

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



EDRD 610-6F8
Content Literacy for English Language Learners, PK-12
3 Credits, Summer 2018
Mondays, April 2 – June 18, 4:00 – 8:00 p.m., Wakefield High School, Room B-313

Faculty

Name: Kathleen Ann Ramos, PhD
Office Hours: By appointment during summer session
Office Location: 2603 Thompson Hall, Fairfax Campus
Office Phone: 703-993-6213; 412-805-1651 (cell)
Email Address: kramos8@gmu.edu

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 (Face-to-Face)

This course uses a seminar format for its face-to-face classes, which means the course is highly participative and requires candidates to take an active role in the presentation of materials.

Accordingly, attendance and participation are extremely important. Methods of instruction include teacher-led class discussion, small group activities, student-led discussions of selected research topics, and database search of research-based articles. It also includes presentations, cooperative learning activities, hands-on field experiences, PowerPoint presentations, discussion boards, and wikis.

In addition to face to face instruction, this course uses the Blackboard Learning Management system (LMS) for online modules, assignments, materials, and resources, and for posting the syllabus, rubrics, presentations, readings, videos, and other updates. Students are encouraged to visit the course's Bb website frequently to review the most current information and to keep up with any news, announcements and messages related to this course at <https://mymasonportal.gmu.edu/>

Overall course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles and include:

- Presentations (assisted by PowerPoint and other Visuals/technology)
- Discussions (active involvement of candidates in learning by asking questions that provoke critical, reflective and metacognitive thinking)
- Cooperative Learning (small group guided learning interactions emphasizing learning from and with others)
- Collaborative Learning (heterogeneous interdisciplinary groups for content discussion and project design and implementation)
- Reflection Journals and Blogs (candidates keep a journal during the duration of the course and during their field and community experience where they record their observations, insights, and reflections)
- Student Presentations (research analysis and findings and performance based assessment work)
- Hands-On Field Experience (20 hours of field experience in a K-12 setting and community field experience as needed for the completion of the Performance Based Assessments (PBAs))
- Video Presentations, Additional Readings, Assignments, Questionnaires, and On-line Resources

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 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 professional standards:

TESOL 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.

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).

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

Gibbons, P. (2015). *Scaffolding language scaffolding learning: Teaching English language learners in the mainstream classroom* (2nd ed). Portsmouth, NH: Heinemann

Zwiers, J. (2014). *Building academic language: Meeting Common Core Standards across disciplines*. (2nd ed.). San Francisco, CA: Jossey-Bass

Recommended Books:

American Psychological Association (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: American Psychological Association.

Gottlieb, M., & Ernst-Slavit, G. (2014). *Academic language in diverse classrooms: Definitions and contexts*. Corwin Press.

Reiss, J. (2012). *120 content strategies for English language learners* (2nd ed.). New York, NY: Allyn & Bacon.

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

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). **It is strongly recommended that candidates develop an organized plan for working on the major assignments throughout the semester.**

TK20 Performance-Based Assessment Submission Requirement

Philosophy of Teaching—updated; the Collaborative Learning Team Task (common assessment); and the Content Literacy Project

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with required performance-based assessment(s) is required to submit the assessment(s) and the Fieldwork Log of Hours and Evaluation Forms 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(s) by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment(s) 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 Forms must be uploaded to TK20 on Blackboard.** The forms are 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 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> | 25 percent | Each week |
| Collaborative Learning Team Task (PBA & Common Assessment) | 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> | 25 percent | TBD (in TK20) |
| 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 - 1b, 2, 3b, 5a, & 5b</i> | 15 percent | TBD (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 <i>TESOL/NCATE Standards - 2, 3a, 3b, 3c, 5a, & 5b</i> | 25 percent | TBD (in TK20) |
| Field Experience Documentation & Evaluation | Candidates will complete a minimum of 20 hours of school-based field experiences. Field experience must be documented by submitting a Field Experience Log of Hours and Evaluation form to TK20. | 10 percent | End of course |

- **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 | |

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|-----------|---------------|-------------|---|
| 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.*

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

withdraws will be permitted.

Attendance Policy

Students are expected to be presented, prepared, and engaged during **all** course meetings. Unless extraordinary extenuating circumstances prevent attendance, students must attend all course meetings. Absences will affect the class participation grade. **Students with two or more absences (excused or unexcused) 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

Please Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. **Supplementary texts** with (*) can be located on Blackboard within Weekly Modules for your convenience. **You will need to bring supplementary texts assigned for out-of-class reading to class in print or electronic format.** **ALSO: Discussion Leader & Practice/Application assignments will be made during the first class meeting.**

| Class Session | Topic | Class Meeting Focus | Due For NEXT Class Session |
|---------------------|---|---|---|
| Week 1 April 2nd | <p>Course Intro</p> <p>Content Area Literacy:</p> <p>What is it and why is it important for ESOL professionals to understand?</p> <p>Text Complexity Model:</p> <p>Qualitative, Quantitative & Reader/Task Considerations for Text Selection;</p> <p>Intersection: Reader, Text, & Activity</p> <p>What makes complex texts challenging for ELL/CLD learners?</p> | <p>Introductions & Course Purpose</p> <p>Review syllabus and timeline for major course assignments; explore textbooks; review discussion leader roles/assigned chapters</p> <p><i>In-Class Reading:</i> *Brozo, W. (2010). The role of content literacy in an effective RTI program. <i>The Reading Teacher</i>, 64(2), 147-150.</p> <p><i>Jigsaw Reading:</i> *Shanahan, T., Fisher, D., & Frey, N. (2012). The challenge of challenging text. <i>Reading: The Core Skill</i>, 69(6), 58-62.</p> | <p>For 4/9 - Read: Zwiers textbook: Chapters 1 & 2</p> <p>AND</p> <p>Gibbons textbook: Chapter 1 & 2</p> <p>AND * Greenleaf, C., Schoenbach, R., & Murphy, L. (2014). Building a culture of engaged academic literacy in schools. <i>IRA e-essentials</i>, 1-15.</p> <p>Discuss plan to implement InTASC collaboration in your field site between April 10th & April 27th (due Monday May 7th)</p> |
| Week 2 April 9th | <p>Adolescent Literacy: Theoretical frameworks for supporting content area literacy</p> <p>Social & Cultural Perspectives of Students' Language Usage:</p> | <p><i>Jigsaw Reading:</i> Fang, Z. (2012). Approaches to developing content area literacies: A synthesis and a critique. <i>Journal of Adolescent & Adult Literacy</i>, 56(2), 103-108.</p> <p>Discussion & Practice/Application Leaders: Zwiers chapter 1 &</p> | <p>For 4/16 – Read: Zwiers Chapters 3 & 5; AND Gibbons Chapter 3</p> <p>AND *Lindahl, K., & Watkins, N. (2014). What's on the "LO" menu? Supporting</p> |

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| | <p>How does home/community language usage differ from in-school language demands?</p> <p>How do students' social, cultural, knowledge, and linguistic capitals differ?</p> <p>Why is the responsibility for <i>all</i> teachers to be language and literacy teachers vital for ELs?</p> | <p>Gibbons chapter 1</p> <p>Application of concepts: Zwiers chapter 2 Gibbons chapter 2</p> <p>AND</p> <p>Greenfield et al. text</p> | <p>academic language development. <i>The Clearing House</i>, 87, 197-203.</p> <p>AND</p> <p>*Ranney, et al. Academic language demands: Texts, tasks, and levels of language</p> <p>Keep working on: InTASC collaboration in your field site between April 10th & April 27th (due Monday May 7th)</p> |
| <p>Week 3 April 16th</p> | <p>Cultivating ELLs' Academic Language Development:</p> <p>What are key teacher practices & strategies for modeling and scaffolding academic language development in content area classrooms?</p> <p>What's the difference between <i>academic language</i> and <i>academic literacies</i>?</p> | <p>Discussion & Practice/Application Leaders: Zwiers Chapter 5 and Gibbons Chapter 3</p> <p>Explore <i>Accountable Talk</i></p> <p>In-class reading and discussion:</p> <p>Application of concepts: Zwiers Chapter 3</p> <p>Discuss *Lindahl, K., & Watkins, N. and Ranney, et al. articles</p> <p>Create instructional examples based on: *Key Principles for ELL Instruction from Understanding Language Initiative (2013)</p> | <p>For 4/23 - Read: Zwiers Chapters 4 & 6 &</p> <p>Gibbons Chapters 4 & 7</p> <p>AND</p> <p>*Hutchinson, A., & Colwell, J. (2014). The potential of digital technologies to support literacy instruction relevant to the CCSS. <i>JAAL</i>, 58(2), 147-156.</p> <p>Keep working on: InTASC collaboration in your field site between April 10th & April 27th (due Monday May 7th)</p> |
| <p>Week 4 April 23rd</p> | <p>What's the role of <i>interaction</i> in fostering ELs' oral language development and</p> | <p>Discussion & Practice/Application Leaders: Zwiers Chapter 6 & Gibbons Chapter 7</p> | <p>For 4/30 – Read: Read: Zwiers chapters 7 AND Gibbons, chapters 6</p> |

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| | <p>learning of content concepts?</p> <p>How can teachers facilitate deeper levels of classroom talk with ELs?</p> <p>Academic Listening & Thinking:</p> <p>How do teachers support small group and pair discussions to extend student thinking?</p> <p>Explore digital tools for use in content area classes to support academic language and literacy development and content learning</p> | <p>Application activities with concepts in Zwiers chapter 4 and Gibbons Chapter 4 and *Hutchinson & Colwell (2014) article</p> <p>Explore <i>Accountable Talk</i> Framework</p> | <p>AND</p> <p>* Fang, Z. (2008). Going beyond the fab five: Helping students cope with the unique linguistic challenges of expository reading in intermediate grades. <i>Journal of Adolescent & Adult Literacy</i>, 51(6), 476-487.</p> <p>Complete Implementation of: InTASC collaboration in your field site between April 10th & April 27th (due Monday May 7th)</p> |
| <p>Week 5 April 30th</p> | <p>Cultivating Academic Literacy Practices:</p> <p>Reading in a Second Language</p> <p>How do content area literacy and disciplinary literacy instruction differ?</p> <p>What is meant by Disciplinary Literacy?</p> <p>Why do teachers need to understand the linguistic demands of disciplinary area texts?</p> | <p>Discussion & Practice/Application Leaders: Zwiers Chapter 7 and Gibbons Chapter 6</p> <p>Application activities with Fang (2008)</p> <p>Read and discuss in-class: *Fang, Z., & Coatoam, S. (2013). Disciplinary literacy: What you want to know about it. <i>Journal of Adolescent & Adult Literacy</i>, 56(8), 627-632.</p> <p>Collaborate to analyze linguistic demands of two middle level science texts: one on greenhouse gases: discuss implications for instruction</p> | <p>For May 7th – Read: Zwiers Chapter 8 & Gibbons Chapter 5</p> <p>AND Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. <i>Harvard Educational Review</i>, 78(1), 40-59.</p> <p>InTASC CLT due via BOTH Bb Assignment Link AND TK20 by or before midnight on Monday, May</p> |

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| | | | <p>7th Begin to plan to implement Content Literacy Project (CLP) between May 8th and June 8th)</p> |
| <p>Week 6 May 7th</p> | <p>Writing in a Second Language:</p> <p>How do students use academic language resources to write in the genres of school?</p> <p>How do teachers scaffold academic writing for ELLs?</p> <p>What is <i>genre pedagogy</i>?</p> | <p>Discussion & Practice/Application Leaders: Zwiers Chapter 8 & Gibbons Chapter 5</p> <p>Application activities with Shanahan & Shanahan (2008)</p> <p><i>In-class Activity:</i></p> <p>* Resource Guide (2012). Engaging in and exploring explanation writing: A practical guide for classroom teachers, <i>Government of South Australia, Department of Education and Child Development</i>.</p> <p>Analyze linguistic demands and cultural knowledge in upper elementary social studies text;</p> | <p>For May 14th – Read: Zwiers Chapter 9 & Gibbons Chapter 8</p> <p>AND *de Oliveira & Lan (2014). Writing science in an upper elementary classroom: A genre-based approach to teaching ELLs. <i>Journal of Second Language Writing</i>, 25, 23-39.</p> <p>In pairs, bring a content area text (or excerpt) for practice activity</p> <p>Begin to work on Philosophy of Teaching (due on or before Mon. June 4th)</p> <p>Implement Content Literacy Project (CLP) between May 8th and June 8th— DUE on or before Monday June 18th</p> |

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| <p>Week 7 May 14th</p> | <p>Aiming for an Integrated Curriculum:</p> <p>Learning language, learning through Language, and Learning about Language</p> <p>Strengthening Academic Literacy Practices through Instruction and Assessment</p> | <p>Discussion & Practice/Application Leaders: Zwiers Chapter 9 & Gibbons Chapter 8</p> <p>Discussion about genre-pedagogy (based on *de Oliveira & Lan 2014)</p> <p><i>In-Class Activity:</i> Work with partner around chosen text (bring to class) to create content and language objectives and sequence of instructional tasks/formative assessments for teaching this text in mainstream classroom with Level 1- 3 ELs</p> | <p>For May 21st – Read: *Nagy & Townsend (2012). Words as tools: Learning academic vocabulary and language acquisition. <i>Reading Research Quarterly</i> 47(1), 91-108</p> <p>AND *Lesaux, Kieffer, Kelley & Harris (2014). Effects of academic vocabulary instruction for linguistically diverse adolescents: Effects from a randomized field trial. <i>American Educational Research Journal</i>, 51(6), 1159-1194</p> <p>Work on Philosophy of Teaching—DUE on or before Mon. June 4th</p> <p>Implement Content Literacy Project (CLP) between May 8th and June 8th—DUE on or before Monday June 18th</p> |
| <p>Week 8 May 21st</p> | <p>Effective Vocabulary Instruction:</p> <p>What’s the role of</p> | <p>Discussion and Application Activities re: *Nagy & Townsend (2012) and Lesaux, et al. (2014)</p> | <p>Read for June 4th: *Hill, A. (2014). Using interdisciplinary, project-based,</p> |

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| <p>NO CLASS ON MONDAY MAY 28th – MEMORIAL DAY</p> | <p>vocabulary knowledge, background knowledge, and oral language proficiency in reading comprehension?</p> <p>What are evidence-based recommendations for academic language and literacy development with ELs?</p> <p>What is the <i>lexical quality hypothesis</i>? What is meant by <i>word consciousness</i>?</p> | <p>Discuss Evidence-Based Recommendations from: IES Practice Guide (2014): Teaching academic content and literacy to English learners in elementary and middle school</p> <p>In-Class Reading: *Kucan, L. (2012). What is most important to know about vocabulary? <i>The Reading Teacher</i>, 65(6), 360-366.</p> <p>In-Class Activity with Frayer Model for word analysis and vocabulary building with polysemous content words</p> | <p>multimodal activities to facilitate literacy across the content areas. <i>Journal of Adolescent & Adult Literacy</i>, 57(6), 450-460.</p> <p>AND</p> <p>*Molle, D. (2015). Academic language and academic literacies: Mapping a relationship. In <i>Multilingual learners and academic literacies</i></p> <p>Work on Philosophy of Teaching—DUE on or before Mon. June 4th</p> <p>Implement Content Literacy Project (CLP) between May 8th and June 8th— DUE on or before Monday June 18th</p> |
| <p>Week 9 June 4th</p> | <p>New Literacies:</p> <p>What is meant by multiliteracies?</p> <p>How can teachers digital tools to foster ELLs’ academic language and literacy development?</p> | <p>Discussion & Application around *Hill (2014) and *Molle (2015).</p> <p>In-Class Reading: *SmartFocus on Hands-On Science (2017). A SmartBrief Update (digital tools + science)</p> <p>AND</p> <p>Jigsaw Reading: *Karchmer-Klein & Harlow Shinas (2012).</p> | <p>For June 11th – Read:</p> <p>*Escamilla (2015). Schooling begins before adolescence: The case of Manuel and limited opportunities to learn. In <i>Multilingual learners and academic literacies</i></p> |

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| | | <p>Guiding principles for supporting new literacies in your classroom. <i>The Reading Teacher</i>, 65(5), 288-293.</p> | <p>AND</p> <p>*Tang (2015). Reconceptualising science education practices from new literacies research. <i>Science Education International</i>, 26(3), 307-324.</p> <p>SUBMIT Philosophy of Teaching via Bb Assignment Link AND TK20 on or before midnight on Mon. June 4th</p> <p>Implement Content Literacy Project (CLP) between May 8th and June 8th— DUE on or before Monday June 18th</p> |
| <p>Week 10 June 11th</p> | <p>Multiliteracies continued:</p> <p>How can multimodal texts be used to support academic literacy development and content learning with multilingual learners?</p> | <p>Discussion & Application around *Escamilla and *Tang articles</p> <p>In-Class Reading: *O’Byrne (2014). Empowering learners in the reader/writer nature of the digital information space. <i>Journal of Adolescent & Adult Literacy</i> 58(2), 102-104.</p> <p>Share re Content Literacy Project focus, development, and implementation</p> | <p>For June 18th – Read:</p> <p>*Cummins, Hu, Markus & Montero (2015). Identity texts and academic achievement: Connecting the dots in multilingual school contexts. <i>TESOL Quarterly</i>, 49(3), 555-581</p> <p>Work on Writing Content Literacy Project (CLP) DUE on or before Monday June 18th</p> |

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| <p>Week 11 June 18th</p> | <p>The intersection of culture, language, identity, and engagement in academic literacy practices:</p> <p>What are identity texts?</p> | <p>Discussion & Application around *Cummins et al.</p> <p>In-Class Reading: *de Oliveira (2016). A language-based approach to content instruction (LACI) for English language learners: Examples from two elementary teachers. <i>International Multilingual Research Journal</i>, 10(3), 217-228.</p> <p>Reflecting on future learning</p> <p>Wrap-Up and Course Evaluations</p> | <p>SUBMIT Content Literacy Project (CLP) via Bb Assignment Link AND TK20 on or before midnight on Monday June 18th</p> |
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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.**

Class Participation – 25% of grade

Class participation is evidenced by **thorough preparation** for engaging in whole class, small group, and pair discussions/activities as well as collaborative presentations during class meetings. In-class discussions and learning activities **are based on assigned readings/videos** noted on the Course Schedule. All supplementary readings will be available on Blackboard in weekly folders. Thus, **candidates' engagement in class must reflect thorough engagement with content from assigned readings, videos, and/or any other learning resources within weekly folders.** While your knowledge as a current or future 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' contributions in class must reflect comprehensive preparation**, which will be evidenced by critically analyzing, asking questions, making observations, and sharing reflections as well as by offering specific examples of ways to apply learning from the course into their current or future teaching practice with culturally and linguistically diverse learners.

Fieldwork Experience – 10% of grade

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. The fieldwork will be performed in conjunction with each of the Performance Based Assessments for the course.

Documentation of your field experience using the Fieldwork Log & Evaluation form is required which includes a signature from your field experience teacher(s) or supervisor(s). **The Fieldwork Log & Evaluation Forms are located on Blackboard and must be submitted in TK20.** The fieldwork will be assessed as follows:

Complete: Signed Fieldwork Log & Evaluation Form documenting 20 hours of fieldwork and supervisor's/mentor teacher's evaluation of candidate is uploaded to TK20 by the due date.

Incomplete: Fieldwork Log & Evaluation Form is incomplete (missing signature, hours, etc.) and/or is not uploaded to TK20 by the due date.

Collaborative Learning Team Task: Documenting Impact on Learning

Assessment Information:

In the TCLDEL program, the Collaborative Learning Team Task is completed during EDRD 610 Content Literacy for English Language Learners 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 is used to both identify best practice and gaps in developing a collaborative team and/or assessing a specific impact on learning.

Standards addressed in this assessment:**InTASC Standards:** 3, 4, 5, 6, 7, 8, 9 and 10**VDOE:** 1, 2, 3, 4, 5, 6**CAEP Standards:** CAEP 1.1, 1.3, 1.4, 1.5, 2.3**Technology** **Diversity** **College-and-Career-Ready** **Assessment Objectives**

- The candidate will collaborate with teachers in a school context.
 - The candidate will collaboratively evaluate individual learner and/or group learning progress and use these data to make instructional decisions.
 - The candidate will collaboratively develop and/or revise instructional plans and assessments with the goal of improving learning, including addressing Virginia SOLs and College-and-Career-Ready skills.
 - The candidate will teach the collaboratively designed lesson(s).
- The candidate will analyze results of formative assessment(s) embedded in the lesson 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 learners they work together to educate. As a candidate, you will enter schools where collaboration with your colleagues in the service of your learners is required. Professional collaborations and teacher leadership must begin and end with joint considerations of the evidence of learning.

Webb's research on collaborative learning teams notes that team members think at a higher level and retain the knowledge longer than people who work alone. Effective collaboration in learning teams include "discussion, clarification of ideas, and evaluation of other's ideas." (Webb, 1995). Successful interpersonal communication must exist in teams. Building trust is essential. 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 learning. This task can be completed in conjunction with other program requirements (e.g., a teacher research project or a teacher work sample assignment).

Directions for completing this assessment task

To complete this task you will:

- Collaborate with at least two teacher colleagues to discuss individual learner or group learning. Your goal is to determine broad learning goal(s) for the learner/learners. One of the colleagues on the collaborative team must be the mentor teacher. Collaboration with a team of teacher colleagues is recommended. (Submit documentation of collaboration).
- To determine the broad learning goal(s), work with the collaborative team to review existing data and make responsive instructional decisions that promote learning for an individual student or a group of students. These data can include: Anecdotal records, student work samples, student portfolios, classroom formative assessments, and diagnostic and standardized testing results. Multiple sources of data should be considered. *Be sure to consider whether data results represent fair assessment of ELLs' language and literacy strengths* (for example, some diagnostic and standardized assessments designed for native English-speaking students may not reveal ELLs' language and literacy strengths. Be

cautious in interpretation of these data so as not to underestimate ELLs' cognitive capabilities and language and literacy skills). (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 learning progress. (Submit documentation of collaboration)
- Plan a lesson(s) that will promote academic achievement (*including Virginia SOLs and College and Career Ready skills*) and support progress toward specific lesson objectives and the broad learning goal(s) for an individual or a group. Obtain the team's approval of the lesson plan. (Submit the detailed lesson plan),
- Create and embed formative assessment(s) within the lesson. Be sure that formative assessment(s) align to lesson objectives. Describe how the formative assessment results will be used to determine student progress toward lesson objectives and inform "next steps" or any changes to instruction. (Be sure formative assessment(s) are evident and highlighted in the lesson plan).
- Teach the lesson(s). (Submit lesson plan.)
- Analyze learner progress toward lesson objectives as well as broad learning goal(s), and summarize impact of lesson on student learning. To do this, reflect on the lesson. Think carefully about what the formative assessment(s) reveal about student learning and what needs to happen next instructionally based on these formative data. Discuss your thoughts with the learning team. Work with the learning team to outline "next steps" teachers should take in order to continue to move the individual learner/learners toward the broader learning goal(s). Consider the level of success of the implementation of the lesson plan(s). (Submit work samples, data analysis, and use of data for future instruction).
- As you give and receive feedback to the team, reflect deeply on any personal biases that may affect decision making for the particular learner/learners. For example, did you view the learner/learners from a deficit perspective in any way? Did you ensure ample rigor in the lesson with appropriate scaffolds that permitted the learner/learners to access grade-level, standards-aligned content? Did you ensure that formative assessment(s) were culturally and linguistically fair for individual learners and interpret data from the standpoint of learner strengths? (Submit a reflection of the impact your lesson had on learning.)

Submission Directions

You will submit a brief paper that addresses each section of the assignment. Your paper will include a cover sheet, a two-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 (related to individual learner or group learning)

Briefly describe how you have collaborated to complete 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/formative data results, meeting agenda, minutes, learner data, reflections, etc.

Section 2. Planning Instruction (based upon collaboration)

Briefly describe the context of your lesson plan (is it for an individual, small group, whole class). Include information on where the lesson fits within a larger unit, and identify the specific objectives to be met and how and why they were selected. Virginia Standards of Learning (SOLs), ASOLs, College-and-Career-Ready skills, and other content specific objectives should be included in lesson plans. Documentation to include in Appendix: evidence that you planned a lesson responsive to learner's/learners' needs as revealed by

examination of multiple sources of data. Lesson objectives must be supportive of broad learning goal(s) determined by data analysis. Include the detailed lesson plan(s).

Section 3. Assessment (alignment of objectives, instruction, and assessment)

Briefly describe the formative assessment(s) embedded in the lesson plan and the way that the formative assessment(s) align with the lesson objectives. For example, all formative assessment(s) in the lesson should provide useful information about learner progress toward lesson objectives. Clearly explain why you chose the formative assessment(s) included in your lesson. Include any modifications made to formative assessment(s) for individual learners. Documentation to include in Appendix: alignment of objectives and formative assessment(s) should be evident and highlighted in the lesson plan.

Section 4. Analysis of Assessment Results

Reflect on the formative assessment(s) and briefly describe the results of these assessments. Create a data chart that reflects results from at least one formative assessment. Analyze the results related to the impact your instruction had on learning (e.g., learner progress toward lesson objectives and broad learning goal(s)). Briefly address any bias considerations related to use of these formative data to make instructional decisions for ELL/ELLs. Clarify how you will use these data to determine future instruction (e.g., “next steps”) for learner/learners. Documentation to include in Appendix: Include a data chart and examples of the work of the learner.

Appendix

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

References

Webb, N. M., Troper, J. D. & Fall, R., (Sep, 1995). Constructive activity and learning in collaborative small groups. *Journal of Educational Psychology*, Vol 87(3), 406-423. <http://dx.doi.org/10.1037/0022-0663.87.3.406>

Content Literacy Project – This is a Performance-Based Assessment (PBA)—Submit on TK20 by midnight of the due date.

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 Task, you will implement a lesson in a K-12 ESOL classroom. **For the Content Literacy Project, you must make a separate lesson plan (e.g., you are not using the same lesson plan as the Collaborative Learning Team Task assignment).** 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, 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 plan with class members and receive feedback from your peers.
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)

1. State the student content and language learning objectives and explain why you chose them (e.g., rationale for these instructional goals).
2. Document any adaptations needed in the lesson to suit individual student needs.

3. Briefly summarize how you implemented the strategies and your use of technology.
4. 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?
5. Did you meet your goals for instruction? How do you know? Provide examples/support.
6. Did students meet the content and language objectives? How do you know? Provide examples/support.

Justify your thinking using the course readings.

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

1. What did you learn about the nature of language, literacy, and content area instruction for ELLs by using the strategies?
2. What is the role of collaboration in planning and implementing content area literacy for ELLs?
3. 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?
4. 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?
5. 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?
6. 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.
7. 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.

Justify your thinking using the course readings.

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.

Philosophy of Teaching (Update) —This is a Performance-Based Assessment -- Submit on TK20 by midnight of the due date.

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. Use APA-6 style for within text references and on the reference page. **Please follow the rubric at the end of this syllabus.**

Collaborative Learning Team Task: Impact on Learning 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.

| Rubric Criteria | Does Not Meet Standard 1 | Approaching Standard 2 | Meets Standard 3 | Exceeds Standard 4 |
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| Section 1. Collaboration with Colleagues | | | | |
| The candidate collaborates with school professionals to plan and facilitate learning to meet diverse needs of learners. <i>InTASC 10</i> <i>VDOE 6</i> Diversity  | The candidate does not provide evidence of discussion, clarification of ideas, and evaluation of other's ideas with school professionals to plan and/or jointly facilitate learning to meet diverse needs of learners. | The candidate provides evidence that he/she collaborates through discussion, clarification of ideas, and evaluation of other's ideas only occasionally or less than effectively with school professionals to plan and jointly facilitate learning to meet diverse needs of learners, but did not take advantage of all opportunities. | The candidate provides evidence that he/she collaborates through discussion, clarification of ideas, and evaluation of other's ideas of school professionals to effectively plan and jointly facilitate learning that meets the diverse needs of learners. | The candidate provides evidence that he/she collaborates regularly and in a highly effectively manner through discussion, clarification of ideas, and evaluation of other's ideas with a variety of school professionals to plan and jointly facilitate learning to meet diverse needs of learners. The candidate provides evidence of advanced preparation for the collaborative |

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| | | | | meeting by researching ideas and strategies, analyzing data or demonstrating other advanced preparation in order to contribute to the discussion. |
| The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. <i>InTASC 10</i> <i>VDOE 6</i> | The candidate does not provide evidence of collaboration with school professionals to engage in professional learning that advances practice. | 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. | The candidate provides evidence that he/she effectively collaborates with school professionals to effectively and jointly engage in professional learning that advances practice. | The candidate provides evidence that he/she collaborates regularly and effectively with a variety of school professionals to effectively and jointly engage in professional learning that advances practice. The candidate demonstrates highly effective practice by reflecting on the impact of his/her collaboration and new knowledge. |
| Section 2. Planning Instruction | | | | |
| 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. | 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. | 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. | The candidate independently and in collaboration with colleagues uses data to effectively evaluate outcomes of teaching and learning, and adapts planning and practice. | The candidate independently, and in collaboration with colleagues, uses multiple sources of data to accurately evaluate the outcomes of teaching and learning. The candidate effectively adapts planning and practice |

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| <i>InTASC 6</i> <i>VDOE 4</i> | | | | for all learners. The candidate includes an analysis of how assessment results will be used to impact future instructional decisions. |
| The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. <i>InTASC 7</i> <i>VDOE 2</i> Diversity  | 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. | The candidate exhibits a limited understanding of the strengths and needs of individual learners, and uses that knowledge to plan instruction that is responsive to these strengths and needs of a limited number of learners. | The candidate exhibits an understanding the strengths and needs of individual learners and effectively plans instruction that is responsive to these strengths and needs. | The candidate builds upon the strengths and addresses the needs of diverse learners in multiple ways. The candidate plans effective instruction that is responsive to learner strengths and needs throughout the lesson. |
| The candidate encourages positive social interaction, active engagement in learning, and self- motivation. <i>InTASC 3</i> <i>VDOE 5</i> College-and-Career-Ready  | The classroom is a teacher-centered environment. Activities and assignments are inappropriate for learners' age or background. Learners are not engaged in learning. | The classroom is a teacher-centered environment. Candidate attempts to accommodate learners' questions or interests. Activities and assignments are appropriate to some learners and engage them mentally, but other learners are not engaged or self-motivated. | The classroom is a learner-centered environment. Candidate successfully accommodates learners' questions or interests. Activities and assignments are appropriate to learners, and learners are cognitively engaged in exploring content. Learners are self-motivated. | Candidate seizes every opportunity to enhance learning, building on learner interests or a spontaneous event. The candidate creates opportunities for all learners to be cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding. |

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| <p>The candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery.</p> <p><i>InTASC 5 VDOE 2</i></p> <p>Technology Diversity College- and-Career-Ready</p>  | <p>Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.</p> | <p>Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but displays a limited repertoire of instructional strategies.</p> | <p>Candidate conveys knowledge of the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.</p> | <p>Candidate conveys extensive knowledge of the content, and demonstrate their initiative through the application of pedagogical content knowledge in planning and instruction.</p> |
| <p>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.</p> <p><i>InTASC 5 VDOE 2</i></p> | <p>The instructional strategies used by the candidate do not encourage an understanding of content.</p> | <p>The candidate uses limited instructional strategies to encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.</p> | <p>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.</p> | <p>The candidate uses pedagogical content knowledge to implement a variety of instructional strategies that encourage all learners to develop both an understanding of the content and apply knowledge that in authentic ways.</p> |

| Section 3. Assessment | | | | |
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| The candidate articulates how assessment strategies will be used to effectively assess impact on learning. <i>InTASC 8</i> <i>VDOE 3</i> | The candidate provides limited evidence of understanding assessment strategies; no connection to objectives and assessment procedures. | The candidate provides evidence of assessment strategies; minimal connection to objectives and procedures. | The candidate provides specific evidence of assessment strategies (formative and/or summative). There is evidence of alignment between the assessment and the states learning objectives and procedures) | The candidate provides detailed, best practice strategies to formative and summative assessment; assessments clearly and effectively assess the objectives. There is evidence of a strong alignment between the assessment and the states learning objectives and all instructional procedures. |
| 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. <i>InTASC 8</i> <i>VDOE 3</i> | 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. | 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. | 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. | The candidate provides multiple pieces of evidence that he/she designs effective assessments that align learning objectives with a variety of assessment methods and actively works to eliminate sources of bias that can distort assessment results. |
| Section 4. Analysis of Assessment Results | | | | |

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| <p>The candidate analyzes test data to identify the impact of instruction on learning.</p> <p><i>InTASC 8</i> <i>VDOE 3</i></p> | <p>The candidate does not provide evidence of use of assessment data to understand the impact of instruction on learning.</p> | <p>The candidate provides minimal evidence of use of assessment data to understand the impact of instruction on learning.</p> | <p>The candidate correctly uses assessment data to examine the impact of instruction on learning.</p> | <p>The candidate examines and analyzes multiple sources of data to understand the impact of instruction on learning for every learner. The candidate uses this analysis to determine next steps for the learner.</p> |
| <p>The candidate reflects upon assessment results to plan additional relevant learning experiences.</p> <p><i>InTASC 9</i> <i>VDOE 6</i></p> | <p>The candidate describes rather provides specific examples of additional learning experiences relevant learning experiences.</p> | <p>The candidate describes rather than reflects on personal biases and accesses some resources to create additional relevant learning experiences.</p> | <p>The candidate reflects on some personal biases and accesses a range of resources to create additional relevant learning experiences.</p> | <p>The candidate provides evidence a broad range of resources to create additional relevant 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>VDOE 6</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 |

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| 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 and uses of L1. |

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| | | | appropriate materials in lesson. | | | |
| 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 |
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| 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 |

| Performance Indicator | Does not Meet the Standard 1 | Approaches Standard 2 | Meets Standard 3 | Exceeds Standard 4 |
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| 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 |
| 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 |

| Performance Indicator | Does not Meet the Standard 1 | Approaches Standard 2 | Meets Standard 3 | Exceeds Standard 4 |
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| <p>Demonstrate knowledge of language teaching methods in their historical contexts and the evolution of laws, policies and practices in their profession.</p> <p>ACTFL 6b</p> <p>TESOL 5a</p> | <p>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.</p> | <p>Describes some theories, teaching methods and history of language teaching with some inaccuracies and incompletely applies these to making informed instructional decisions.</p> | <p>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.</p> | <p>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.</p> |
| <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> |

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 silence all sound emitting devices 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/> .