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

EDCI 519.6F5 – Methods of Teaching Culturally and Linguistically Diverse Learners
3 Credits, Spring 2019
Saturdays March 23, April 6 and 27, May 4, 2019, Loudoun Campus Rm 111

Faculty

Name:	Virginia Doherty, Ph.D.
Office Hours:	By appointment before or after class, or through Collaborate Ultra
Office Location:	Thompson Hall 2600
Class dates:	Saturdays 3/23, 4/6, & 4/27, May 4. Weekly online modules.
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Prerequisites/Corequisites
Required Prerequisites: EDCI 510B- and 516B-.
B- Requires minimum grade of B-.

University Catalog Course Description

Examines approaches, methods, and techniques for teaching culturally & linguistically diverse learners in bilingual and ESL classrooms, as well as resources available in field. Critically analyzes and demonstrates teaching approaches based on second language acquisition research, including teaching language through content. Requires 20 hours of PK-12 classroom fieldwork.

Course Overview

This hybrid course is highly interactive by design. It is predicated upon *learning by doing* and *discovery learning*. Assessment is based on performance-based assignments. This class will be engaged in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, student-led micro teaching simulations, video sharing through Collaborate Ultra, peer feedback, discussion board conversations and journal reflections.

Course Delivery Method

This course will be delivered by using a hybrid (45%) and lecture (55%) format. It will meet four Saturdays, breaking for Loudoun spring break. For the asynchronous online modules, we will use Blackboard and you will find the Weekly Modules under Course Content on the left menu. You will log into the Blackboard course site using your Mason email and email password. The course site will be available at all times throughout the semester and beyond.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: We meet face to face (F2F) four Saturdays. In between, you will have online work to complete. You will have until the day before our next F2F class to complete the online work.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and other announcements. Start on the module as soon as you can after the F2F class because some modules will ask you to observe another teacher or to video yourself teaching.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. **Late work will not be accepted based on individual technical issues.**
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.*

Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Professional Dispositions

See https://cehd.gmu.edu/students/polices-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://coursessupport.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/ .

Learner Outcomes or Objectives

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

1) Learn the fundamental concepts of the knowledge base pertaining to ESL, English as a second dialect, and the teaching of other second and foreign languages; second language acquisition, psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.
2) Learn to develop a lesson plan that uses the four language skills, listening, speaking, reading, and writing. This includes learning to develop a lesson plan that shows evidence of scaffolded, differentiated, and multi-level instruction.
3) Plan and manage a second language class effectively and be able to evaluate and selectively apply a range of teaching strategies as appropriate to their students' needs and characteristics, particularly as they apply to the skills and needs of diverse learners. For this purpose, they will need to be able to assess different teaching situations and changing conditions in culturally and linguistically diverse classrooms, so as to select appropriate teaching procedures and adapt to teaching students with differing learning styles and cultural backgrounds.
4) Utilize research by understanding and critically evaluating second language learning theories to engage in a systematic investigation of the knowledge base to inform their own and others teaching practices.

Professional Standards (TESOL/NCATE Standards)

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

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

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

Standard 1.b. Language Acquisition and Development - Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

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 community 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.

Required Texts

Hall Haley, M. (2010). *Brain-compatible differentiated instruction for English language learners*. Allyn & Bacon. Boston, MA. (available at https://www.dropbox.com/s/swdohiprxuox2q8/haley-2016-05-24.pdf?dl=0)

Hall Haley, M. & Austin, T. (2014). *Content-based second language teaching and learning: An interactive approach*. 2nd Edition. Allyn & Bacon. Boston, MA.

Recommended Texts:

Vogt, M.E., & Echevarria, J. (2012). *Making content comprehensible for English Learners: the SIOP Model*. 4th Edition. Allyn & Bacon. Boston, MA.

Herrera, S., & Murry, K. (2011). *Mastering ESL and Bilingual Methods.* Allyn & Bacon. Boston, MA.

Herrell, Adrienne & Jordan, Michael (2008). *50 Strategies for Teaching English Language Learners*. Allyn & Bacon. Boston, MA.

Davis, Bonnie (2012). *How to teach students who don't look like you: culturally relevant teaching strategies.* Corwin Publishers.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy, email).

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT
(Unit Lesson Plan Reflection & Analysis Paper)
Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course <u>with a required performance-based assessment</u> is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

<u>FIELDWORK REQUIREMENT</u>

Field Experience Record and Evaluation (Critical Incident Analysis: Impact on Student Learning)
The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **20 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 20 hours per course (e.g., two courses require 40 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)
*TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to TK20 on Blackboard. The form is located on Blackboard in your TCLDEL organization site in the "Fieldwork" page.

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult

your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf. You will check the box indicating that: *"I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace."* The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1).

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1).

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

Fieldwork Log of Hours: You must submit a signed fieldwork log of hours demonstrating that you observed, planned, and taught in a K-12 school for a minimum of 20 hours. Fieldwork logs must show direct ties to the assignments in this course. Simply being in a classroom without working on the unit plan is not acceptable for meeting the fieldwork guidelines. Fieldwork logs must be signed by your supervisor (in-service candidates) or cooperating teacher (pre-service students) and uploaded to BlackBoard. 5 HRS OUT OF CLASS

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

Assignment Description	Grade %	Standards Addressed	Due Dates
Field Experience Documentation and evaluation of hours and Critical Incident Paper	25%	Requirement for licensure/endorsement This includes the reflection on the videos from the unit plan and on your fieldwork in general.	May 4, 2019 On TK20
Class Attendance and Informed Participation	20%	Attend all class sessions, arriving on time, with readings completed and actively participate during large and small group discussions and activities, and submit assignments on time. Finish each online module completely and on time *TESOL/NCATE Standards: 3a, 3b, 3c, & 5b*	Each face to face and online module
Technology Project	10%	Individually, demonstrate how you use a technology resource to enhance language instruction. You will demonstrate how to access and use this resource. Provide a detailed handout for your colleagues so that they can practice with this language enhancing technology and post the handout on discussion board. TESOL/NCATE Standards: 3a, 3b, 3c, & 5b	April 6 during class Handout posted by April 6
Teaching Demonstrations	20%	Demonstrate a teaching method/approach and one instructional strategy, using lesson plan template provided. Your lesson plan must integrate instructional technologies. Submit a 2-3 page reflection for each demonstration TESOL/NCATE Standards: 3a, 3b, 3c, & 5b	April 27 In class sharing with peer group
Individual Unit Lesson Plan Reflection & Analysis Paper	25%	You must create a unit plan covering five days of instruction using the lesson plan template provided *TESOL/NCATE Standards: 3a, 3b, 3c, & 5b* **This is the Performance Based Assessment (PBA) for the course.**	Midnight Sunday May 5, 2019 All course documentation must be submitted by this date

The deadline for posting the PBAs to Tk20 and for completing the required fieldwork documentation for this course is May 5th. All assignments must be turned in by this date.

1. COMMON ASSESSMENT: Field Experience -- Critical Incident Analysis – Impact on Student Learning.
This will be covered in a separate section below.

2. Tech Project: You will plan a lesson using a multimedia resource and you will inform teachers about its implications for teaching. The tech project will be presented with a brief demonstration of the resource in a small group setting.

3. Teaching Demonstrations: In your class or fieldwork site, demonstrate two strategies which enhance language learning. Your demonstration must integrate some form of technology. You will video these lessons and share in a small group for peer critique.

4. Performance-Based Assessment Unit Lesson Plan Reflection & Analysis Paper:
Your unit plan will cover a minimum of five (5) days of instruction based on the grade, content area, e.g., math, science, social studies, and VA SOLs, that you chose earlier in the course. Sample models are provided for you on Blackboard. Lesson plans must include sections of the of the lesson plan template from Demographics to Homework.
Planning: You will plan classroom instruction in a supportive learning environment for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum. You will plan language-building activities that are designed for student-centered learning. This is to include cooperative learning and flexible grouping. Your plans are to include specific ESL and content, standards-based objectives and provide multiple ways of presenting content. Show that you know, understand and can apply concepts acquired in this course to your own approach to planning a supporting learning environment for ESL students in multilevel classrooms with learners from diverse backgrounds. Demonstrate effective use of a wide range of standards-based materials, resources and technologies. In this three-four day plan you will design activities and provide materials that build strengths in reading, writing, listening, and speaking. Activities should include a variety of tasks based on students' interest, texts and themes, a range of genres, and personal experiences to enhance students' expression in English and other content areas. Organize learning around standards-based subject matter and language learning objectives. Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material. Provide activities and materials that integrate listening, speaking, reading, and writing. Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia. Use appropriate technological resources to enhance language and content-area instruction for ESOL students.

- **Other Requirements**
  Laptop/Cell Phone Policy
  Laptops will be closed during discussions, lectures and other assignments in class which require your full attention. Cell phones must be turned off/silenced during class periods. Cell phones may be used during break.
  Students will be expected to...
  Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities. **One absence and/or missing one online module will result in one letter grade reduction.** Two absences will mean no credit for the course.

You are to refrain from checking email and/or texting during class. Complete all assignments on time. Do the online module work on time.

Inclement Weather Policy
In case of snow, hurricanes, other bad weather, or security emergencies, call 703-993-1000 or go to *www.gmu.edu* for information on class cancellations and university closings. Under certain circumstances we may use Blackboard Collaborate to hold class. We will go over how to use Collaborate Ultra in class. Our face to face class will be cancelled if your school district has cancelled activities for the day when our class is scheduled to meet.

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

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

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

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

Honor Code & Integrity of Work
Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (https://catalog.gmu.edu/policies/honor-code-system/). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:
1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: https://owl.english.purdue.edu/owl/resource/589/02/

4. You may also not "reuse" fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

Late Work Policy
At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one point 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.

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

Incomplete (IN)
This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

COURSE SCHEDULE (TENTATIVE – ALWAYS CHECK BLACKBOARD ANNOUNCEMENTS AND THE CLASS FOLDER FOR EACH CLASS FOR ANY CHANGES OR ADDITIONS. THE CLASS FOLDER WILL BE MORE UP TO DATE THAN THE SYLLABUS.)

Students should have read the chapters ahead of time and be prepared to take part in class discussion. ***Explanations for journal entries and assignments and all materials– including links for each class – are posted in the folder for that class or week.***

***** Haley refers to the downloadable text**.* *H & A refers to the text.*

Class	Date	Topics	Notes/comments/Tasks
1	Saturday March 23	Housekeeping (schedule, expectations, etc.) Syllabus review (assignments and timing) Pre-assessment What do you know? Quick review of theories (Krashen, Cummins, Collier, Schumann…) What are effective practices for ELLs? Lesson planning: Integrating all 4 language domains in content lessons: **focus on listening**	**Before class**: **(1) Read** Haley pp. xi – xvi.** **(2) Read Haley/Austin xiii-xvii and Chapter 1 (PowerPoint available in the weekly folder)** (3) Bring one or two lesson plans that you have written. **In class**: Pre-assessment and Review of language acquisition theories/theorists **After class:** See folder for online work for next week.
2 **Online**	Week of March 24	Lesson planning and unit planning templates Quick history of language teaching methodologies Standards: what are they and which ones do we follow; standards-based planning Writing objectives for language learning: content and language objectives WIDA levels of proficiency.	**Readings:** **1. Haley **Chapters 1 and 2** **2. H &A Chapter 2** Journal #1 response: found in week 1 folder Journal #2 response: **Describe the demographics of your school and class.** (full prompts for journal responses are found in the link to the journal Blackboard discussion forum on Haley readings Prepare your technology presentation and handout for next week.
3	Saturday April 6	Differentiating instruction Oral language development Integrating all 4 language domains in content lessons: **focus on speaking and vocabulary**	**Before class:** 1. H & A chapter 4 2. Haley **chapter 3 **In class:** strategies for oral language-building Technology –presentations and discussion on how, when and why.

		Technology in language teaching; pedagogical implications for using technology; focus on interactive oral language assessment/performance-based tasks.	**After class:** **Journal #3:** describe an assessment and how you modify it for each WIDA level. **Post your technology handout**
4 Online	Week of April 7	Words and Meaning English Learners Vocabulary Development **SIOP and CALLA** Creating activities that demonstrate Culturally Responsive Teaching.	**Readings:** **Review Haley **pp. 7-39; H&A chapters 5 and 6** Discussion board: Contributions to the strategy banks **Journal #4**: demonstrate your knowledge of current language teaching methods. How do you apply what you have learned?
5 Online	Week of April 14	Integrating all 4 language domains in content lessons: **focus on reading and writing** Why reading is hard/difficult for language learners Manipulatives in language teaching	**Reading: H &A chapter 9** **Journal #5: Describe how you collaborate with others to integrate language and content.** **Discussion Board:** reaction to Why Reading is Hard
6 Online	Week of April 21	Content reading and writing Integrating reading and writing in content lessons	**Readings:H&A chapters 7 & 8** **Journal prompt #6: Describe some of the resources or strategies that you use which make your lessons 'language rich'.**
7	Saturday April 27	Emergent readers English learners and process writing Assessment issues in language planning and instruction Analyzing teaching for critical incidents	**In class:** Video lesson share Critical incident analysis==**bring your two videos for peer feedback** Assessment: how to imbed formative assessment and use results for planning Discussion on writing strategies, what works and what doesn't. **Journal #7: Describe how you share your knowledge with others in your teaching environment.**
8	Saturday May 4	Tying up loose ends Review of language domains and planning for instruction Making our lessons 'language rich' **Unit plan presentations for peer feedback**	*All assignments for this course must be sent/posted on or before May 5 at midnight.* *Field Experience Reports due on/before May 5th at midnight.*

Field Experience (In-Service and Pre-Service Teachers)

For EDCI 519 you are required to complete a minimum of 20 hours of field experience. You must have your placement made for you by GMU.

Instructions: The online Field Experience Presentation discusses the registration process for students. The presentation and the registration website can be accessed from this location: http://cehd.gmu.edu/teacher/fieldexperience/ It is important that all students completing field experience register by the second week of class.

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 using the Fieldwork Evaluation & Log is required which includes a signature from your field experience teacher(s) or supervisor(s). The Fieldwork Evaluation & Log is located on Blackboard.

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 PBA. 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 September 15 (Fall) or February 15 (Spring). 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).
NOTE: In-Service teachers must spend at least five observational hours outside of their own class.

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 September 15 (Fall) or February 15 (Spring). 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).

Teaching: You must teach a minimum of two micro 10 minute lessons in a K-12 classroom. In-service teachers with ELLs can use your own classroom. Pre-service teachers will be required to obtain a fieldwork placement and work with a cooperating teacher to take over responsibility for the classroom for a minimum of two lessons. It is important that pre-service teachers develop a rapport with mentor teachers and co-plan their lessons to fit with the instructional goals of the cooperating teacher. Therefore, pre-service teachers may need to spend more than the minimum of 20 hours in a K-12 ESL classroom in order to meet the requirements of this course. Have your mentor teacher review your lesson and evaluate your teaching using the form provided. You must submit lesson plans to the mentor teacher for the micro teaching in advance of instruction, and have the mentor teacher observe your teaching and provide feedback using the provided form.

George Mason University College of Education and Human Development

CAEP Common Assessment

Critical Incident Analysis: Impact on Student Learning Assessment Task

Assessment Information:

In the TCLDEL program, the Critical Incident Analysis Assessment Task is completed during EDCI 519 Methods of Teaching Culturally & Linguistically Diverse Learners and is assessed by the course instructor. The candidate must achieve a score of 3 to be successful on this assignment. If a candidate does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify gaps the candidate's ability to meet learning differences and to critically analyze and reflect upon an instructional episode and connections between situations they encounter and the broader social, political, and economic forces that can impact on student learning.

Standards addressed in this assessment:

InTASC Standards: 2 & 9

CAEP Standards: 1.1, 1.2, 1.3, 1.5

VDOE Standards: 2, 3, 4, 5

THEMES: Technology

Assessment Objectives

- The candidate will use knowledge of learning differences and assessment to develop an instructional plan including a plan for assessing the learner progress.

- The candidate will use all three levels of critical reflection (technical, practical, and critical) to analyze an instructional episode to make connections between situations they encounter and the broader social, political, and economic forces that influence those events.

- The candidate will critically reflect upon a "critical incident" from a lesson and propose alternative ways of addressing the incident to affect future teaching.

Rationale

According to John Dewey (1933) reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends. Critical reflection delves even more deeply. Critical reflection allows candidates to make teaching decisions based upon a conscious awareness and careful consideration of the assumptions on which the decisions are based, and the technical, educational, and ethical consequences of those decisions.

For this assessment, you'll apply Van Manen's (1977) three hierarchical levels of reflection to your holistic reflection, as explained in Yost, et.al (2000):

- **Technical reflection** – focuses on effective application of skills and knowledge in the classroom so reflection focuses on analyzing the effects of strategies used. (Example: "Will using a timer help Susan stay focused on her work?")

- **Practical reflection** – focuses on the assumptions underlying a specific practice and the consequences of that practice on learning. It implies the assessment of the educational implications of actions and beliefs. (Example: "Did using a 'flipped classroom' design allow my students to learn more, faster-than more traditional instruction?")
- **Critical reflection** – includes emphases from technical and practical reflection and goes deeper. It focuses on questioning moral and ethical dimensions of decisions related, directly or indirectly, to the classroom. Candidates make connections between situations they encounter and the broader social, political, and economic forces that influence those events. (Example: "I wonder if creating structures that provide learners with more responsibility for their learning will make them more independent and self-motivated learners. And will these skills carry over into the real world?")

For this assessment, you'll also identify a "critical incident" from your own teaching. Brookfield (1990) noted that a "critical incident" is a 'vividly remembered event which is unplanned and unanticipated' (pg. 84). Reflecting upon a critical incident can affect change in: your thinking, your practice, your attitudes, and your understanding. A critical incident might be an interaction with a learner; it might be part of a teaching episode; it could be a parent interaction or just a solitary "ah-ha" moment. **For this assessment, your analysis will focus on what you learn from reflecting on a critical incident identified from a lesson.**

Directions: Critical Incident Analysis: Impact on Student Learning Assessment Task
This assignment requires you to reflect at all three levels of reflection. During field experience or your internship, you will record yourself teaching a lesson for which you have developed a detailed lesson plan. **Prior to recording, be sure to obtain appropriate permissions from school system, school, and families as needed in your specific context.**

This assignment consists of two parts: (a) **the holistic reflection,** and (b) **critical incident analysis**.
To complete this assignment, you must develop a lesson plan and record the lesson* while teaching it. The lesson and the video will not be scored but will provide context during scoring the assessment. A videotape of the lesson will help identify the critical incident; however, if you are unable to videotape for any reason, completing this assessment for a lesson observed and transcribed or scripted by a mentor or supervisor so an incident can be identified, is an acceptable option.)

Section 1: Holistic Reflection
　　　　Following the lesson presentation, write a reflective statement that includes technical, practical, and critical reflections related to your lesson. (See above for additional information.)

Section 2: Identify, Analyze, and Critically Reflect on a Critical Incident
　　　　From your recorded lesson, select a segment (~5-10 minutes in length) that contains a critical incident, an incident that did not go as you anticipated, causing you to adjust and/or rethink your instruction. Use the following to guide your description of and reflection on the critical incident captured that occurred during your lesson.
　　　　　　a. Provide a brief description of what is happening in the selected clip. (A review of a videotape of the lesson will help identify the critical incident; however, if you are unable to videotape for any reason, completing this assessment for a lesson observed and transcribed or scripted by a mentor or supervisor where an incident can be identified, is an acceptable option.)
　　　　　　b. Explain why this particular segment was selected.
　　　　　　c. Analyze the critical incident using critical reflection strategies.
　　　　　　　-Propose alternative ways of handling the critical incident. You should draw upon your readings, knowledge of best practice, observations, and course work for support.
　　　　　　　-Summarize what was learned and how it will impact your future teaching.

Submit: (a) the lesson plan for the recorded lesson, (b) the holistic reflection, (c) the critical incident video clip or a detailed description/transcript of the critical incident, and (d) critical reflection of the critical incident.

References:
Brookfield, S.D. (1990). Using critical incidents to explore learners' assumptions. J. Mezirow (Ed). *Fostering critical reflection in adulthood* (pp. 177-193). San Fransisco: Jossey-Bass Publishers.

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

Van Manen, M. (1977). Linking ways of knowing with ways of being practical. *Curriculum Inquiry, 6*, 205-228. http://www.jstor.org/stable/1179579

Yost, D.S., Sentner, S.M., Forlenza-Bailey, A. (2000). An Examination of the Construct of Critical Reflection: Implications for Teacher Education Programming in the 21st Century, *Journal of Teacher Education, 51*:1, 39-49. DOI: https://doi.org/10.1177/002248710005100105

Critical Incident Analysis: Impact on Student Learning Assessment Task Rubric

Scoring Guidelines

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

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

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

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

CRITERIA	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
Part 1 – Holistic Reflection				
The candidate uses a variety of data to evaluate the outcomes of teaching and learning to adapt planning and practice. ***InTASC 9*** ***VDOE 6***	The candidate uses either a single data point to evaluate the outcomes of teaching and/or does not address their analysis and insights to adapt planning and practice for subsequent learning.	The candidate uses limited data points to evaluate the outcomes of the learning experience, and/or provides limited strategies and insights to adapt planning and practice for subsequent learning experiences.	The candidate uses a variety of data points to evaluate the outcomes the learning experience and also a variety of learning strategies and insights to adapt planning and practice for subsequent learning experiences.	The candidate uses a variety of data points to evaluate the outcomes the learning experience. The candidate selects a variety of learning strategies and insights to adapt planning and practice for subsequent learning experiences. The candidate provides detailed rationale for the selection of strategies and the adaptation of instructional practice.

The candidate uses ongoing analysis and reflection to improve planning and practice. *InTASC 9 VDOE 6*	There was no evidence that the candidate used ongoing all three levels of analysis and/or reflection to improve planning and practice.	The candidate used all three levels of analysis. However, the analysis is superficial and reflection is not at a critical level to improve planning and practice.	The candidate uses all three levels of analysis and critical reflection in an in-depth manner, to improve planning and practice.	The candidate effectively used all three levels of analysis and critical reflection to improve planning and practice. Additionally, the candidate analyzed and anticipated/predicted the impact that changes in strategies and practice would have on learners in subsequent experiences.
Part 2-- Critical Incident Analysis and Critical Reflection				
The candidate critically reflects on a critical incident based on the cause and effect relationship between underlying issues and motivators that impact learning. *InTASC 9 VDOE 6*	The candidate does reflects at a technical or practical level.	The candidate makes an inaccurate or incomplete critical reflection of the critical incident by identifying poorly matched underlying issues and motivators impact on learners.	The candidate makes a complete critical reflection of the critical incident based on the cause and effect relationship between underlying issues and motivators impacting learners.	The candidate makes a complete critical reflection of the critical incident based on the cause and effect relationship between underlying issues and motivators and includes reflection, and problem-solving strategies to improve instruction.
The candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences.	There was no evidence that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.	There was minimal evidence that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.	The candidate identifies examples of possible options to effectively engage in ongoing learning opportunities to plan to improve teaching and learning.	The candidate identifies specific evidence of strategies to effectively engage in ongoing learning opportunities to plan to improve teaching and learning that directly relate to

				the critical incident.
The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of instruction. *InTASC 9* *VDOE 6*	There is no evidence that the candidate reflects on his/her personal biases. The candidate did not access resources to deepen his/her own understanding of individual differences.	The candidate provides evidence that he/she reflects at the technical level on his/her personal biases and accesses resources to deepen his/her own understanding of limited individual differences.	The candidate provides evidence that he/she critically reflects on personal biases and accesses appropriate resources to deepen his/her own understanding of a variety of individual differences.	The candidate provides evidence that he/she critically reflects on personal biases and accesses multiple resources to deepen his/her own understanding of a variety of specific individual differences.
The candidate uses knowledge of individual differences to build relationships to create more relevant learning experiences. *InTASC 2* *VDOE 1*	The candidate does not build relationships and does not create relevant learning experiences for learners.	The candidate builds relationships and creates relevant learning experiences for some learners.	The candidate builds relationships and creates relevant learning experiences based upon the knowledge of individual learner differences.	The candidate builds relationships and creates relevant and authentic learning experiences based upon the knowledge of specific individual learner differences.

Technology Project

Using Technology to Enhance Learning Experiences for English Language Learners

Begin by viewing this You Tube: http://www.youtube.com/watch?v=Fnh9q_cQcUE

The following was retrieved on 16 Jan 2010 from: http://en.wikipedia.org/wiki/Digital_native

Marc Prensky is acknowledged to have coined the term *digital native* in his work *Digital Natives, Digital Immigrants* published in 2001. In his seminal article, he assigns it to a new breed of student entering educational establishments.[1] The term draws an analogy to a country's natives, for whom the local religion, language, and folkways are natural and indigenous, over against immigrants to a country who often are expected to adapt and assimilate to their newly adopted home. Prensky refers to *accents* employed by digital immigrants, such as printing documents rather than commenting on screen or printing out emails to save in hard copy form. Digital immigrants are said to have a "thick accent" when operating in the digital world in distinctly pre-digital ways, for instance, calling someone on the telephone to ask if they have received a sent e-mail.

Not everyone agrees with the language and underlying assumptions of the *digital native*, particularly as it pertains to the concept of their differentiation. There are many reasonable arguments against this differentiation. It suggests a fluidity with technology that not all children and young adults have, and a corresponding awkwardness with technology that not all older adults have. It entirely ignores the fact that the digital universe was conceived of pioneered, and created by the *digital immigrants*. In its application, the concept of the digital native preferences those who grow up with technology as having a special status ignoring the significant difference between familiarity and creative application.

Crucially, there is debate over whether there is any adequate evidence for claims made about *digital natives* and their implications for education. Bennett, Maton & Kervin (2008), for example, critically review the research evidence and describe some accounts of *digital natives* as an academic form of a moral panic.

Your Task:

You will select an educational technology that can be utilized in today's classrooms with English Language Learners. This can be something you currently use or would like to learn to use. You will plan a demonstration on how to use this technology in a content (math, science, social studies, English Language Arts) standards-based lesson activity. I can help in providing some technologies. However, most can be obtained online. Your tech project will consist of demonstrating "how" to use the technology you've selected. You will submit a paper copy and CD/DVD/ Digital Copy detailing the activity. You may select from the following or choose a technology with which you are already familiar:

- Wikis
- Blog
- Electronic grade book
- Digital camera
- EPals
- Facebook

- Twitter
- Skype
- Smartboard
- MySpace
- Flickr

Additional technologies:

iPod, Flip Cameras, iClickers, IPods, Pod-cast, Webinar, BlackBoard, PhotoStory, Hot Potato, Flash Media, Kindle, Wii, Mimio, Video tape, Multimedia, PowerPoint, MOOs and MUDs, You Tube, Teacher Tube, Web Quest, Picasa, Jing, Wordle, Wikispaces, Animoto, Voxopop, Toondo, Voicethread, or Other Technologies

Procedures/Steps to Follow:

1. Prepare a 30-minute technology-based project to be taught in a standards-based math, science, social studies or ELA classroom and apply it to a teaching setting. This lesson can be used in your unit lesson plan. The purpose of the project is to focus on one technology and inform teachers about its implications for working with ELLs.

2. Describe the teacher/student population and their needs.

3. Prepare a printed guide to your product to help a novice use it.

4. Refer to course topics to add support to this project. For instance, describe how you can scaffold and differentiate instruction for multiple proficiency levels students working alongside mainstream English-only students.

5. Submit your technology handout on Blackboard.

6. Prepare a **10-15 minute demonstration** on how to use this technology in the class. I would suggest either a demonstration of the website and how you would use it to teach ELLs. You can simply show the class the technology and how you plan to use it or you can prepare a PPT (maximum 5 slides) on how this technology can be used. You will present to a small group and possibly share with the whole group. Bring at least one copy of your 'how to' handout to be used in a gallery walk after the presentations.

Rubric for Technology Project

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
5 points	4 points	3 points	2-0 points
Fulfillment of task_____			

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
Prepares an effective presentation on a technology resource			Does not prepare an effective presentation on a technology resource.
Completion of task requirements_____			
Project is based on a course outline topic Projects applies to a teaching setting	Project is partially based on a course outline topic Projects partially applies to a teaching setting	Project is not based on a course outline topic Projects slightly applies to a teaching setting	Project is not based on a course outline topic Project does not apply to a teaching setting
Appropriateness and usefulness of materials selected_____			
Describes the teacher/student population and their needs	Partially describes the teacher/student population and their needs	Does not clearly describe the teacher/student population and their needs	Does not describe the teacher/student population and their needs
Analysis_____			
Prepares an effective guide of the product to help a novice use it Refers to course topics to add support to project	Prepares a printed guide of the product which is somewhat confusing; Partially refers to course topics to add support to project	Partially prepares a confusing or ineffective guide to the resource Does not refer to course topics to add support to project	Does not prepare a handout Does not refer to course topics to add support to project

You will choose one new instructional strategy from the text or strategies that have been discussed so far, using the lesson plan template provided and suggestions below. You can also use the strategy books recommended in the syllabus or recommended by your professor. Your lesson plan must show how you integrate instructional technology. A reflection will follow. Some suggestions

Methods/Approaches
- Total Physical Response (TPR)
- Natural Approach (Terrell and Krashen)
- Direct Method (such as Berlitz, Jespersen, de Sauze)
- Cognitive Academic Language Learning Approach (CALLA)
- Total Physical Response Storytelling (TPRS)
- Audiolingual Method (ALM)

Instructional Strategies
- Cooperative Learning
- Information Gap/Jigsaw or Other Interactive Activities
- Grouping
- Pre-reading scaffolding as practiced in class
- Alternative Forms of Assessment

GUIDELINES FOR METHODS AND STRATEGIES TEACHING DEMONSTRATION

This assignment is composed of four parts:

1. Prepare a lesson plan, using the provided template.
2. Read at least three (3) articles on the method or approach you have chosen. Try to find a least one resource by the original developer of the method/approach/strategy.
3. Prepare a one-page handout describing the strategy used—a 'how to' set of instructions so that your classmates could try the same strategy. Post this handout in the Blackboard discussion board under the forum named "Strategy presentations".

For this assignment:

1. You will record a short video of your teaching. You should plan on no more than 10 minutes. You may start by giving background information about the strategy and about the class that the lesson is prepared for. Show the video in your Critical Friends Group on Blackboard Collaborate Ultra and ask for feedback and questions. Ask one of your critical friends to be in charge of recording.
2. After you have shared your video with your Critical Friends and solicited feedback, then write a reflection, based on the guidelines for the reflection (below).
3. Your Critical Friends will give you feedback on the following topics. They will fill out an evaluation form and scan it to you and me after your video session.

EVALUATION of your teaching demonstration will be based upon the following criteria:

❑ Faithfulness to the general philosophy and techniques of the method chosen

- ❑ Evidence of preparation

- ❑ Use of teacher-developed materials

- ❑ Flexibility in response to students' spontaneity

- ❑ Efficient use of time

- ❑ Class rapport, warmth, and enthusiasm of teacher

- ❑ Creativity

- ❑ Usefulness of Handout

- ❑ **REFLECTION PHASE – To be included in the paper under the heading, REFLECTION.**
- ❑ Efforts to Accommodate:
- ❑ Visual learners_____
- ❑ Auditory learners_____
- ❑ Tactile learners_____
- ❑ Specials needs learners_____
- ❑ What worked well?_____
- ❑ What didn't work well?_____
- ❑ What will you do differently as a result of this plan? _____
- ❑ How might this lesson be improved? _____
- ❑ One important thing I learned was_____
- ❑ What feedback from my colleagues did I find most valuable? _____

Performance-based Assessment: Unit Lesson Plan

FINAL PROJECT

Must be UPLOADED TO BlackBoard Tk20.

GUIDELINES FOR UNIT LESSON PLAN: Planning for Standards-based ESL and Content Instruction; Managing and Implementing Standards-based ESL and Content Instruction; and Using Resources Effectively in ESL and Content Instruction

Description: Plan classroom instruction in a supportive learning environment for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum. You will plan language-building activities that are designed for student-centered learning. This is to include cooperative learning and flexible grouping. Your plans are to include specific ESL and content, standards-based objectives and provide multiple ways of presenting content. Show that you know, understand and can apply concepts acquired in this course to your own approach to planning a supporting learning environment for ESL students in multilevel classrooms with learners from diverse backgrounds. Demonstrate effective use of a wide range of standards-based materials, resources and technologies. In this five day plan you will design activities and provide materials build strengths in reading, writing, listening, and speaking. Activities should include a variety of activities based on students' interest, texts and themes, a range of genres, and personal experiences to enhance students' expression in English and other content areas. Organize learning around standards-based subject matter and language learning objectives. Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material. Provide activities and materials that integrate listening, speaking, reading, and writing. Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia. Use appropriate technological resources to enhance language and content-area instruction for ESOL students.

Process: Follow the outline below for planning a unit/lesson plan that is specific to your own current or future teaching circumstance. This plan should cover 5 days (1 separate lesson plan for each day) and each day's plan must include *preparation, presentation, practice, evaluation, expansion, and scaffolded (multilevel) instruction.* Use the lesson plan template pages 1-2 provided in the syllabus. Choose one theme or topic and the level/age/grade/content you want to teach. Include this in the title. Define the program model, i.e., pull out, push in, sheltered, immersion, etc. Provide a scenario of the school and class setting for whom this unit plan is intended.

TESOL/NCATE Standard 3a: Know, understand and apply concepts, research, and best practices to plan instruction in a supporting learning environment for ESL students. Serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

TESOL/NCATE Standard 3b: Know, manage and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum.

TESOL/NCATE Standard 3c: 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.

TESOL/NCATE Standard 4c. Know and use a variety of classroom and performance-based assessment tools that are standards based to inform instruction:

Assessment Criteria: The following assessment criteria used will be

1. cultural context and school setting
2. a paragraph that demonstrates understanding the purposes of assessment as they relate to ELLs and how to use the results to plan appropriately (analysis paper)
3. incorporate current appropriate language teaching methods to design effective instruction for ELLs
4. standards-based and learning objectives, content, and theme-based
5. plans include instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for students to successfully meet learning objectives
6. Five separate lesson plans and includes all 4 skills: listening, speaking, reading and writing. Use lesson plan template: Planning Phase, Teaching Phase Sequence, pp. 13-14.
7. Select, adapt, and use a variety of culturally appropriate content, responsive, and age-appropriate and linguistically accessible materials (could use tech projects)

STEPS FOR THE UNIT LESSON PLAN AND PAPER

Write at least a half page describing the cultural context of the school and class setting including program model, class composition, and resources available. (TESOL 2)

1. Describe your understanding of the purposes of assessment as they relate to ELLs and how to use results appropriate to planning a unit. (TESOL 4a)
2. For each of the five days include specific language teaching methods that will be used. (TESOL 5a)
3. Plans for all five days include standards-based and content instruction. (TESOL 3a)
4. Unit plan provides clear evidence of using students' prior knowledge, embedding assessment, and scaffolding instruction. (TESOL 3a)

5. Planning is organized around standards-based subject matter and language learning objectives. (TESOL 3b)
6. Each day's lesson includes activities and materials to integrate listening, speaking, reading and writing. (TESOL 3b)
7. Unit plan shows clear evidence of a variety of culturally appropriate, responsive, and age-appropriate materials. (TESOL 3c)
8. Write a paragraph describing your decisions to use certain teaching practices for instruction and assessment.
9. Unit Plan must include 5-days, be standards-based, and in a content area (math, science, social studies, or ELA). Include both content and language objectives that are age and background appropriate.
10. Describe in a paragraph how you use students' prior knowledge to plan activities that include the 4 skills.
11. Plan must include evidence of VA State Standards (SOLs).
12. Plan must demonstrate use of a variety of tools with a focus on hands-on, visual, and use of technology.
13. Write a reflection paragraph that details a critical analysis of the planning process. What do you now know and what influence will it have in the future?

(TESOL 5b)

ASSIGNMENT RUBRICS

Analytic Rubric for Attendance, Homework, and Online Participation

Accomplished **Strongly meets Expectations. Clear, Consistent, and Convincing Evidence**	Developing: **Meets Expectations Adequately.** **Clear Evidence**	Beginning: **Does not adequately meeting Expectations** **Limited Evidence**	No Evidence **Little or No Evidence**
10 points **A**	**9-7 points** **B**	**6-1 points** **C**	**0 points** **F**
Face to Face Class Attendance_____			
Attended all classes, arriving on time	N/A	N/A	Missed a Saturday class
Homework_____			
Complete assignments on time	Completed most assignments on time	Completed few assignments on time	Did not complete assignments on time
Online Participation_____			
Reflected seriously in Journal entries	Reflected seriously in most Journal entries	Wrote quickly with surface reflection in journal entries	Did not write reflectively or missed a journal entry
Provided constructive feedback to class members in discussion board when requested	Provided some constructive feedback to class members in discussion board when requested	Rarely provided constructive feedback to class members on discussion board when requested	Did not provide constructive feedback to class members on discussion board

Field Experience Record

To the Mentor Teacher/Supervisor:

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

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

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

Student's Signature:_____

Date:_____ Mentor/Supervisor Signature:_____ Date:_____

Field Experience Evaluation Form

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

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

Comments:

_____

_____

<p style="text-align:center"><u>**Sample Lesson Plan Template**</u></p>

<p style="text-align:center"><u>**ENGLISH AS A SECOND LANGUAGE**</u></p>

Teacher_____**School**_____

Grade(s)_____ **Proficiency Level(s)**_____**Program Model**_____

Content:_____

PLANNING PHASE

Content and/or Language Objectives – *As a result of this lesson, students will be able to:*

1.

2.

3.

<u>**Vocabulary**</u>

<u>**Materials Needed**</u>

<u>**Lesson Outline:**</u>

Content:_____

National/State/Local Standards:_____

<u>**TEACHING PHASE SEQUENCE**</u>

Warm-up Activity:_____

Transition:_____

Activities

Grouping		Scaffolding		Processes		Skills	
Entire class		Modeling		Reading		Listening	
Small group		Individual		Listening		Speaking	
Partners		Guided		Writing		Reading	
Individual				Individual		Writing	

Activity # 1

     Transition

Activity # 2

     Transition

Activity # 3

     Transition

Differentiated Instruction

Starting Up

Beginning

Developing

Expanding

Bridging

Assessment

Closure

Review of this lesson:

Preview for next lesson:

Home Work

REFLECTION PHASE

Efforts to Accommodate:

     Visual learners_____

     Auditory learners_____

     Tactile learners_____

     Specials needs learners_____

What worked well?_____

What didn't work well?_____

What will you do differently as a result of this plan?_____

How might this lesson be improved?_____

One important thing I learned was_____

Teaching Demonstrations Feedback Sheet

Presenter(s)_____

Method/Strategy_____ **Date**_____

5=Excellent 1=Poor	1	2	3	4	5
Usefulness of Handout					
Accurate Summary					
True to Method/Strategy					
Evidence of Preparation					
Use of Teacher-Developed Materials					
Flexibility in Response to Students					
Efficient Use of Time					
Class rapport, warmth, enthusiasm					
Creativity					
Differentiated 5 levels of proficiency					

Comments:_____

_____

Recommendations:_____

_____

Performance-based Assessment Unit Lesson Plan and Paper

EDCI 519: Methods of Teaching CLD Learners
Unit Plan

Criteria	Does Not Meet Standard	Approaches Standard	Meets Standards	Exceeds Standard
Describe of cultural context, school and class setting TESOL 2	Candidate did not describe the school and class setting for whom the plan is intended.	Candidate described the class setting including cultural context but not the school for whom the plan is intended. Unit plan does appropriately cultural context	Candidate described the school and class setting for whom the plan is intended. Unit plan reflects their knowledge of students' culture and how it impacts student learning	Candidate described the school and class setting, including program model, class composition, and resources available; unit lesson plan that allows students to share and apply cultural perspectives to meet learning objectives
Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriate to plan unit TESOL 4a	Candidates do not use assessment to plan instruction.	Candidates demonstrate an awareness of the purpose of assessment but use it inappropriately in classroom activities and lesson plans.	Candidates understand the purpose of assessment and use it to create appropriate classroom activities.	Candidates understand and can effectively use a variety of assessments to plan instruction that is scaffolded appropriately for all levels of ELLs.
Demonstrate knowledge of current language teaching methods to design effective ELL instruction TESOL 5a	Candidates do not use appropriate teaching methods	Candidates are familiar with different and well-established teaching methodologies but fail to use methods appropriately in lesson planning.	Candidates use their knowledge of the field of ESL to provide effective instruction and make connections between current research and teaching practice.	Candidates use their knowledge of the field of ESL and best teaching practices to make instructional and assessment decisions and design appropriate instruction for students.

Criteria	Does Not Meet Standard	Approaches Standard	Meets Standards	Exceeds Standard
Plan for standards-based ESL and content instruction TESOL 3a	Candidate provides a five- day unit plan not based on standards-based ESL and content objectives. Objectives are inappropriate for age and educational background level of students.	Candidate provides a five-day unit plan with some standards-based ESL and content objectives. Objectives are inappropriate for age of students but appropriate for educational background level of students.	Candidate provides a five- day unit plan with standards-based ESL and content objectives for at least two of the content areas. Objectives are appropriate for age and educational background level of students.	Candidate provides a five-day unit plan with standards-based ESL and math, science, social studies, and English language arts objectives. Objectives are appropriate for age and educational background level of diverse learners and include descriptions of scaffolded support.
Provide for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for student to successfully meet learning objectives TESOL 3a	Candidates do not embed assessment or scaffold learning in the unit plan	Candidates do not use assessments to measure students' degree of mastery of learning objectives or do not use them effectively to continue instruction throughout the unit	Candidates plan lessons that are scaffolded and link student's prior knowledge to newly introduced learning objectives and continually monitor students' progress toward learning objectives.	Candidate uses students' prior knowledge to plan activities that integrate skill and content areas through thematic-based topics. Following formal and informal assessments, candidates reteach, using alternate materials, techniques, and assessments for students who need additional time and approaches to master learning objectives.
Organize learning around standards-based subject matter and language learning objectives TESOL 3b	Unit plan does not include appropriate language learning or standards-based objectives. Candidate does not use students' prior knowledge in planning ESL and content instruction.	Candidate organizes limited learning around effective standards-based ESL and content instruction. Unit plan does not clearly support language learning objectives. Candidate creates objectives that sometimes support state standards (SOLs) in an engaging, interactive manner.	Candidate organizes learning around effective standards-based ESL and content instruction. Unit plan clearly supports appropriate language learning objectives. Candidate creates objectives that support state standards (SOLs) in an engaging, interactive manner..	Candidate organizes learning in a variety of ways around effective standards-based ESL and content instruction. Unit plan clearly supports and integrates appropriate language learning objectives. Candidate creates objectives that support state standards (SOLs) while providing scaffolding techniques throughout the unit plan.

Criteria	Does Not Meet Standard	Approaches Standard	Meets Standards	Exceeds Standard
Provide activities and materials that integrate listening, speaking, reading, and writing TESOL 3b	Candidate provides activities that integrate one of the four language skills: listening, speaking, reading, or writing. Candidate does not demonstrate integrated learning activities that build meaning through practice.	Candidate provides activities that integrate at least two of the four language skills: listening, speaking, reading, and writing. Candidate demonstrates limited integrated learning activities that build meaning through practice.	Candidate provides activities that integrate all language skills: listening, speaking, reading, and writing. Candidate demonstrates integrated learning activities that build meaning through practice.	Candidate provides activities that integrate all language skills: listening, speaking, reading, and writing in content areas through thematic and discovery-learning activities. Candidate demonstrates high-level integrated learning activities that build meaning through practice.
Candidates select, adapt, and use a variety of culturally appropriate, responsive, and age-appropriate and linguistically accessible materials TESOL 3c	The unit plan is not designed for a classroom with multilevel learners from diverse backgrounds but fails to include technology or adapt classroom resources appropriately	The unit plan is designed with some focus on multilevel learners from diverse backgrounds, but the use of adapted resources is very limited. Candidates enable students to use some learning tools including hands-on visual, and multimedia means of instruction	Candidates incorporate a variety of resources at multiple proficiency levels using selections from or adaptations of materials from content-area texts. All materials are appropriate and linguistically accessible. Candidates provide instructional materials in English for student instruction and use. Candidates enable students to use a variety learning tools including hands-on visual, and multimedia means of instruction	Candidates collaborate with non-ESL classroom teachers to develop materials and resources that integrate ESL and content areas and are appropriate, linguistically accessible. Candidates use a variety of tools with a focus on hands-on, visual, and multimedia means of instruction. Candidates use a variety of resources to obtain and create materials that promote language, literacy, and content development in English and whenever possible the students' L1s.

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Clearly and professionally communicate detailed self-reflection and analysis of the unit lesson planning process TESOL 5b	Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. Extensive APA formatting errors prevent professional communication.	Candidate provide limited description but no critical reflection of unit lesson planning process and made weak connections to overall teaching practice. APA formatting errors prevent professional communication	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching. Few APA formatting errors which do not prevent professional communication.	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context. No APA formatting errors.

ADDITIONAL FORMS

RELEASE FORM

Graduate School of Education

George Mason University

Spring 2019

Permission to Use Student Materials and Image in Videotape

As a student in the Graduate School of Education at George Mason University I am requesting permission to use student materials and image in a videotape that will be used for discussion about the best ways to teach foreign/second languages. Students will never be identified by their names in the tape. This videotape is not about the students but is intended for professional development.

Teacher's Signature _____

Student's Name_____

Parent(s) or Legal Guardian(s) Signature_____

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