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

EDCI 510 6F5 – Linguistics for PreK-12 ESOL  
Teachers 3 Credits,  
Summer 2019  
Online via Blackboard

Faculty  
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Course Dates: May 20 – August 10, 2019  
Meeting Time: Asynchronous online  
Meeting Location: Blackboard (https://mymasonportal.gmu.edu)

Prerequisites/Corequisites

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

University Catalog Course Description

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

Course Overview

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

In addition, ESOL teacher candidates will be introduced to major grammatical structures that pose difficulty for English language learners, including verb formation and verb tenses, modals and auxiliary verbs, phrasal verbs, articles, reference and possession, mass and count nouns, prepositions, conditionals, and relative clause formation.
Candidates will employ frameworks, strategies and activities to raise intercultural and critical language awareness and incorporate additive approaches to the teaching of English to build upon home heritage languages of students in multilingual, multicultural schools and communities.

**Course Delivery Method (Online)**

This course will be delivered fully online using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on **May 20, 2019, at 8:00 A.M. (EST)**.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

This online course is **not self-paced. You will be expected to complete one module or two every week**. Completing a Weekly Module (or Modules) includes reading, participating in Discussion Board, and completing all assignments and/or activities within that Week Module. You are asked to engage deeply with the course content, to take risks in your thinking, and to listen to and learn from your classmates.

You are expected to be active participants in the class to help create a unique online classroom experience for everyone involved. Various tools (e.g., video presentations, discussion board postings, collaborative wikis, journals, brief lectures/notes, Google Slides and/or PowerPoint presentations) help to structure the course. Students will be actively involved through online discussions, cooperative learning strategies, collaborative learning, and student presentations in an online environment. Students are expected to communicate with the instructor and each other through reflective writing and Blackboard discussions.

**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.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
Expectations

• **Course Week:** This course is asynchronous. Because asynchronous courses do not have a “fixed” meeting day, each module will start on **Thursdays**, and finish on **Wednesdays except for the first week (5/20-5/26)** and the **week of 7/18-7/24** in which we will have two modules to complete (see the schedule for these weeks below) to meet the condensed Summer Course schedule.

• **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3-4 times per week.

• **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials (e.g., readings, videos, etc.), completing course activities (e.g., journal reflections, wikis, etc.) 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 **Course 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.

• **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

• **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.

Learner Outcomes or Objectives

This course is designed to enable students to:

1) Describe language and its components (phonology, morphology, lexicon, syntax, pragmatics and semantics) and examine implications for teaching PreK-12 ESOL students;
2) Use knowledge of linguistics to connect and integrate the teaching of the four language skills (listening, speaking, reading, and writing); and develop a wholesome attitude towards language and second language learners.

3) Identify errors that are developmental, meaningful, and systematic and plan appropriate instructional activities;

4) Compare and contrast languages to analyze linguistic difficulties for ELLs in comprehending written text used in math, science or social studies and to design lesson plans and make instructional recommendations which address student needs and incorporate the heritage languages of students;

5) Use knowledge of rhetorical and discourse structures and readability formulas to analyze text structures and make specific recommendations for activities and strategies to address specific difficulties that students may encounter in a content-area text;

6) Identify linguistic and culturally-based background knowledge needed to comprehend a content-area reading text; and utilize funds of knowledge from students’ heritage languages and cultures to support student academic achievement, especially students who have had interrupted schooling;

7) Analyze a content-area reading passage to identify elements of linguistic and cultural bias, (i.e. gender, racial or ethnic stereotyping) and identify socially just instructional resources to support critical literacy and design lessons which incorporate more inclusive classroom practices to support learners from diverse backgrounds;

8) Make professional, meaningful and engaging presentations to identify grammar problems in context, using media, and designing hands-on, interactive and experiential activities to foster learning in community.

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

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

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

Standard 1.a. Language as a System - Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.
**Domain 2.** Culture - Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

Standard 2. Culture as It Affects Student Learning - Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

**Domain 3.** Planning, Implementing, and Managing Instruction - Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

Standard 3.a. Planning for Standards-Based ESL and Content Instruction - Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction - Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs’ access to the core curriculum by teaching language through academic content.

Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction - Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

**Domain 5.** Professionalism - Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the communities to improve the learning environment, provide support, and advocate for ELLs and their families.

Standard 5.a. ESL Research and History - Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

Standard 5.b. Professional Development, Partnerships, and Advocacy - Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students’ families, serve as community resources, and advocate for ELLs.

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

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

<table>
<thead>
<tr>
<th>INTASC</th>
<th>ITSE</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard #1 Learner Development</td>
<td>Standard #1 Facilitate &amp; Inspire Student Learning and Creativity</td>
<td>Value #1 Collaboration</td>
</tr>
<tr>
<td>Standard #2 Learning Differences</td>
<td>Standard #2 Design &amp; Develop Digital-Age Learning Experiences &amp; Assessments</td>
<td>Value #4 Research Based Practice</td>
</tr>
<tr>
<td>Standard #4 Content Knowledge</td>
<td>Standard #3 Model Digital-Age Work and Learning</td>
<td>Value #5 Social Justice</td>
</tr>
<tr>
<td>Standard #5 Application of Content</td>
<td>Standard #4 Promote &amp; Model Digital Citizenship &amp; Responsibility</td>
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<tr>
<td>Standard #6 Assessment</td>
<td>Standard #5 Engage in Professional Growth &amp; Leadership</td>
<td></td>
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<tr>
<td>Standard #9 Professional Learning and Ethical Practice</td>
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</tbody>
</table>


Course Schedule
This course is divided into 13 modules. See the detailed schedule below in the Course Schedule.

Required Textbook:


Additional Required Reading:

Recommended Texts


Freeman, D. & Freeman, Y. (2014). *Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, and grammar*. Heinemann, NH


Course Performance Evaluation

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

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

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

**FIELDWORK REQUIREMENT**

Field Experience Record and Evaluation

The field experience is a required component of the teacher preparation program at George Mason University. All students will complete a minimum of **20 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 20 hours per course (e.g., two courses require 40 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

*TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to TK20 on Blackboard. The form is located on Blackboard in your TCLDEL organization site in the “Fieldwork” page.

**In-service teachers:** Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf. You will check the box indicating that: “I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.”

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

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

TCLDEL Fieldwork Log of Hours and Evaluation Assessment

<table>
<thead>
<tr>
<th>Status of Student Work</th>
<th>Fieldwork Log of Hours demonstrates 20 hours of fieldwork completed, with a teacher-mentor or supervisor signature.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete</td>
<td>Not Complete</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Percent of Final Grade</th>
<th>Standards Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Field work Experience</td>
<td>S/U</td>
<td>Requirement for licensure/endorsement</td>
</tr>
<tr>
<td>This is a Performance-Based Assessment (PBA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Textbook analysis (PBA)</td>
<td>30</td>
<td>1.a. Language 2 Culture; 3 Planning, implementing ESL and Content Based Instruction 3a, 3b, 3c; 5b Prof. Dev. Partnerships &amp; Advocacy</td>
</tr>
<tr>
<td>3) Lesson plan (PBA)</td>
<td>20</td>
<td>1.a. Language 2 Culture; 3 Planning, implementing ESL and Content Based Instruction 3a, 3b, 3c; 5b Prof. Dev. Partnerships &amp; Advocacy</td>
</tr>
</tbody>
</table>
4) Exam/quizzes  
20  
1.a. Language as a System; 2 Culture and 5b partnership

5) Teaching demonstrations  
10  
1.a. Language 2 Culture 3 ESL & Content based; 3a,b, c; 5b Advocacy

6) Class Participation  
Discussion board writing and response (12%); Discussion board moderator (8%)  
20  
1.a. Language 2 Culture; 3 Planning, implementing ESL and Content Based Instruction 3a, 3b, 3c; 5a, ESL research & history; 5b Prof. Dev. Partnerships & Advocacy

Total: 100

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

• **Other Requirements**

  There are three types of participation for this course: 1) online Blackboard participation on activities and discussions –as assigned; 2) in-depth, personal reflections that may be included in papers or on on-line discussions; and 3) partner/group collaboration within and outside the Blackboard system to complete your group work. Candidates are expected to complete all required readings prior to class, attend 100% of the online modules, and be prepared to actively engage in thoughtful and respectful dialogue with their peers, professor, or guest lecturers.

• **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:

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

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/](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.

**Course Schedule**

* 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.

** Explanations for discussion prompts and assignments and all materials are posted in the folder for that class or week.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Learning Experiences</th>
<th>Readings and Assignments (Refer to the details on Blackboard)</th>
</tr>
</thead>
</table>
| **Module 1** | 5/20-5/24 - Overview of course objectives, texts, & requirements | **Readings:**  
  - The Grammar Book (GB) Chapter 1  
  - Filmore & Snow (2000): What teachers need to know about language (pdf)  
**Assignments:**  
  - Upload Self-introduction (Discussion Board/DB)  
  - Post your original response to discussion board and respond to at least 2 of your classmates on Discussion Board (DB writing and response 1)  
  - Quiz on Week 1 reading and discussion  
  - Sign up for "moderator" week |
| **Module 2** | 5/25-5/29 -What is linguistics?  
  -How does linguistics knowledge apply in classrooms?  
  -Language as social practice  
  -Primary vs. Secondary discourse | **Readings:**  
  - Razfar & Rumenapp (R & R) Chapter 1: Language as social practice (pdf)  
  - GB Chapter 2 Grammatical Metalanguage  
**Assignments:**  
  - Submit Field Experience request  
  - DB writing and response 2  
  - Find a partner for textbook analysis project  
  - Sign up for Teaching Demonstration  
  - Quiz on Week 2 reading and discussion |
| **Module 3** | 5/30-6/5 -Basic concepts of phonology  
  -Phonological analysis to inform teaching for English learners  
  -What is translanguaging? | **Readings:**  
  - R & R Chapter 3: Phonology (pdf)  
  - “What is translanguaging” by Ofelia Garcia (pdf) and multimedia resource  
**Assignments:** |
| Module 4       | DB writing and response 3  
|               | Quiz on Week 3 reading and discussion |
| 6/6-6/12      | Major debates in phonics vs. whole language education |

**Readings:**
- R & R Chapter 4: Phonics and Whole Language (pdf)

**Assignments:**
- DB writing and response
- Quiz on Week 3 reading and discussion

| Module 5       | DB writing and response 4  
|               | Quiz on Week 5 reading and discussion |
| 6/13-6/19     | Basic concepts in syntax  
|               | Relationship between syntax and meaning  
|               | Syntactical analysis to understand student discourse and inform teaching grammar |

**Readings:**
- R & R Chapter 5: Syntax (pdf)  
- GB Chapter 4: The Copula and Subject Verb Agreement

**Assignments:**
- DB writing and response
- Quiz on Week 5 reading and discussion

| Module 6       | DB writing and response 5  
|               | Quiz on Week 6 reading and discussion |
| 6/20-6/26     | Tense, Aspect, Modal Auxiliaries |

**Readings:**
- GB Chapter 7: Tense and Aspect  
- GB Chapter 8: Modal Auxiliaries

**Assignments:**
- DB writing and response
- Quiz on Week 6 reading and discussion

| Module 7       | DB writing and response 6  
|               | Quiz on Week 7 reading and discussion  
| 6/27-7/3      | Negation & Article  
|               | Teaching Demonstration & Peer Feedback  
|               | Review your midterm test results  
|               | Start your midterm (due by 7/10) |

**Readings:**
- GB Chapter 10 Negation  
- GB Chapter 15: Articles

**Assignments:**
- DB writing and response
- Quiz on Week 7 reading and discussion
- Teaching Demonstration & Peer Feedback
- Review your midterm test results

| Module 8       | R & R Chapter 6: Morphology (pdf)  
|               | DB writing and response 7  
| 7/4-7/10      | Quiz on Week 9 reading and discussion  
|               | Teaching Demonstration & Peer Feedback  
|               | Review your midterm test results  
|               | Midterm due by 7/10 by 11:59 p.m. est |

**Readings:**
- R & R Chapter 6: Morphology (pdf)

**Assignments:**
- DB writing and response
- Quiz on Week 9 reading and discussion
- Teaching Demonstration & Peer Feedback
- Review your midterm test results

| Module 9       | R & R Chapter 7: Semantics (pdf)  
|               | DB writing and response 8  
| 7/11-7/17     | Quiz on Week 11 reading and discussion  
|               | Teaching Demonstration & Peer Feedback |

**Readings:**
- R & R Chapter 7: Semantics (pdf)

**Assignments:**
- DB writing and response
- Quiz on Week 11 reading and discussion
- Teaching Demonstration & Peer Feedback
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/18-7/21</td>
<td>Module 10</td>
<td>Reference &amp; Possession -Text Complexity</td>
<td>GB Chapter 16: Reference &amp; Possession</td>
<td>DB writing and response 9, Quiz on Week 10 reading and discussion, Teaching Demonstration &amp; Peer Feedback</td>
</tr>
<tr>
<td>7/21-7/24</td>
<td>Module 11</td>
<td>-Adjectives &amp; Prepositions</td>
<td>GB Chapter 20 Adjectives, GB Chapter 21: Prepositions</td>
<td>DB writing and response 10, Quiz on Week 13 reading and discussion, Teaching Demonstration &amp; Peer Feedback</td>
</tr>
<tr>
<td>7/25-7/31</td>
<td>Module 12</td>
<td>-Phrasal Verbs &amp; Adverbials</td>
<td>GB Chapter 22: Phrasal Verbs, GB Chapter 25: Adverbials</td>
<td>DB writing and response 11, Quiz on Week 13 reading and discussion</td>
</tr>
<tr>
<td>8/1-8/7</td>
<td>Module 13</td>
<td>TEXTBOOK ANALYSIS PROJECT Presentation and Peer Feedback</td>
<td></td>
<td>Final Course Reflections (DB 12), Online course evaluations, Material Release Forms</td>
</tr>
</tbody>
</table>

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

Textbook Analysis Project: (30% = 5% Presentation and 25% Analysis Paper)

Guidelines for Textbook Analysis

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

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

This assessment task requires that graduate students:

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

2. Select a content area textbook in cooperation with your collaborator. Identify a reading passage in the selected content area textbook (such as Social Studies) of about 500 words and analyze it determining readability levels using one or more readability formulas at the links below. Apply your knowledge of rhetorical and discourse structures to support ESOL learning and to help students increase their comprehension of the text. The Fry Readability Formula must be one of the formulas you apply, and you are encouraged to use 2 or more readability formulas:
   - http://www.readabilityformulas.com/fry-graph-readability-formula.php (Fry and others)

3. Demonstrate knowledge of language as a system by analyzing the reading passage with respect to multiple components of the language system that may cause difficulty for English Learners including: phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics
(the effect of context on language) to help ELs develop oral, reading, and writing skills (including mechanics) in English.

4. Identify background knowledge that is necessary to comprehend the text and cross-cultural issues that may make the textbook challenging to English Learners and develop instructional activities that activate prior knowledge and support students’ home language and culture.

5. Examine textbook bias, stereotyping and discrimination with respect to gender, race and ethnicity and make suggestions so that instruction can be more culturally inclusive of learners from diverse linguistic, cultural and educational backgrounds.

6. Recommend specific instructional activities to help students meet the linguistic demands in the categories of phonology, morphology, syntax and rhetorical or discourse structures to help students increase their comprehension of the text. Propose teaching strategies and activities for EL students that will help address the patterns of linguistic difficulty, text structure, and cultural bias identified in the categories listed above. REMEMBER: Propose teaching activities for dealing with the textbook in the classroom, not for rewriting the textbook itself.

7. Make references to textbooks and other readings used in this graduate course (EDCI 510) in order to support the analysis and synthesize the points raised with respect to common grammatical trouble spots for English Learners.

8. Share analysis, findings and recommendations to another individual: a colleague, content teacher, or school administrator. Ask the person to review the materials and provide feedback to you.

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

Lesson Plan (PBA): (20%)
This is a Performance-based Assessment and is required for this course. It is to be submitted to Blackboard as noted in the TK20 explanation above. The Lesson Plan and Textbook Analysis Projects are companion projects. The Lesson Plan Project will describe how the textbook analyzed will be utilized in a teaching delivery. The Textbook Analysis will point out strengths and weaknesses of the text, and the Lesson Plan Project will demonstrate the strategies needed to support student learning with relation to the strengths and weaknesses of the textbook. The lesson plan itself will be shared with class members at the last class. The format for the lesson plan is included in the syllabus.

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

InTASC Standards: 1, 3, 4, 5, 6, 7, 8 and 9
CAEP Standards: 1.1, 1.3, 1.4, 1.5
VDOE Standards: 1, 2, 3, 4, 6

THEMES: Technology  Diversity  College-and-Career- Ready

Assessment Objective

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

Research base/Rationale

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

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

You might also want to ask:

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

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

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

Directions for completing the assessment task

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

Section 1: Classroom Context

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

Section 2: Planning for Instruction

Before you teach a lesson, you must decide the learning objectives/goals/outcomes and connection to Virginia SOLs, ASOLs, and/or College-and-Career-Ready standards you will use and why have you selected these objectives and specific strategies to teach the lesson to your specific group of learners. You make these decisions based upon your learners, current research, contemporary meaningful ways, prior knowledge or pre-assessments of learning, aligned to appropriate curriculum standards. While planning your lesson, using your knowledge of your learners, you will make decisions as to the modification/differentiation and/or accommodations you will need to meet the needs of all learners in your classroom. Then, with an informed understanding of your audience and your content, identify the learning materials needed to teach the lesson and any technology you and/or your learners will use in this lesson. In this section, be sure to detail all of these planning elements, including how you will assess learner mastery of lesson content—both formatively throughout the lesson, and any summative assessment you might use. (Virginia Standards of Learning (SOLs), ASOLs, and/or College-and-Career Ready skills, and any content specific objectives should be included in lesson plans.) (1-2 pages)

Section 3: Instruction

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

Section 4: Reflection after Instruction: Impact on Learning

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

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

Reference:


Participation: (20%)
This course addresses a subject area that is very complex and class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and activities to do. You are expected to participate in the class discussions and activities in a substantive way, as this not only enriches the class, but also helps ensure that you will get the most out of the course. Don’t forget the policy: Students with two or more absences will not receive credit for the course.

1. Discussion Board Posting (12%)
The discussion board is where the real learning begins—through interaction with your peers. Participation in the discussion board is critical to help you, among other things, think about relevant issues presented in the readings, share opinions with colleagues, challenge and be challenged, show how you can support an argument, and get the most from the course. Follow these parameters for your discussion board participation:

- Good posts tend to be around 150 - 250 words per post.
- You are expected to post, at a minimum, 3 times each week.
- Deadline for first post: Saturday 11:59pm EST. This post should be a response to the discussion board prompts by the instructor.
- Deadline for other posts: Monday 11:59pm EST. Post at least two responses to your classmates' posts to further the discussion.
**Discussion Board Rubric**

**10 points per weekly discussion**

\((10 \times 12 \text{ weeks} = 120 \text{ points})\)

<table>
<thead>
<tr>
<th>Total possible points</th>
<th>Quantity of posts</th>
<th>Quality of posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>6pts</td>
<td>4pts</td>
<td>Posts reflect high level of critical analysis of course unit content and of others’ ideas. Posts made contributions that incorporated new perspectives on course content and others’ ideas to further the discussion.</td>
</tr>
<tr>
<td>4pts</td>
<td>Posts reflect some analysis of course unit content and of others’ ideas. Posts made valid contributions to group discussions.</td>
<td></td>
</tr>
<tr>
<td>2pts</td>
<td>Posts reflected analysis of course unit content, but did not reflect analysis of others’ ideas.</td>
<td></td>
</tr>
<tr>
<td>0pts</td>
<td>Posts did not reflect analysis of course unit content, but reflected some analysis of others’ ideas.</td>
<td></td>
</tr>
</tbody>
</table>

**0 – 10pts**

Reflects 0 - 3 posts with various levels of quality

**2. Discussion Board Moderator (8%) (40 points x 2 = 80 points)**

For each weekly unit, one student moderator will be responsible for managing the Discussion Board. The moderator will respond to classmates’ posts and ask questions that challenge, connect, and extend information posted to the discussion board.

The moderators will ensure that there is enough depth of discussion on the proposed topics in relation to the themes, reading assignments and tasks. If needed, they may propose new questions to enrich the discussions within the themes presented. Moderators ensure that everyone participates and that nobody monopolizes the discussions. The moderator will be responsible for summarizing and sharing the main points, resources, and conclusions reached by the group at the end of the week.

The moderator(s)

- Will also participate as a student in the discussion by posting the original response to the instructor’s prompts. S/he can propose new questions if needed. Mainly, s/he will keep the discussion going by getting participants to share ideas, explore the question(s), and think critically about the topics or problems posed. S/he should continue to pose questions and respond to participants through Tuesday. Finally, the moderator will integrate the ideas shared by the group and try to conclude the unit by highlighting all new ideas, solutions, and applications constructed through the discussion. S/he will write and post a wrap-up message that summarizes the main points and issues from the discussion by Wednesday.

**NOTE: I will be the moderator for the first unit.**
I will create a Wiki sign-up table for you to choose at least 3 weeks for moderating. You will take in charge of 2 module discussions. I will finalize the schedule by May 23 Thursday.

### Moderator Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary (4)</th>
<th>Developing (3-1)</th>
<th>Not acceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage positive interaction</td>
<td>Moderator encourages positive interaction among classmates by following good netiquette.</td>
<td>Moderator encourages some positive interaction but doesn’t always follow good netiquette.</td>
<td>Moderator does not encourage positive interaction among classmates.</td>
</tr>
<tr>
<td>Show Depth of Understanding</td>
<td>All posts show deep understanding of the reading and course content.</td>
<td>Posts reflect an effort to make sense of the reading and course content.</td>
<td>Posts don’t show an understanding of the reading and course content.</td>
</tr>
<tr>
<td>Critical Thought and Reflection</td>
<td>Moderator responds regularly to others’ posts. S/he helps deepen classmates’ understanding of the course content by getting participants to share ideas, explore questions, and think critically.</td>
<td>Moderator responds to classmates’ posts but doesn’t always deepen classmates’ understanding of the readings and course content.</td>
<td>Moderator doesn’t respond to classmates’ posts.</td>
</tr>
<tr>
<td>Timing response and summary</td>
<td>Moderator makes timely responses to peers and shares the summary on time.</td>
<td>Moderator makes responses and posts summary but not in a timely manner.</td>
<td>Did not respond nor post summary.</td>
</tr>
<tr>
<td>Final wrapping post</td>
<td>Wraps up the discussion by summarizing and highlighting the main points, new ideas, resources, and conclusions constructed through the discussion.</td>
<td>Last post summarizes some main points and highlights a few new ideas and resources.</td>
<td>Last post does not summarize the discussion thoroughly or accurately.</td>
</tr>
</tbody>
</table>

### Teaching Demonstration: (10%)

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

Each presentation should answer the following questions:

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

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

Categories selected for assessment include knowledge of:

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

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

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

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

Advanced Professional Dispositions
Division of Advanced Professional Teacher Development and International Education

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

Specific areas of commitment that embody these dispositions include:

I. Commitment to the Profession and Continuous Improvement through
   Exemplary practice
   Excellence in teaching and learning
   Advancing the profession
   Engagement in partnerships
   Commitment to being a member of diverse learning communities
   Collective, inclusive, and purposeful dialogue
   Critical reflective practice
   Collaboration

II. Commitment to Democratic Values and Social Justice through
   Understanding systemic inequities that prevent full participation
   Practices that promote equity and access
   Respect for the perspectives and dignity of others
   Appreciation and integration of multiple perspectives
   Advocacy and action toward social change

III. Commitment to Honoring Professional Ethical Standards through
   Fairness and equity for all
   Honesty and integrity
   Respect for confidentiality
   Responsibility and trust
   Respect for the diverse talents, abilities, perspectives, languages, and cultures of colleagues, fellow candidates, K-12 students, families and communities

IV. Commitment to Key Elements of Professional Knowledge and Skills through
   Discipline specific, inter-disciplinary and trans-disciplinary approaches
   Belief that all individuals have the potential for growth and learning
   Persistence in helping all individuals succeed
   High standards for all
   Safe and supportive learning environments
   Thoughtful planning and instruction
Contextually responsive, critical, and culturally relevant pedagogy
Formative and summative assessment practices
Technology-supported teaching and learning
Research-based practices

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

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

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

Signature _____________________________________________ Date ______________________________
# Analytic Scoring Rubric for Teaching Demonstration

**Team Member NAMES:**

**Score:**

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

<table>
<thead>
<tr>
<th>Score Point TESOL Standard Indicator</th>
<th>1 Does Not Meet Standard</th>
<th>2 Approaches Standard</th>
<th>3 Meets Standard</th>
<th>4 Exceeds Standard</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a.1. Demonstrates knowledge of the components of language and language as an integrative system.</td>
<td>Does not use the components of language to make appropriate instructional recommendations for ELLs.</td>
<td>Uses the components of language to make recommendations for teaching ELLs, but some of these may be inappropriate or inaccurate.</td>
<td>Uses the components of language to make appropriate recommendations for teaching ELLs.</td>
<td>Uses the components of language to draft appropriate instructional tasks for teaching ELLs.</td>
<td></td>
</tr>
<tr>
<td>1.a.2 Applies knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to help ELLs develop oral, reading, and writing skills (including mechanics) in English.</td>
<td>Does not analyze text for phonological, morphological, syntactic, semantic, and pragmatic challenges for teaching ELLs.</td>
<td>Analyzes text showing phonological, morphological, syntactic, semantic, and pragmatic challenges for teaching ELLs, with many omissions or inaccuracies.</td>
<td>Accurately analyzes text showing phonological, morphological, syntactic, semantic, and pragmatic challenges for teaching ELLs, with some omissions or errors.</td>
<td>Accurately and comprehensively analyzes text showing phonological, morphological, syntactic, semantic, and pragmatic challenges for teaching ELLs.</td>
<td></td>
</tr>
<tr>
<td>1.a.3. Demonstrates knowledge of rhetorical and discourse structures as applied to ESOL learning.</td>
<td>Does not accurately identify rhetorical or discourse structures or design appropriate instructional activities.</td>
<td>Identifies rhetorical and discourse structures with some omissions or inaccuracies or makes inappropriate recommendations for learning.</td>
<td>Accurately identifies rhetorical and discourse structures and makes recommendations to promote learning.</td>
<td>Applies research on content-specific text structures and uses a variety of readability formulas to accurately analyze difficulty level of text and design instructional activities that promote learning.</td>
<td></td>
</tr>
<tr>
<td>2.a. Apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.</td>
<td>Does not identify elements of racism, stereotyping, or discrimination in the selected text.</td>
<td>Identifies few or inaccurate examples of language of racism, bias, stereotyping, and/or discrimination in selected text.</td>
<td>Accurately identifies language of racism, various forms of bias, stereotyping, and/or discrimination in selected text.</td>
<td>Accurately and comprehensively identifies language of racism, various forms of bias, stereotyping, and/or discrimination and develops instructional activities to promote an inclusive classroom.</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>2.e. Apply concepts about the interrelationship between language and culture.</td>
<td>Does not identify elements of language that require prior cultural knowledge not familiar to ELLs.</td>
<td>Identifies some elements of language that reflect prior cultural knowledge but with some inaccurate interpretations or omissions.</td>
<td>Accurately identifies many examples of prior cultural or linguistic knowledge or relationships between language and culture that may be problematic for ELLs.</td>
<td>Develops instructional activities that activate prior knowledge of cultural meanings in language and support students’ home language and culture.</td>
<td></td>
</tr>
<tr>
<td>Quality of Writing as a Reflective Practitioner</td>
<td>Does not describe the target population, nor provide a rationale for the text selected. Little description of what the author learned linguistically or culturally. Writing lacks clarity, clear organization and contains errors in grammar, spelling, AND mechanics. Does not refer to assigned course readings.</td>
<td>Describes the target population, but leaves out key information or omits rationale for selected text. Some description of what was learned either linguistically or culturally, but not in both areas. Writing lacks clear organization and contains errors in grammar, spelling, AND mechanics. Uses few citations to assigned course readings.</td>
<td>Describes the target population and provides descriptions of a learner or learners with the text. Provides a rationale for the text selected based on interviewing a professional at the school. Reflects on what the author learned w/respect to linguistic and cultural analysis of text difficulty. Writing may lack clear organization or contain fundamental errors in grammar, spelling, or mechanics. Uses citations inappropriately or omits some references.</td>
<td>Clearly describes the specific population for whom the text is intended within the context of the school and provides a clear rationale for the text selected for analysis with supporting evidence from teachers and or observations of students. Reflects on what was learned from the project linguistically, culturally and discusses pedagogical implications. Writing is well-organized and contains minor errors in grammar, spelling, and mechanics. Uses citations appropriately to refer to assigned course readings.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan Rubric

Scoring Guidelines

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

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

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

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does Not Meet Standard</th>
<th>Approaching Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate identifies individual and group prerequisites in order to design instruction to meet learners’ needs in the following areas of development (Cognitive, linguistic, social, emotional, and physical).</td>
<td>The candidate does not design instruction to meet learners’ needs in each area of development.</td>
<td>The candidate identifies individual or group prerequisites to design instruction that meet learner needs in some areas of development.</td>
<td>The candidate identifies individual and group prerequisites to design instruction that meet learner needs in each area of development.</td>
<td>The candidate identifies specific individual and group prerequisites to design effective instruction to meet learner needs in each area of development.</td>
</tr>
</tbody>
</table>

InTASC 1
VDOE 1
Diversity

29
<table>
<thead>
<tr>
<th>The candidate identifies performance-based objectives and/or appropriate curriculum goals/outcomes that are relevant to learners.</th>
<th>The candidate does not identify performance-based objectives and appropriate curriculum goals/outcomes that are relevant to learners.</th>
<th>The candidate identifies objectives and appropriate curriculum goals/outcomes but they are not appropriate for the subject, grade level, or the learners.</th>
<th>The candidate identifies performance-based objectives and appropriate curriculum goals/outcomes which are appropriate for the subject, grade level, or the learners.</th>
<th>The candidate identifies well-developed, performance-based objectives, curriculum goals/outcomes that are appropriate for subject and/or grade level and learners; correctly formulated; and address multiple areas of relevance to the learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>InTASC 7</strong></td>
<td><strong>VDOE 2</strong></td>
<td><strong>Diversity</strong></td>
<td><strong>InTASC 7</strong></td>
<td><strong>VDOE 2</strong></td>
</tr>
<tr>
<td>The candidate identifies national/state/local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners.</td>
<td>The candidate does not identify national/state/local standards that align with the objectives/goals/outcomes or the standards are not aligned or marginally relevant to learners.</td>
<td>The candidate identifies national/state/local standards but the standards are not aligned with the objectives/goals/outcomes and are not relevant to learners.</td>
<td>The candidate identifies national/state/local standards that are aligned with the objectives/goals/outcomes and relevant to learners.</td>
<td>The candidate identifies national/state/local standards that are clearly aligned with the objectives/goals/outcomes and relevant to learners.</td>
</tr>
<tr>
<td><strong>InTASC 7</strong></td>
<td><strong>VDOE 2</strong></td>
<td><strong>Diversity</strong></td>
<td><strong>InTASC 7</strong></td>
<td><strong>VDOE 2</strong></td>
</tr>
<tr>
<td>The candidate creates learning experiences that make content accessible and meaningful for learners to ensure</td>
<td>Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by</td>
<td>Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the</td>
<td>Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts</td>
<td>Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>InTASC 4</th>
<th>VDOE 1</th>
<th>Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>content mastery.</td>
<td>others.</td>
<td>learners. Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional strategies.</td>
</tr>
<tr>
<td><strong>InTASC 3</strong></td>
<td><strong>VDOE 5</strong></td>
<td>Technology</td>
</tr>
<tr>
<td>The candidate organizes and creates face-to-face and virtual environments that support individual and collaborative learning.</td>
<td>There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning.</td>
<td>Candidate recognizes the value of a learner-centered classroom but the application of these tenets are not applied in all management situations.</td>
</tr>
<tr>
<td><strong>InTASC 6</strong></td>
<td><strong>VDOE 4</strong></td>
<td>Technology</td>
</tr>
<tr>
<td>The candidate seeks appropriate ways to employ technology to engage learners and to assess and address learner needs.</td>
<td>The candidate does not identify appropriate technology to engage learners even though it was available.</td>
<td>The candidate identifies technology to engage learners though the technology would be ineffective to teach the content and address learner needs.</td>
</tr>
<tr>
<td>Diversity</td>
<td>The candidate facilitates learners’ use of appropriate tools and resources to maximize content learning in varied contexts.</td>
<td></td>
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<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>InTASC 5</td>
<td>The candidate’s plans do not provide evidence of opportunities for learners’ use of appropriate tools or technology resources to maximize content learning in varied contexts.</td>
<td></td>
</tr>
<tr>
<td>VDOE 2</td>
<td>The candidate’s plans provide evidence of opportunities for learners’ use of appropriate tools and resources but are ineffective to maximize content learning in varied contexts.</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>The candidate’s plans provide evidence of opportunities for learners’ use of appropriate tools and resources that are effective to maximize content learning in varied contexts.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College-and-Career-Ready</th>
<th>The candidate plans how to achieve learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>InTASC 7</td>
<td>The candidate’s lesson plan does not provide evidence of differentiating instruction for individuals and groups of learners.</td>
</tr>
<tr>
<td>VDOE 2</td>
<td>The candidate’s lesson plan provides evidence of an effort to meet learning goals, and attempts to differentiate instruction for individuals and groups of learners.</td>
</tr>
<tr>
<td>The candidate plans instruction based on pre-assessment data, prior learning</td>
<td>The candidate’s lesson plan provides evidence of successfully meeting learning goals for each learner, and successfully differentiates instruction for individuals and groups of learners.</td>
</tr>
<tr>
<td>Reflection on why this differentiation was successful is included.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The candidate does not plan instruction based on pre-assessment data, prior learning</th>
<th>The candidate plans instruction based on pre-assessment data, prior learning knowledge, and</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate plans instruction based on pre-assessment data, prior learning knowledge, and</td>
<td>The candidate plans instruction based on pre-assessment data, prior learning knowledge, and</td>
</tr>
<tr>
<td>The candidate plans instruction based on pre-assessment strategies/methods that are creative</td>
<td>The candidate plans instruction based on pre-assessment data, prior learning knowledge, and</td>
</tr>
</tbody>
</table>

32
<table>
<thead>
<tr>
<th><strong>knowledge and skill.</strong></th>
<th>knowledge, or skills.</th>
<th>skills but it was not effective.</th>
<th>skills. Pre-assessment strategies/methods are appropriate and effectively assess learners’ prior knowledge.</th>
<th>and effective ways to assess learner prior knowledge and skills and to guide instruction.</th>
</tr>
</thead>
</table>

**Section 3: INSTRUCTION**

<table>
<thead>
<tr>
<th>The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</th>
<th>The candidate does not plan for appropriate sequencing and pacing of learning experiences. Tasks, methods, strategies are not stated.</th>
<th>The candidate plans for appropriate sequencing and pacing of learning experiences; but tasks, methods and strategies are not stated and/or not appropriate or effective for the lesson.</th>
<th>The candidate plans for appropriate sequencing and pacing of learning experiences. All tasks, methods, and strategies are stated and/or are appropriate and effective for the lesson.</th>
<th>The candidate plans for appropriate sequencing and pacing of learning experiences. Instructional tasks, methods, and strategies include a variety of creative, active learning, instructional strategies that address learner differences to maximize learning.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways.</th>
<th>The instructional strategies used by the candidate do not encourage an understanding of content.</th>
<th>The candidate uses a limited instructional strategies to encourage learners to develop an understanding of the content.</th>
<th>The candidate uses a variety of instructional strategies that encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.</th>
<th>The candidate uses pedagogical content knowledge to use a variety of instructional strategies that encourage all learners to develop both an understanding of the content and apply knowledge that in authentic ways.</th>
</tr>
</thead>
</table>

<p>| The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the | The candidate does not use assessment as closure to check for comprehension and learner knowledge and skills. | The candidate uses assessment as closure to demonstrate knowledge and skills to check for | The candidate uses appropriate assessment strategies as closure to allow learners to demonstrate | The candidate uses creative, appropriate assessments throughout the lesson to allow |</p>
<table>
<thead>
<tr>
<th><strong>InTASC 6</strong></th>
<th><strong>VDOE 4</strong></th>
<th><strong>InTASC 6</strong></th>
<th><strong>VDOE 4</strong></th>
<th><strong>InTASC 6</strong></th>
<th><strong>VDOE 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>assessments process.</strong></td>
<td>skills.</td>
<td>comprehension however, they are inappropriate and/or ineffective (or misaligned).</td>
<td>knowledge and skills to check for understanding.</td>
<td>learners to demonstrate knowledge and skills to check for comprehension.</td>
<td></td>
</tr>
<tr>
<td><strong>The candidate designs assessments that match learning objectives with assessment methods.</strong></td>
<td>The candidate’s lesson design does not include post-assessment strategies or methods.</td>
<td>The candidate’s lesson design includes post-assessment strategies or methods but the strategies/methods were not effective.</td>
<td>The candidate’s lesson design includes post-assessments that are appropriate to effectively assess learning.</td>
<td>The candidate’s ongoing assessments and post-assessment matches learning objectives and includes creative strategies to effectively assess learning and check comprehension throughout the lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Section 4: REFLECTION: IMPACT ON LEARNING</strong></td>
<td><strong>The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</strong></td>
<td><strong>The candidate’s reflection does not demonstrate the use of self-assessment or problem-solving strategies to analyze and reflect on his/her practice.</strong></td>
<td><strong>The candidate’s reflection demonstrates the use of self-assessment and/or problem-solving strategies to analyze and reflect on his/her practice but does not plan for adaptations/adjustments.</strong></td>
<td><strong>The candidate’s reflection demonstrates a variety of self-assessment and problem-solving strategies to analyze and reflects on his/her practice and to plan for adaptations/adjustments.</strong></td>
<td><strong>The candidate’s reflection demonstrates the application of a variety of appropriate self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to effectively plan for adaptations/adjustments.</strong></td>
</tr>
</tbody>
</table>

34
# LESSON PLAN TEMPLATE

## CLASSROOM CONTEXT

<table>
<thead>
<tr>
<th>Grade level:</th>
<th>Number of students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area:</td>
<td>Name of Unit:</td>
</tr>
</tbody>
</table>

Lesson planned for ____ minutes

Lesson occurs at which point in the unit: beginning  middle  end

Lesson was taught on

Description of learners:

## PLANNING FOR INSTRUCTION

### Performance-based Objective(s)

National content standards and VA Standards of Learning (SOL)/Career and College Ready Standards

### Lesson Rationale (What research base did you use to make instructional decisions? Why have you selected these objectives and these specific strategies?)

Prerequisite skills needed to attain new learning:

### Modifications/Differentiation and Accommodations
<table>
<thead>
<tr>
<th>Materials/Technology</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures: Opening/Strategies/Assessments/Closure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REFLECTION: IMPACT ON LEARNING</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Mentor Teacher/Supervisor Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gnumber</td>
<td>School Name</td>
</tr>
<tr>
<td>Course</td>
<td>School Location</td>
</tr>
<tr>
<td>Semester</td>
<td>Grade or Subject</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade</th>
<th>Activity Related to Performance Based Assessment</th>
<th>Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/23/16</td>
<td>5th</td>
<td>Met with teacher to co-plan lesson</td>
<td>1</td>
</tr>
</tbody>
</table>

Student's Signature: ______________ Date: __________
Mentor/Supervisor Signature: ______________ Date: __________
# Field Experience Evaluation Form

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

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://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/.