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

EDCI 519.[001] – Methods of Teaching Culturally and Linguistically Diverse Learners
3 Credits, Fall 2019
Tuesday 4:30-7:10 Thompson Hall L028- Fairfax Campus

Faculty
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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 15 hours of PK-12 classroom fieldwork**.

Course Overview

This 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, guest speakers, peer feedback, videos, multimedia, and reflection.

Course Delivery Method

This course will be delivered by using a seminar, lab, and lecture format.

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.

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

Recommended Texts:

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.

Additional Resources:

Required Online Access: *must have access by 2ⁿᵈ class meeting*

1. GMU Email http://www.gmu.edu/resources/students/
2. BlackBoard: http://mymason.gmu.edu
3. http://www.pen.k12.va.us/VDOE/Instruction/Language
4. Fairfax County Public Schools Program of Studies (POS): http://www.fcps.edu/dis/OMSI/esol/esolpos.html
5. http://www.tesol.org
6. http://www.ncbe.gwu
7. http://discoveryschool.com/teachingtools.html
8. http://www.quia.com
9. http://www.cal.org/ericcll

ESL/Language Arts

1. ESL Café Web Guide (http://www.eslcafe.com/search/index.html)
2. Schackne Online – Language Teaching (ESL-EFL Resources) (http://www.schackne.com/Languageteaching.htm)

History/Social Studies

1. History/Social Studies Web Site for K-12 Teachers (http://www.execpc.com/~dboals/boals.html)

Science/Mathematics

1. TheExploratorium'sTenCoolSites
(http://www.exploratorium.org/learning_studio/sciencesites.html)

2.   FCPS Elementary Science Curriculum Resource Guide(http://www.fcps.edu/DIS/OEIAS/esscience/eslcires.htm)

Course Performance Evaluation

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

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENTS

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

FIELDWORK REQUIREMENT

Field Experience Record and Evaluation

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **15 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 15 hours per course (e.g., two courses require 30 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. However, you are required to complete a minimum of **5 hours** of observation outside your classroom. It may be done in your school. 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 PK-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 15 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.

TCLDEL Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
Possible Score	**1**	**0**
Fieldwork Log of Hours demonstrates 15 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

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

Assignments and/or Examinations Breakdown

Assignment Description	*Grade %*	*Standards Addressed*
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. *TESOL/NCATE Standards: 3a, 3b, 3c, & 5b*
Tech project (Mid-Term Exam)	10%	Explore a multimedia resource and how it might be used to teach ELs. *TESOL/NCATE Standards: 3a, 3b, 3c, & 5b*

Teaching demonstrations (one informal, one formal)	20%	In groups, conduct two teaching simulations, one based on a particular method/strategy and one on a specific technique/skill. *TESOL/NCATE Standards: 3a, 3b, 3c, & 5b*
Field experience and critical incident analysis paper	25%	Requirement for licensure/endorsement
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.**

Overview of Projects/Assessments:

1. Classroom Participation:

Students are responsible for attending every class on time. In addition to the required assignments, weekly assignments will be posted. Each of these assignments are used as a formative assessment and are graded based on completion.

Tech Project:

You will find a digital resource that you might use in your current/future class. You will create a **user guide** (one page) on how users may use this source, a **presentation** (no more than 5 slides, 10 minutes total) for the class to share how to access this resource and how you might use it with ELs and a **one-day lesson plan** that incorporates this resource for your unit plan (it can be part of a lesson, not necessarily the entire lesson).

2. Teaching Demonstrations:

In groups, conduct two teaching simulations (one informal, and one formal one) based on a particular method/strategy and one on a specific technique/skill. Your demonstration must integrate some form of technology and the various strategies and methods learned in class.

3. 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, language arts 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 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 may be used during discussions, lectures and other assignments but only for class-related uses. This class will 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. Three or more absences and/or tardies will result in one letter grade reduction. You are to refrain from checking email and/or texting during class.
- Complete all assignments 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.

I will notify you no later than 3:00 PM via Blackboard if class is cancelled due to weather. Under certain circumstances we may use Blackboard Collaborate to hold class. Please refer to the slides posted in Course Content.

Grading:

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

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

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

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

Honor Code & Integrity of Work:

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

Violations of the Honor Code include:
>   **1.**   Copying a paper or part of a paper from another student (current or past);
>   **2.**   Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
>   **3.**   Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit

the author. For examples of what should be cited, please refer to:
https://owl.english.purdue.edu/owl/resource/589/02/

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

Late Work Policy:

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

Course Withdrawal with Dean Approval:

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

Class Schedule

Date	Topic/Learning Experiences	Readings and Assignments (refer to syllabus)
8/27	Introduction/Orientation/Creating a Community	Assignment #1
9/03	Language Acquisition/Who are our ELs?	Assignment #2
9/10	The Planning Process/What's in a Lesson?/Objectives	Assignment #3
9/17	Guest Speaker: Kryscia Reyes Comprehensible Input	Assignment #4
9/24	Methods and Approaches in Language Teaching Strategies for Instruction	Assignment #5
10/01	*Assessment- Guest Speakers: Amanda Annatone and Laura Boonkkamp Informal Teaching Demonstrations # 1	Assignment #6
10/08	Interaction Informal Teaching Demonstrations # 2	Assignment #7
10/15	No class (Columbus Day Switch)	**Tech projects due 10/22**
10/22	Technology Projects Presented Practice and Application	Assignment #8

10/29	Technology Projects Presented Lesson Delivery	Assignment #9
11/05	Unit Lesson Plan Workshop	Assignment #10
11/12	Culturally Relevant Pedagogy	
11/19	Virtual Class	**Unit Lesson Plans Due 11/26**
11/26	Formal Teaching Demonstrations # 1	
12/03	Formal Teaching Demonstrations # 2	**Field Experience and Critical Analysis due and uploaded to Bb – ALL WORK DUE**

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

DETAILED ASSIGNMENT INFORMATION

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

For EDCI 519 you are required to complete a minimum of 15 hours of field experience. You must have your placement made for you by GMU. You are required to register online through CEHD for either and/or both placements. You may NOT make your own arrangements.

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.

FIELD EXPERIENCE OBJECTIVES: PRE-SERVICE TEACHERS

1. To observe the application of Bilingual/ESL teaching strategies and methods embodied in the classroom procedures of the cooperating teachers at K-16 levels.

2. To learn and become familiar with successful and innovative practices.

3. To gain valuable insight into student responses to each type of activity.

4. To get to know students at a given age and grade, areas of strength and weakness, and general learning pace.

5. To become familiar with special Bilingual/ESL resources and activities in the particular school: (a) computer laboratory (where used), its functioning, specific tapes (or software) available for use; (b) films, tapes, slides, records, or any other multimedia relating to language; (c) special Bilingual/ESL classrooms, i.e., electronic, transition immersion, self contained, as well as those decorated with posters, interactive bulletin boards, and learning centers.

Method: As a requirement of the GMU Graduate School of Education, participants will engage in an on-site school-based field experience. Students will engage in observations, interactions with students and in teacher interviews in the school setting. A **short written report, due by the end of the semester should consist of four principle parts and be a total of 3-4 pages, double-spaced, 12 pt font, in length**. Guidelines and suggested report format are listed below

Part I -- INTRODUCTION – Use this section to introduce where you observed, demographics of the school community, etc. Follow the list below as a guidepost for things you may wish to observe. It is not necessary to try and cover all 20 items.

1. Observe how the teacher handles multiple learning styles

2. Seating arrangements

3. Discipline problems

4. Daily routine

5. What percentage of time is devoted to each of the 4 skills?

6. Describe the way the teacher began the class. Did it lead into the lesson effectively? Why or why not?

7. Combined classes

8. Homework – how was it assigned and checked?

9. Amount, if any of students' L1 used

10. Variety of activities

11. Use of daily lesson plan

12. Use of visuals and/or technology

13. Works with accelerated and slower students

14. Use of textbook(s)

15. Classroom appearance

16. How the teacher creates a community of learners

17. Were the objectives of the day's lesson given to the students? If yes, what were the objectives and how were they given?

18. Was the atmosphere conducive to motivating students to participate actively? Explain.

19. How did the teacher keep the students on task?

20. Describe the rapport between teacher and students

PART II – TEACHING

Teaching: You must teach a minimum of two micro 10 minute lessons in a K-12 classroom. In-service teachers with ELs can use your own classroom (see below for more information). 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 15 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.

PART III – INTERVIEWS WITH TEACHER(S) – plan to conduct at least one interview with a teacher. Use the following questions as guides (add your own as appropriate).

1.   What instructional approaches work well for this age group?

2.   In terms of classroom management, what strategies are most effective for your students?

3.   What are some effective methods/strategies/assessments for working with students from many different countries?

4.   What are the areas of weakness or difficulty for students at your grade level and what do you do to overcome these difficulties?

5.   In what ways do you assess student progress?

6.   How would you describe your teaching style?

7.   How has your teaching style changed since your started your career?

8.   What do you (or your school) do to build partnerships with the ESOL students' families

9.   How would you go about establishing better communication with the parents of ELLs?

PART IV – REFLECTION - Summarize your learning from each observation and interview. This provides you the opportunity to connect theory to practice. As you think and write about these school-based experiences, refer to the course content, readings, and discussions. Synthesize this information and apply it to the class content as well as your future (or current status) as an ESL or Bilingual teacher.

Note: Pay strict attention to the above guidelines. Remember, you are a guest in these schools and classrooms. Appropriate attire and conduct are mandatory. Professional courtesy is essential. If you must cancel a scheduled visit, call as soon as possible to let the teacher know.

These teachers are not on display. They have willingly agreed to make themselves available to you. Try to be helpful and lend assistance where possible. This is to be an interactive experience - not passive.

In-Service Teachers Field Experience

Guidelines for Videotaping

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 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).

In-service: Videotape - two 15-minute clips of you and your class during a period of instruction. The videotape should portray how you apply various strategies and give a glimpse of the learning environment. Of particular importance is that you demonstrate the following: instructional strategies, classroom management, assessment, differentiated instruction, and how to accommodate multiple proficiency and literacy levels.

It is important to remember that the purpose of the videotape is to provide as authentic and complete a view of your teaching as possible. A videotape is an indication of how you interact with students, the climate you create in the classroom, the ways in which you engage students in learning. A picture is "worth a thousand words" in conveying to others how you practice your profession, the decisions you make, and your relationships with students.

It is normal to find the initial experience with a video camera uncomfortable. We do not see ourselves quite the way others see us, and the difference can be a shock. It takes some getting used to, and practice is the only remedy. The same can be said of students; only multiple opportunities with a video camera will enable students to behave naturally in its presence. Therefore, it is highly advisable to practice with a video camera. Place the camera and tripod where the camera will receive a good picture of the entire classroom. Tape several lessons and watch them alone. You will become accustomed to how you look and sound and you will begin to notice what the students are doing and how their learning could be improved.

Practical matters

Permission You will need a parental permission slip for each student who might appear on your tape. You may ask your school for such a form or use the one provided. If possible, you should

secure a blanket permission slip from the parents or legal guardians of all your students to cover taping as needed. Explain to the parents or legal guardians that you are using the tapes for discussions with other teachers about the best ways to teach and that the students will never be identified by their full names in the tape. Try and help them understand that the videotape is not about the student, but is intended for professional discussion. If, for some reason, a student's parents refuse to grant permission, you will have to take care that he or she is seated out of the camera's range.

Equipment - - Use the best videotaping equipment available when making your videotape. This also includes your choice of videotape. Previously used tapes from home may be worn or may contain other material and will not provide the best quality for you. Make sure that the equipment has a sensitive microphone so that all voices are easily discernible.

Analysis of Videotape: Answer no fewer than 12 of the following questions:

1.   What connections with prior experience were visible in the video?

2.   What kinds of activities did you use to help students discover and explore connections to other academic disciplines and to their own lives?

3.   What were any unexpected changes that you had to make to your planned instruction during this lesson? What prompted the change(s)?

4.   What instructional challenge(s) are presented for achieving your goals for this lesson?

5.   How did you provide appropriate feedback to these students throughout the sequence of instruction?

6.   What is the extent of classroom involvement (e.g., are the same students doing all the talking?

7.   Are the students engaged in the lesson? How can you tell? What do students' facial expressions and body language tell you about your instruction?

8.   What kinds of questions do you ask? Can all questions be answered with a single word? How long do you wait for responses? Do you ask students to explain and/or defend a particular answer? Do you ask students to compare or evaluate alternative interpretations or strategies?

9.   Were there any opportunities for students to ask questions? How would you categorize the students' questions (e.g., did they indicate confusion and a need for clarification or understanding and extension)?

10.   What roles (e.g., expert, facilitator, co-learner) did you play in the videotape? Was each role appropriate for the situation?

11.   What kinds of tasks did you ask students to do? Did you capitalize on their previous knowledge and experiences?

12.   What instructional opportunities did you take advantage of? Why?

13.   What evidence did you see of the students taking intellectual risks? Does the class look safe as an environment for getting something wrong? Do students talk to each other as well as to you?

14.   Do you push students to task risks, to speculate, to offer conjectures about possible approaches, strategies, and interpretations?

15.   Were the learning goals for the lesson achieved? Did you adjust the lesson so your goals could be achieved by every student? What are the evidences for your answers, both in the videotape and from other sources?

16.   Explain how your design and execution of this lesson affected the achievement of your instructional goals. (Your response might include – but is not limited to – such things are the anticipation and handling of student misconceptions, the unexpected questions from students, the unanticipated opportunity for learning that you captured, or your planned strategy and its outcomes in the lesson.)

17.   What do you do to include parents?

18.   What do you do to educate your colleagues?

Reflection on the Videotape: Answer the following questions:

1.   What in the instructional sequence worked well in advancing student learning? If anything did not work as well as you expected, how would you change it? Cite specific evidence from the videotape.

2.   What would you do differently, if you were given the opportunity to teach this particular lesson again with these students, and why?

3.   How does this segment reflect a classroom climate that supports language learning?

Videotape: Your videotape must

1.   Have voices that are audible

2.   Be no longer than 30 minutes.

3.   Be either digital or standard VHS format, CD, or DVD

Tech Mid-Term Projects

Using Technology to Enhance Learning Experiences for English Learners

You will select an educational technology that can be utilized in today's classrooms with English 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. The project consists of the following: (a) a presentation to the class on the resource you have selected (no more than 5 slides, 10 minutes total) (b) a user guide on how to use this resource, (c)a lesson plan incorporating this resource (does not have to be used the entire lesson)

Here are some possible resources you may select from, or you can choose one that you are more familiar with:

- Adobe Spark
- Albert
- Book Creator
- Camtasia
- Canva
- Class Dojo
- Comic Book! App
- Comic Life
- Deck Toys
- Edpuzzle

- Educreations
- FlipGrid
- Flocabulary
- Formative
- iMovie
- Jamboard
- Nearpod
- Padlet
- Peardeck

Teaching Demonstrations

Guidelines for Informal Teaching Demonstration

1. Using Lessons 1-5 in the Haley book, you and your partner(s) will prepare and present a **20 minute** content-based lesson in class. At the end of your demonstration the class will take 5 minutes to ask questions and give feedback.
2. You and your partner(s) will sign up for a specific date to prepare and present your lesson. It will be your responsibility to bring the necessary materials (markers, pens, transparencies, sentence strips, poster paper, etc), visuals, and manipulatives for your demonstration.
3. When preparing your lesson, you will need to consider students' diverse learning styles, multiple intelligences and proficiency levels. How can you differentiate instruction so that all students' diverse needs and proficiency levels are accommodated?

4. You and your partner(s) may choose one, two or any combination of methods/approaches/strategies to present your lesson.
5. We will be your students. You and your partner(s) can assign us different proficiency levels and ages.
6. Teaching responsibilities can be divided, or you may wish to team teach.

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

q Evidence of differentiated instruction
q Efficient use of time
q Class rapport, warmth, and enthusiasm of teacher
q Creativity

Guidelines for Formal Teaching Demonstration

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
· Computer Assisted Language Learning
· Alternative Forms of Assessment
· Content-based Instruction (CBI)

Guidelines for Formal Teaching Demonstration

1. Prepare a lesson plan, using page 1 of the template provided. Page two of the lesson plan is to be completed after your teaching simulation and submitted to Dr. Eqab the following day. Read at least three articles on the method or approach you have chosen. Try to find at least one source by the original developer of the method/approach/strategy.

2. You will work in groups or pairs for your teaching demonstration. You have **30 minutes**. Plan your time carefully. You have a maximum of 20-25 minutes to teach. You may take another 5 minutes to provide background information about the method/approach/strategy and discuss your handout. The class will take 5 minutes at the end of your demonstration to give you feedback and ask questions.

3. The demonstration may include:

● Background information about the method
● The type of class your particular demonstration is intended for, e.g., level of proficiency, grade level, type of class, etc.

- Skills you are teaching and basic objectives of the lesson
- Special teacher-made materials; props and realia are <u>strongly</u> encouraged
- Possible follow-up activities to the lesson you have presented
- How you might conduct assessment of the lesson you have presented, if appropriate

4. Try to spend less time talking about the method/approach/strategy, more time demonstrating it. You may decide to introduce your lesson by describing the method first or you may wish to immerse us in the experience and explain after the demonstration.

5. We will be your students. You may assign us whatever roles and ages you wish.

6. As a team, you may try any combination of team teaching, or each of you may demonstrate a separate activity. If you wish, you may divide teaching responsibilities by proficiency level of students. Remember that you do not have a lot of time (maximum 30 minutes).

<u>EVALUATION</u> of your teaching demonstration will be based upon the following criteria:

- Quality and accuracy of lesson plan
- An accurate summary of the method chosen
- 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 Handou

REFLECTION PHASE – To be sent electronically to Dr. Eqab within one week of the teaching demonstration.

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_____

Performance-based Assessment: Unit Lesson Plan

FINAL PROJECT

Must be UPLOADED TO 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:

- cultural context and school setting
- a paragraph that demonstrates understanding the purposes of assessment as they relate to ELs and how to use the results to plan appropriately (analysis paper)
- incorporate current appropriate language teaching methods to design effective instruction for ELs
- standards-based and learning objectives, content, and theme-based
- plans include instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for students to successfully meet learning objectives
- 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. Do <u>not</u> include Reflection Phase.
- 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

1. 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)

2. Describe your understanding of the purposes of assessment as they relate to ELs and how to use results appropriate to planning a unit. (TESOL 4a)

3. For each of the five days include specific language teaching methods that will be used. (TESOL 5a)

4. Plans for all five days include standards-based and content instruction. (TESOL 3a)

5. Unit plan provides clear evidence of using students' prior knowledge, embedding assessment, and scaffolding instruction. (TESOL 3a)

6. Planning is organized around standards-based subject matter and language learning objectives. (TESOL 3b)
7. Each day's lesson includes activities and materials to integrate listening, speaking, reading and writing. (TESOL 3b)

8. Unit plan shows clear evidence of a variety of culturally appropriate, responsive, and age-appropriate materials. (TESOL 3c)

9. Write a paragraph describing your decisions to use certain teaching practices for instruction and assessment.

10. 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.

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 Class Attendance, Homework, and 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
18-20 points A	14-17 points B	11-13 points C	0-10 points F
Class Attendance_____			
Attended all classes or missed 1 class, arriving on time	Missed 2 classes. Arrived late.	Missed 3 classes Arrived late	Missed more than 3 classes. 3 or more late arrivals.
Homework_____			
Complete assignments on time	Completed most assignments on time	Completed few assignments on time	Did not complete assignments on time
Participation_____			
Engaged in meaningful class discussions	Engaged in class discussions	Rarely engaged in class discussion	Did not engage in class discussions
Participated actively in class activities	Participated in most class activities	Rarely participated in class activities	Did not participate in class activities
Provided constructive feedback to class members	Provided some constructive feedback to class members	Rarely provided constructive feedback to class members	Did not provide constructive feedback to class members

Student name:⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯   **Score:**⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

EDCI 519 – Fall 2019

Pre-Service teachers field experience

Accomplished: Strongly meets expectations, clear, consistent, and convincing evidence	Developing: Meets expectations adequately Clear evidence	Beginning: Does not adequately meet expectations Limited evidence	No evidence: Little or no evidence
23-25 points A	**20-22 points B**	**17-19 points C**	**0-16 points F**
Part I- Introduction ____			
Includes school site(s) description(s), demographics, & school community. Address at least 15 out of 20 items listed in syllabus	Includes school site description and demographics. Address at least 10 out of 20 items listed in syllabus	Includes school site description. Address at least 5 out of 20 items listed in syllabus	Does not include school site description, demographics, and/or school community. Address fewer than 5 out of 20 items listed in syllabus.
Part II- Interviews with teachers _____			
Interview(s) conducted:			
Part III: Reflection _____			
Connects to theory to practice:			
Hours of field experience requirements			
Completes 15 hours of field experience	Completes 13-14 hours of field experience	Completes 11-12 hours of field experience	Completes less than 10 hours of field experience
Familiarity with student cognitive, linguistic, and social development and needs _____			
Illustrates a clear familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Illustrates a partial familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Illustrates a limited familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Does not illustrate a familiarity with students at a given age and grade, areas of strength and weakness and general learning pace
Written analysis _____			
Organizes paper in a thoughtful manner Clearly describes resources and activities in a bilingual/ESL classroom	Paper lacks some clarity Partially describes resources and activities in a bilingual/ESL classroom	Paper is not well-organized Provides a limited description of resources and activities in a bilingual/ESL classroom	Paper is not well-organized Does not describe resources and activities in a bilingual/ESL classroom

Provides a clear description of application of bilingual/ESOL teaching strategies and methods and student response to those strategies and methods	Provides a partial description of application of bilingual/ESOL teaching strategies and methods and student response to those strategies and methods	Provides a limited description of application of bilingual/ESOL teaching strategies and methods and student response to those strategies and methods	Does not provide a description of application of bilingual/ESOL teaching strategies and methods and student response to those strategies and methods

Student Name: **Score:**

Comments/Feedback:

Analytic Scoring Rubric – In-Service Teacher Video

EDCI 519 – Fall 2019

IN-SERVICE Teachers Field Experience Report

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
23-25 points A	20-22 points B	17-19 points C	0-16 points F
Fulfillment of requirements_____			
Meets all requirements	Meets most requirements	Meets some requirements	Does not meet requirements
Video requirements_____			

2 fifteen minute videotapes are not longer than 30 minutes, in the proper format and voices are audible	2 fifteen minute videotapes are not longer than 30 minutes, not in the proper format and/or voices are not audible	2 fifteen minute videotapes are longer than 30 minutes, not in the proper format and/or voices are not audible	2 fifteen minute videotapes are longer than 30 minutes, not in the proper format and/or voices are not audible
Written Analysis_____			
Provides an in-depth analysis of videotape (answers at least 12 questions)	Provides a partial analysis of videotape (answers 9-11 questions)	Provides a limited analysis of videotape (answers 5-8 questions)	Does not provide an analysis of videotape by answering questions
Provides an in-depth reflection of the videotape (answers all questions)	Provides a partial reflection of the videotape (answers most questions)	Provides a limited reflection of the videotape (answers some questions)	Does not provide a reflection of the videotape and does not answer questions

Student name:_____   **Score:**_____

Comments/Feedback:

Analytic Scoring Rubric – Mid Term 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
9-10 points A	7-8 points B	5-6 points C	0-4 points F
Fulfillment of task_____			
Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology-based project	Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology-based project	Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology-based project	Does not prepare a 30 minute videotape, electronic game/grammar book, presentation or other type of technology-based project
Completion of task requirements_____			
Project is based on a course outline topic Projects applies to a teaching setting Submits project on Bb	Project is partially based on a course outline topic Projects partially applies to a teaching setting Submits project on Bb	Project is not based on a course outline topic Projects seldom applies to a teaching setting Submits project on Bb	Project is not based on a course outline topic Project does not apply to a teaching setting Does not submit project on Bb
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 a PPT of the product to help a novice use it	Partially prepares a PPT guide of the product to help a novice use it	Partially prepares PPT guide of the product to help a novice use it	Does not prepare a PPT of the product to help a novice use it
Refers to course topics to add support to project	Partially refers to course topics to add support to project	Does not refer to course topics to add support to project	Does not refer to course topics to add support to project

<u>Sample Lesson Plan Template</u>

<u>ENGLISH AS A SECOND LANGUAGE</u>

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_____

Formal Teaching Demonstrations

Presenter(s)_____

Method/Strategy_____ **Date**_____

5=Excellent 1=Poor	1	2	3	4	5
Quality/Accuracy of Lesson Plan					
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, 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.

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.
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 a 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.
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

Fall 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_____

Sarah Eqab, PhD

Adjunct Professor, GMU

seqab@gmu.edu

(703) 989-0098

Materials Release Form for

EDCI 519

Fall 2019

      In this course, I will be electronically collecting and storing work samples of your projects and/or papers as performance evidence for program accreditation, which is conducted every seven years by the Council for the Accreditation of Teaching Programs (CATP) programs. If you agree to let me use your materials for this purpose, please sign below. Please note that every precaution will be taken to protect your anonymity.

1. I, _____, give permission for materials produced to meet the requirements of this course **to be used as work samples for the NCATE** review process.

2. Please replace my name with a code on my papers and projects.

     YES   NO

Signature   Date

Tel. No. _____ (Home or cell phone)

Email address _____

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/