	<p>others.</p>	<p>learners.</p> <p>Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional strategies.</p>	<p>responsibility for the success of all learners through a repertoire of instructional strategies.</p>	<p>demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.</p>
<p>The candidate organizes and creates face-to-face and virtual environments that support individual and collaborative learning.</p> <p><i>InTASC 3</i></p> <p><i>VDOE 5</i></p> <p>Technology</p>  	<p>There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning.</p>	<p>Candidate recognizes the value of a learner-centered classroom but the application of these tenets are not applied in all management situations.</p>	<p>The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.</p>	<p>The classroom conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners. Structures are incorporated that enable learners to guide their own learning experiences.</p>
<p>The candidate seeks appropriate ways to employ technology to engage learners and to assess and address learner needs.</p> <p><i>InTASC 6</i></p> <p><i>VDOE 4</i></p> <p>Technology</p> 	<p>The candidate does not identify appropriate technology to engage learners even though it was available.</p>	<p>The candidate identifies technology to engage learners though the technology would be ineffective to teach the content and address learner needs.</p>	<p>The candidate identifies appropriate technology to engage learners more fully, assess, and address learner needs.</p>	<p>The candidate identifies effective and appropriate technology to engage learners more fully, assess, and creatively meet learning needs.</p>

Diversity 				
<p>The candidate facilitates learners' use of appropriate tools and resources to maximize content learning in varied contexts.</p> <p><i>InTASC 5</i></p> <p><i>VDOE 2</i></p> <p>Technology </p> <p>College-and-Career-Ready </p>	<p>The candidate's plans do not provide evidence of opportunities for learners' use of appropriate tools or technology resources to maximize content learning in varied contexts.</p>	<p>The candidate's plans provide evidence of opportunities for learners' use of appropriate tools and resources but are ineffective to maximize content learning in varied contexts.</p>	<p>The candidate's plans provide evidence of opportunities for learners' use of appropriate tools and resources that are effective to maximize content learning in varied contexts.</p>	<p>The candidate's plans provide substantial evidence of multiple opportunities for learners' use of appropriate tools and resources that are creative and effective to maximize content learning in varied contexts.</p>
<p>The candidate plans how to achieve learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners.</p> <p><i>InTASC 7</i></p> <p><i>VDOE 2</i></p> 	<p>The candidate's lesson plan does not provide evidence of differentiating instruction for individuals and groups of learners.</p>	<p>The candidate's lesson plan provides evidence of an effort to meet learning goals, and attempts to differentiate instruction for individuals and groups of learners.</p>	<p>The candidate's lesson plan provides evidence of successfully meeting learning goals for each learner, and successfully instruction for individuals and groups of learners.</p>	<p>The candidate's lesson plan provides evidence of successfully meeting each learning goal for each learner, and successfully differentiates instruction for individuals and groups of learners.</p> <p>Reflection on why this differentiation was successful is included.</p>
<p>The candidate plans instruction based on pre-assessment data, prior learning</p>	<p>The candidate does not plan instruction based on pre-assessment data, prior learning</p>	<p>The candidate plans instruction based on pre-assessment data, prior learning knowledge, and</p>	<p>The candidate plans instruction based on pre-assessment data, prior learning knowledge, and</p>	<p>The candidate plans instruction based on pre-assessment strategies/methods that are creative</p>

knowledge and skill. <i>InTASC 7</i> <i>VDOE 2</i>	knowledge, or skills.	skills but it was not effective.	skills. Pre-assessment strategies/methods are appropriate and effectively assess learners' prior knowledge.	and effective ways to assess learner prior knowledge and skills and to guide instruction.
Section 3: INSTRUCTION				
The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill. <i>InTASC 7</i> <i>VDOE 2</i>	The candidate does not plan for appropriate sequencing and pacing of learning experiences. Tasks, methods, strategies are not stated.	The candidate plans for appropriate sequencing and pacing of learning experiences; but tasks, methods and strategies are not stated and/or not appropriate or effective for the lesson.	The candidate plans for appropriate sequencing and pacing of learning experiences. All tasks, methods, and strategies are stated and/or are appropriate and effective for the lesson.	The candidate plans for appropriate sequencing and pacing of learning experiences. Instructional tasks, methods, and strategies include a variety of creative, active learning, instructional strategies that address learner differences to maximize learning.
The candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways. <i>InTASC 8</i> <i>VDOE 3</i>	The instructional strategies used by the candidate do not encourage an understanding of content .	The candidate uses a limited instructional strategies to encourage learners to develop an understanding of the content.	The candidate uses a variety of instructional strategies that encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.	The candidate uses pedagogical content knowledge to use a variety of instructional strategies that encourage all learners to develop both an understanding of the content and apply knowledge that in authentic ways.
The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the	The candidate does not use assessment as closure to check for comprehension and learner knowledge and	The candidate uses assessment as closure to demonstrate knowledge and skills to check for	The candidate uses appropriate assessment strategies as closure to allow learners to demonstrate	The candidate uses creative, appropriate assessments throughout the lesson to allow

<p>assessment process.</p> <p><i>InTASC 6</i></p> <p><i>VDOE 4</i></p>	<p>skills.</p>	<p>comprehension</p> <p>however, they are inappropriate and/or ineffective (or misaligned).</p>	<p>knowledge and skills to check for understanding.</p>	<p>learners to demonstrate knowledge and skills to check for comprehension.</p>
<p>The candidate designs assessments that match learning objectives with assessment methods.</p> <p><i>InTASC 6</i></p> <p><i>VDOE 4</i></p>	<p>The candidate's lesson design does not include post-assessment strategies or methods.</p>	<p>The candidate's lesson design includes post-assessment strategies or methods but the strategies/methods were not effective.</p>	<p>The candidate's lesson design includes post-assessments that are appropriate to effectively assess learning.</p>	<p>The candidate's ongoing assessments and post-assessment matches learning objectives and includes creative strategies to effectively assess learning and check comprehension throughout the lesson.</p>
<p>Section 4: REFLECTION: IMPACT ON LEARNING</p>				
<p>The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p> <p><i>InTASC 9</i></p> <p><i>VDOE 6</i></p>	<p>The candidate's reflection does not demonstrate the use of self-assessment or problem-solving strategies to analyze and reflect on his/her practice.</p>	<p>The candidate's reflection demonstrates the use of self-assessment and/or problem-solving strategies to analyze and reflect on his/her practice but does not plan for adaptations/adjustments.</p>	<p>The candidate's reflection demonstrates a variety of self-assessment and problem-solving strategies to analyze and reflects on his/her practice and to plan for adaptations/adjustments.</p>	<p>The candidate's reflection demonstrates the application of a variety of appropriate self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to effectively plan for adaptations/adjustments.</p>

LESSON PLAN TEMPLATE

CLASSROOM CONTEXT	
Grade level:	Number of students:
Content Area:	Name of Unit:
Lesson planned for ____ minutes	
Lesson occurs at which point in the unit: __beginning middle end	
Lesson was taught on	
Description of learners:	
PLANNING FOR INSTRUCTION	
Performance-based Objective(s)	
National content standards and VA Standards of Learning (SOL)/Career and College Ready Standards	
Lesson Rationale (What research base did you use to make instructional decisions? Why have you selected these objectives and these specific strategies?)	
Prerequisite skills needed to attain new learning:	
Modifications/Differentiation and Accommodations	

Materials/Technology

INSTRUCTION

Procedures: Opening/Strategies/Assessments/Closure

REFLECTION: IMPACT ON LEARNING

Field Experience Record

To the Mentor Teacher/Supervisor:

The Teaching Culturally, Linguistically Diverse & Exceptional Learners graduate program at George Mason University requires all students complete a minimum of 20 hours of field experience in an appropriate K-12 classroom for each course. Field experience goes beyond observations of the classroom to include hands-on experience implementing teaching & learning activities required for professional educators. Your Mason student will provide a copy of the course syllabus indicating what is required to complete fieldwork, such as interviews with students, teachers or family members; lesson-planning; small group instructional activities; whole-class teaching or co-teaching; implementing or evaluating assessments; and other activities. Please verify the time and activities completed, as well as evaluate as best you can the students' dispositions for a career educator, by filling out and signing the document below. We appreciate your willingness to mentor our Mason students into the profession and support their growth and learning. If you have questions about the program or the goals of fieldwork, please contact dvrtech@gmu.edu.

Student Name		Mentor Teacher/ Supervisor Name	
Gnumber		School Name	
Course		School Location	
Semester		Grade or Subject	

Date	Grade	Activity Related to Performance Based Assessment	Number of Hours
1/23/16	5 th Grade	Met with teacher to co-plan lesson	1

Student's Signature: _____ Date: _____

Mentor/Supervisor Signature: _____ Date: _____

Field Experience Evaluation Form

Student Name		Mentor Teacher/ Supervisor Name	
Gnumber		Title	
Course		Years of Experience	
Semester		Degree/License	

PERSONAL AND PROFESSIONAL QUALITIES	Consistentl y Evident (4)	Frequently Evident (3)	Sometimes Evident (2)	Seldom Evident (1)	Not Applicable (N/A)
Open to Feedback Is receptive to constructive criticism/growth-producing feedback Self-regulates and modifies professional behavior based on feedback Seeks opportunities for professional growth to improve practice					
Collaboration & Teamwork Exhibits teamwork for school/organizational improvement Collaborates well with others Is caring, empathetic and respectful to others					
Cultural Responsiveness Treats individuals in an unbiased manner Embraces differences Views diversity as an asset					
Continuous Improvement/ Change Orientation Takes initiative appropriately Seeks evidence for use in decision making Is willing to take appropriate risks/try new things					
High expectations for learning Holds high expectations for all learners Monitors and assesses student learning to provide feedback and alter instruction to improve learning					
Advocacy Seeks to understand and address student issues and challenges Shows a genuine interest in others' well-being Seeks to direct students and/or families to needed resources					
Professionalism Is punctual and well prepared with appropriate dress & appearance Demonstrates respect for students, families, colleagues, and/or property Uses technology & social media appropriately					
Legal & Ethical Conduct Exhibits integrity and ethical behavior Maintains privacy and confidentiality of sensitive information Demonstrates fairness and consistency in applying and enforcing rules, policies, and regulations					

Comments:

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/undergraduate#profdisp>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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