

EDPD 501.6F4

**Teaching Content to English Language Learners:
Effective Strategies to Enhance Curriculum Development and Implementation**

**3 Graduate credits
Fall/Spring 2018-19**

Mondays 4:30-7:30 PM

**September 24, October 1, 8, 15, 22, 29, November 5, 19*, 26, December 3, 10, 17
January 7*, 14, 28, February 4 (snow make-up date)**

**work session dates*

**Arlington Career Center
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Arlington, VA 22204**

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COURSE DESCRIPTION

Participants will receive training in a research-based model for effective language and content instruction for English learners (ELs) who are enrolled in ESOL/HILT or mainstream classes. Participants will apply and evaluate these best practices with their students. ***There are no prerequisites or co-requisites for this course.***

LEARNER OBJECTIVES

This course is designed to enable students to:

- identify the critical factors affecting second language acquisition;
- plan and implement lessons based on national, state, and local standards for ELs which incorporate features of the SIOP Model;
- evaluate the extent to which features of the SIOP Model are evident in their own teaching;
- utilize the SIOP Checklist to observe peer lessons and provide feedback on the extent to which the features were effectively implemented;
- evaluate the extent to which their participation in this training has affected their students' achievement.

PROFESSIONAL STANDARDS

National Board for Professional Teaching Standards, Core Propositions

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring students' learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

REQUIRED/RECOMMENDED/SUPPLEMENTAL TEXTS AND/OR READINGS

Required Text:

Echevarria, J., Vogt, M.E., & Short, D. (2016). *Making Content Comprehensible for English Learners: The SIOP Model, 5th edition*. Boston, MA: Pearson.

Additional required readings to be assigned by course instructors.

Recommended Texts:

Vogt, M.E., Echevarria, J. & Washam, M. (2015). *99 More Ideas and Activities for Teaching English Learners with the SIOP Model*. Boston, MA: Pearson.

Vogt, M.E., & Echevarria, J. (2008). *99 Ideas and Activities for Teaching English Learners with the SIOP Model*. Boston, MA: Pearson Allyn and Bacon.

Required and recommended texts are available on Amazon, Barnes and Noble, or Alibris online.

Supplemental Readings

Community Building:

Church, E. (2003). *Building Community in the Classroom*. Retrieved August 12, 2013, from <http://www.scholastic.com/teachers/article/building-community-classroom>

Rance-Roney, J. (2008). Creating Intentional Communities to Support English Language Learners in the Classroom. *English Journal*, 97(5), 17-22.

Second Language Acquisition:

Aukerman, M. (2007). A culpable CALP: Rethinking the conversational/academic language proficiency distinction in early literacy instruction. *The Reading Teacher*, 60(7), 626-635.

Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. *Journal of Adolescent & Adult Literacy*, 50(7), 528-537.

Carrier, K. & Tatum, A. (2006). Creating sentence walls to help English-language learners develop content literacy. *The Reading Teacher*, 60(3), 285-288.

Walqui, A. (2000, September). *Contextual factors in second language acquisition*. Retrieved June 28, 2017, from <https://www.ericdigests.org/2001-2/language.html>

Introduction to the SIOP and Sheltered Instruction:

Echevarria, J., & Short, D. (1999). *The Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development*. Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence.
<http://www.cal.org/resources/digest/sheltered.html> (link on page 8)

Hansen-Thomas, E. (2008). Sheltered Instruction: Best Practices for ELLs in the Mainstream. *Kappa Delta Pi Record*, 44(4), 165-169.

Building Background:

Douglas, E. (2006). *Making reading passages comprehensible for English language learners*. Retrieved May 24, 2012, from <http://www.learnnc.org/lp/pages/811>

Shanahan, T., Fisher, D., & Frey, N. (2012). The Challenge of Challenging Text. *Educational Leadership*, 69(6), 58-62. <http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/The-Challenge-of-Challenging-Text.aspx>

Comprehensible Input:

What is Comprehensible Input? Retrieved May 25, 2012, from <http://www.teachervision.fen.com/learning-disabilities/bilingual-education/10260.html>

Strategies:

Chamot, A. (2009). *The CALLA handbook: Implementing the cognitive academic language learning approach, 2nd Edition*. White Plains, NY: Addison-Wesley Longman.

Crandall, J., Jaramillo, A., Olsen, L. & Peyton, J. (2002, October). *Using cognitive strategies to develop English language and literacy*. Retrieved May 24, 2012, from (page 9)
<http://www.cal.org/resource-center/briefs-digests/digests>

Dong, Y. (2006). Learning to Think in English. *The Best of Educational Leadership*, 64, 22-26.

Haggart, H. (2012). Instructional Strategies for ELLs in Mainstream Classrooms. *ASCD Express*, 7(17). <http://www.ascd.org/ascd-express/vol7/717-haggart.aspx>

Lombardi, J. (2004). *Practical Ways Brain-based Research Applies to ESL Learners*. Retrieved May 24, 2012, from <http://iteslj.org/Articles/Lombardi-BrainResearch.html>

McKeown, R., & Gentilucci, J. (2007). Think-Aloud Strategy: Metacognitive development and monitoring comprehension in the middle school second-language classroom. *Journal of Adolescent & Adult Literacy*, 51(12), 136-147.

Interaction:

Mohr, K. & Mohr, E. (2007, February). Extending English-Language Learners' Classroom Interactions Using the Response Protocol. *The Reading Teacher*, 60(5), 440-450.
<http://www.readingrockets.org/article/extending-english-language-learners-classroom-interactions-using-response-protocol>

Practice/Application:

Oxford, R. (2001, September). *Integrated Skills in the ESL/EFL Classroom*. Retrieved May 24, 2012, from (page 4) <http://www.cal.org/resource-center/briefs-digests/digests>

Lesson Delivery:

Stahl, R. (1994). *Using "think-time" and "wait-time" skillfully in the classroom*. Retrieved May 24, 2012, from <https://www.ericdigests.org/1995-1/think.htm>

Review/Assessment

Chapuis, J., & Chapuis, S. (2007/2008, December/January). The Best Value in Formative Assessment. *Educational Leadership*, 65(4), 14-19.

<http://www.ascd.org/publications/educational-leadership/dec07/vol65/num04/The-Best-Value-in-Formative-Assessment.aspx>

Gomez, E. (2000). *Assessment portfolios: Including English language learners in large-scale assessments* (Digest EDO-FL-00-10). Washington, DC: ERIC Clearinghouse on Languages and Linguistics. <http://www.cal.org/resource-center/briefs-digests/digests> (link on page 1)

Lenski, S., Ehlers-Zavala, F., Daniel, M., & Sun-Irminger, X. (2006, September). Assessing English-language learners in mainstream classrooms. *The Reading Teacher*. 60(1), 24-34.

COURSE ASSIGNMENTS

Assignment Descriptions:

- 1) SIOP Component Presentation:** Small groups (2-3) will take turns teaching a SIOP component to the class. You will have one hour in which to highlight the key points of the chapter for us. Be creative. And remember to include content and language objectives for your presentation. An electronic version of your presentation is due prior to class on the day of your group presentation. **Due Dates: See Summary of Course Session Topics, Readings, & Assignments.**
- 2) Case Study:** A case study is an in-depth study of something or someone. Your assignment is to choose two ELs from your classes who you would like to know more about in order to better meet their needs. Carefully review their ESL information in their ESL files. Assess their progress in English language development, **making specific reference to Cummins' model and factors affecting second language acquisition** (as discussed in class and in the readings). Your paper should be a minimum of two pages and a maximum of four pages, double-spaced, 12 inch font, with 1 inch margins. **Turn in a hard copy at the beginning of class. Due: October 15, 2018**

3) Group Lesson Plan Design and Presentation: (completed as an in-class assignment)

Participants will work in small grade-level groups to collaboratively design a lesson plan in the SIOP format. (Instructors will provide the template.) You will not be expected to teach this lesson. Each group will have 15 minutes to present highlights of the lesson to the class. (Only 1 copy of each plan will be submitted to the instructors. **Turn in a hard copy at the beginning of class.** Handouts for the class are optional.) **Due: November 26, 2018**

4) Final Lesson Plan, Reflection and Presentation:

- Write a lesson plan incorporating all eight SIOP components.
- Teach the lesson. (If the lesson is a multi-session lesson, then teach one session. In your reflection, you'll need to include what came before and what will come after this session—i.e., tell how this session fits within the complete lesson.) \
- Have a peer observe you, using the SIOP checklist, for 45 minutes or longer. The observer should include his/her annotated notes on the checklist.
- Write a reflection paper of the lesson. Your reflection paper should be a minimum of two pages and a maximum of four pages, double-spaced, 12 inch font, with 1 inch margins.
- Include in your reflection:
 - an analysis of the lesson's implementation,
 - comments from the observer, and
 - a self-assessment as evidence of learning in this course. That is to say, what are some things you did in this final lesson which demonstrates your growth as an educator? What effect has the SIOP training in this course had on your thinking and teaching?
- Your partner's annotated SIOP checklist of your lesson must be included in this final packet.
- Make a short oral presentation of what you learned from teaching this lesson. (More details on the presentation will be provided in class.) **Due: January 14, 2018**

Other Expectations:

- **Attendance and Class Participation:** Both are required at all sessions, as the course relies heavily on peer collaboration and instructor modeling of the course content during each session. The course format emphasizes group work and discussions; *therefore regular attendance, active participation and timely completion of all assignments are expected and required of all participants.*
- **Peer Review/Collaboration:** Participants will be required to work collaboratively with colleagues to develop lesson plans, observe live or videotaped lessons, and evaluate the lessons' effectiveness.

Grade Percentages:

- Attendance and Class Participation: 20%
- SIOP Component Presentation: 20%
- Case Study: 15%
- Group Lesson Plan & Presentation: 15%
- Final Lesson Plan, Class Presentation, SIOP Checklist and Reflection Paper: 30%

GMU GRADING SCALE

GRADING SCALE: *(See Individual Assignments' Rubrics)*

A/A+ All assignments completed in a timely manner and detailed. Student demonstrates extensive knowledge and reflective thought regarding reading and presentations. Quality of work consistently exceeds standards. Student always participates in class.

A- All assignments completed in a timely manner and detailed. Student demonstrates extensive knowledge and reflective thought regarding reading and presentations. Student regularly participates in class.

B/B+ Most assignments completed in a timely manner and detailed. Student demonstrates very good knowledge and reflective thought regarding reading and presentations. Student usually participates in class.

B- Some assignments completed in a timely manner and detailed. Student demonstrates general knowledge and some reflective thought regarding reading and presentations. Student sometimes participates in class.

C Some assignments completed. Student demonstrates minimal knowledge and little reflective thought regarding reading and presentations. Student rarely participates in class.

F Several missing and/or incomplete assignments. Student demonstrates misunderstandings with no reflection shown. Student does not participate in class and/or has excessive absences.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University 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.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

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

Session # & Date	Today's Session Topic(s)	Readings and Assignments due at <i>NEXT</i> session (unless otherwise noted)
Session #1 – 9/24	<ul style="list-style-type: none"> - Introduction to the Course - Building a Learning Community - Review of the Syllabus & Course Expectations. - Course Registration & Completion of Forms. - Review of GMU Course Withdrawal & Attendance Policies. - Sign up for SIOP Component Group Presentation. 	<ul style="list-style-type: none"> - Read two articles: “Whose Student is She?” by Dr. Elizabeth Varela found at: http://www.tolerance.org/magazine/number-37-spring-2010/whose-student-she and “A Community of Learners” by Bob Lenz found at: http://www.edutopia.org/envision-schools-learning-community-respect - Purchase SIOP Textbook.
Session #2 - 10/1	<p><u>Language Development</u></p> <ul style="list-style-type: none"> - Introduce Case Study assignment. 	<ul style="list-style-type: none"> - Read Echevarria Ch. 1 (Intro to SIOP) & Ch. 2 (Lesson Preparation). - Prepare SIOP Component Group Presentation (Lesson Preparation). - Begin Case Study. - Bring a lesson plan idea for creating content and language objectives.
Session #3 - 10/8	<p><i>(You should have begun working on your case study.)</i></p> <p><u>Lesson Preparation</u></p> <ul style="list-style-type: none"> - Presenting SIOP Component Group Presentation - Lesson Preparation 	<ul style="list-style-type: none"> - Finish Case Study. - Read Echevarria Ch. 3 (Building Background). - Prepare SIOP Component Group Presentation (Building Background). - Read one of the Supplemental Reading articles regarding Building Background. - Bring a lesson plan idea to update with building background strategies.
Session #4 – 10/15	<p><u>Building Background</u></p> <ul style="list-style-type: none"> - Introduce Group Lesson Plan assignment. - Case Study assignment due. - Presenting SIOP Component Group Presentation - Building Background 	<ul style="list-style-type: none"> - Read Echevarria Ch. 4 (Comprehensible Input). - Prepare SIOP Component Group Presentation (Comprehensible Input). - Read the Supplemental Reading article regarding Comprehensible Input. - Think about who you want to work with for the Group Lesson Plan assignment (2-4 people per group). - Bring a lesson plan idea to analyze for increased comprehensible input.
Session #5 – 10/22	<p><u>Comprehensible Input</u></p> <ul style="list-style-type: none"> - Form Group Lesson Plan groups. - Presenting SIOP Component Group Presentation - Comprehensible Input 	<ul style="list-style-type: none"> - Read Echevarria Ch. 5 (Strategies). - Read one of the Supplemental Reading articles regarding Strategies. - Prepare SIOP Component Group Presentation (Strategies). - Bring materials to work on Group Lesson Plan. - Bring a lesson plan idea for incorporating learner strategies.

Session #6 – 10/29	<u>Strategies</u> - Work in Group Lesson Plan teams. - Presenting SIOP Component Group Presentation - Strategies	- Read Echevarria Ch. 6 (Interaction). - Read the Supplemental Reading article regarding Interaction. - Work on Group Lesson plan. - Prepare SIOP Component Group Presentation (Interaction). - Bring a lesson plan for adding activities for student interaction.
Session #7 - 11/5	<i>Guest Presenter from Population Education</i> <u>Interaction</u> - Presenting SIOP Component Group Presentation-Interaction	- Read Echevarria Ch. 7 (Practice/Application). - Read the Supplemental Reading article regarding Practice/Application. - Work on Group Lesson plan. - Prepare SIOP Component Group Presentation (Practice/Application).
Session #8 – 11/19*	<i>*Work Session at Career Center</i> - Work with teammates to finalize group lesson plans. - Instructors will be available to assist and answer questions.	- Read Echevarria Ch. 8 (Lesson Delivery). - Prepare SIOP Component Group Presentation (Review and Assessment). - Read the Supplemental Reading article regarding Lesson Delivery. - Bring a lesson plan for review of practice/application component.
Session #9 – 11/26	<u>Practice/Application</u> - Presenting SIOP Component Group Presentation - Practice/Application - Group Lesson Plan Presentations (<i>turn in Group Plan to instructors</i>)	- Read Echevarria Ch. 9 (Review & Assessment). - Prepare SIOP Component Group Presentation (Lesson Delivery). - Read one of the Supplemental Reading articles regarding Review and Assessment. - Bring a lesson plan for checking review and assessment.
Session #10 – 12/3	<u>Lesson Delivery</u> - Presenting SIOP Component Group Presentation - Lesson Delivery - Introduce Final Lesson Plan assignment.	- Review Echevarria Chapters 1-5. - Prepare SIOP Component Group Presentation (Review and Assessment). - Bring a current/upcoming lesson plan for peer review.
Session #11 – 12/10	<u>Review and Assessment</u> - Presenting SIOP Component Group Presentation - Review and Assessment	- Review Echevarria Chapters 6-9. - Work on components of Final Lesson Plans.
Session #12 – 12/17	<u>Review all SIOP components.</u> - Teach it to us – share an aspect of the SIOP model that you have put into practice.	- Work on components of Final Lesson Plans. - Bring draft of Final Lesson Plan for peer review.
Session #13 – 1/7*	<i>*Work Session at Career Center</i> - Work on final lesson plans. - Instructors will be available to assist and answer questions.	- Work on components of Final Lesson Plans. - Be prepared to begin presenting Final Lesson Plans.

Session #14 – 1/14	<u>Final Lesson Plan Presentations</u> - Everyone turn in Final Lesson Plan to instructors.	- Continue presenting Final Lesson Plans.
Session #15 – 1/28	<u>Final Lesson Plan Presentations</u> <u>Final Course Evaluation</u>	All done! Enjoy your new knowledge and skills. 😊
Snow Make-up Day - 2/4	Only if needed.	

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website. [See <http://gse.gmu.edu/>]

~ GMU Course Withdrawal Deadline: Inform GMU, through your course instructors, of course withdrawal before Monday, October 8, 2018. ~

**SUMMARY OF COURSE SESSION TOPICS, READINGS, & ASSIGNMENTS
INDIVIDUAL ASSIGNMENTS' RUBRICS
(Descriptors for Individual Assignments)**

	Does not meet standards 1	Approaches meeting standards 2	Meets standards 3	Exceeds standards 4
Attendance & Class Participation 20%	<ul style="list-style-type: none"> ● Missed four or more class sessions. ● Few contributions to class discussions. ● Little or no evidence of peer collaboration. 	<ul style="list-style-type: none"> ● Missed three class sessions. ● Contributed occasionally to whole class and small group discussions. ● Some evidence from class participation and written work of collaboration. 	<ul style="list-style-type: none"> ● Missed two class sessions. ● Contributed thoughtfully to whole class and small group discussions. ● Clear evidence from class participation and written work of productive collaboration. 	<ul style="list-style-type: none"> ● Missed none or only one class session. ● Contributed regularly and thoughtfully to whole class and small group discussions. ● Clear and consistent evidence from class participation and written work of meaningful and productive collaboration.
SIOP Component Presentation 20%	<ul style="list-style-type: none"> ● No evidence of collaboration. ● Presentation not engaging. ● Misunderstanding of concepts presented. 	<ul style="list-style-type: none"> ● Little evidence of collaboration. ● Presentation somewhat engaging. ● Some misunderstanding of concepts presented. 	<ul style="list-style-type: none"> ● Evidence of collaboration. ● Presentation relatively engaging. ● Concepts presented accurately. 	<ul style="list-style-type: none"> ● Strong evidence of collaboration. ● Presentation highly engaging. ● Concepts presented accurately and clear evidence of knowledge and understanding of material presented in the chapter.

<p style="text-align: center;">Case Study 15%</p>	<ul style="list-style-type: none"> ● Case study not completed. ● Little or no evidence of analysis of students and reflection on concepts presented in class. 	<ul style="list-style-type: none"> ● Case study completed. ● Some evidence of analysis of students and reflection on concepts presented in class. 	<ul style="list-style-type: none"> ● Case study completed ● Clear evidence of thoughtful analysis of students and reflection on concepts presented in class. 	<ul style="list-style-type: none"> ● Case study completed and turned in on time. ● Clear and consistent evidence of thoughtful analysis of the students and reflection on concepts presented in class, with specific references to class discussions, readings, and own teaching practice.
<p style="text-align: center;">Group Lesson Plan and Presentation 15%</p>	<ul style="list-style-type: none"> ● Lesson turned in late. ● Does not follow the SIOP format. ● Lesson includes few or no elements of the SIOP. ● Presentation to the class is not engaging. ● No evidence of collaboration. 	<ul style="list-style-type: none"> ● Lesson turned in on time. ● Lesson attempts to follow the SIOP format. ● Lesson includes some elements of the SIOP. ● Presentation to the class is somewhat engaging. ● Little evidence of collaboration. 	<ul style="list-style-type: none"> ● Lesson turned in on time. ● Lesson generally follows the SIOP format. ● Lesson includes most elements of the SIOP. ● Presentation to the class is relatively engaging. ● Some evidence of collaboration. 	<ul style="list-style-type: none"> ● Lesson turned in on time. ● Lesson fully follows the SIOP lesson plan format. ● Lesson includes all components of the SIOP. ● Presentation to the class is highly engaging. ● Strong evidence of collaboration.

<p>Final Lesson Plan (including SIOP Checklist, Class Presentation, and Reflection Paper) 30%</p>	<ul style="list-style-type: none"> ● Lesson turned in late. ● Lesson includes few or no elements of the SIOP model. ● Lesson and reflection show little or no evidence of analysis or understanding of the concepts and practices of the course. ● Reflection provides little or no analysis of the effect of the course on your instructional practices. ● Presentation to the class is not engaging. 	<ul style="list-style-type: none"> ● Lesson turned in on time. ● Lesson includes some elements of the SIOP model. ● Lesson and reflection show limited evidence of understanding of the concepts and practices of the course. ● Reflection provides minimal analysis of the effect of the course on your instructional practices. ● Presentation to the class is somewhat engaging. 	<ul style="list-style-type: none"> ● Lesson turned in on time. ● Lesson includes most elements of the SIOP model, explained fairly well. ● Lesson and reflection together show clear evidence of understanding of the concepts and practices of the course. ● Reflection provides analysis of the effect of the course on your instructional practices. ● Presentation to the class is relatively engaging. 	<ul style="list-style-type: none"> ● Lesson turned in on time. ● Lesson includes all elements of the SIOP model, clearly indicated and thoroughly explained. ● Lesson and reflection together show clear and consistent evidence of knowledge and understanding of the concepts and practices taught in the course. ● Reflection provides thoughtful analysis of the effect of the course on your instructional practices. ● Presentation to the class is highly engaging.
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COURSE FINAL GRADE RECORDING SHEET

Name _____

Date _____

Criteria	Does not meet standards 1	Approaches meeting standards 2	Meets standards 3	Exceeds standards 4	Score
Attendance and Class Participation 20%					
SIOP Component Presentation 20%					
Case Study 15%					
Group Lesson Plan and Presentation 15%					
Final Lesson Plan (including SIOP Checklist, Class Presentation and Reflection Paper) 30%					
Final Grade					

Comments:
