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

EDCI 510: 6F1/DL1—Linguistics for PreK-12 ESOL Teachers
3 Credits, Spring 2020, online
January 21-May 13

Faculty

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Prerequisites/Corequisites
EDRD 515, EDUC 511, EDUC 537

University Catalog Course Description
Examines language as a system, with particular focus on teaching culturally and linguistically diverse students in grades PreK-12. Considers teaching implications of phonology, morphology, syntax, semantics, and pragmatics. Fieldwork hours are required.

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 Pre K-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

This course will be delivered completely online using an asynchronous format via 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 by January 20, 2020, 8 a.m. EDT

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.

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 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: [Add or delete options, as desire.]
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesday and finish on Monday.
- 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 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues via phone, chat, or video. 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 do the following:
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 ELs 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' (ELs') 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 ELs 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 ELs.

> 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 ELs.

> 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 ELs. 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 ELs' 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 ELs 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 ELs.

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.

INTASC	ITSE	Core Values
Standard #1 Learner Development	Standard #1 Facilitate & Inspire Student Learning and Creativity	Value # 1 Collaboration
Standard #2 Learning Differences	Standard #2 Design & Develop Digital-Age Learning Experiences & Assessments	Value #4 Research Based Practice
Standard #4 Content Knowledge	Standard #3 Model Digital-Age Work and Learning	Value #5 Social Justice
Standard #5 Application of Content	Standard #4 Promote & Model Digital Citizenship & Responsibility	
Standard #6 Assessment	Standard #5 Engage in Professional Growth & Leadership	

Standard #9 Professional Learning and Ethical Practice		
http://www.ccsso.org/intasc	http://www.iste.org/standards	http://cehd.gmu.edu/values/

Required Text

Celce-Murcia, M. & Larsen-Freeman, D. (2015). *The grammar book: An ESL/EFL teacher's course* (3rd ed.). Boston, MA: Heinle Cengage Learning.

Greene, J.W. & Coxhead, A. (2015). *Academic vocabulary for middle school students*. Baltimore, MD: Brooks Publishing.

*Additional readings posted on Blackboard in each Module.

Recommended Texts

Razfar, A. & Rumenapp, J. C. (2014). *Applying linguistics in the classroom: A sociocultural approach.* New York, NY: Routledge.

Bear, D.R., et. al. (2006). *Words their way with English learners: Word study for phonics, vocabulary, and spelling*. Upper Saddle River, NJ: Pearson.

Biber, D., Conrad, S., Leech, G. (2002). *Longman student grammar of spoken and written English*. Longman: White Plains, New York.

Carter, R. & McCarthy, M. (2006). *Cambridge grammar of English*. New York, NY: Cambridge University Press.

Cowan, R. (2008). *The teacher's grammar of English*. New York, NY: Cambridge University Press.

Folse, K. (2016). *Keys to teaching grammar to English language learners* (2nd ed.). Ann Arbor, MI: University of Michigan Press.

*Moats, L. (2010). *Speech to print: Language essentials for teachers* (2nd ed.). Baltimore, MD: Brooks Publishing.

*This textbook is highly recommended. It is included in syllabus readings, but they are not required.

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). Assignment details and expectations outlined below. Sample assignments and Rubrics may be found on Blackboard.

TK20 Performance-Based Assessment (PBA) Submission Requirement

There are 2 PBAs for EDCI 510: 1) Field Experience Log (S/U) 2) Textbook Analysis. 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.

Assignments and Examinations

Assignment Description	Weight	Due Date	Standards Addressed
1) Fieldwork (PBA)	S/U	Request: Feb. 3 Log/Evaluation: May 13	Requirement for licensure/endorsement
2) Textbook Analysis (PBA)	30%	April 27	*TESOL/NCATE Standards: 1a, 3a,3b, 3c, & 5b*
3) Lesson Plan & Narrative	25%	May 13	*TESOL/NCATE Standards: 1a, 3a,3b, 3c, & 5b*
4) Teaching Presentation (Demonstration)	25%	April 16	*TESOL/NCATE Standards 1a, 3a,3b, 3c, & 5b*
5) Weekly Discussion Board Participation	20%	Thurs/Mon of each module	*TESOL/NCATE Standards: 1a, 3a,3b, 3c, & 5b*

1) Field Experience (PBA)
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.

The fieldwork will be marked as follows:
- *Satisfactory*: completion of all assignments with high quality in a timely and efficient manner.
- *Unsatisfactory*: incomplete and/or low quality of assignments submitted or work submitted than one week late from due date.

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.

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.

2) Textbook Analysis (PBA)
The overall purpose of the assignment is to demonstrate your knowledge of language as a system to analyze the linguistic demands of a grade-level textbook that is required for use in grades 3-5, 6-9, or 10-12. This assignment is a PBA and the paper should be submitted to Tk20 (Blackboard).

You are strongly encouraged to work with a partner on this assignment. In addition to the criteria below, each person must also submit 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.

For the Textbook Analysis, you should
- Observe ELs learning content area concepts and vocabulary in a classroom and interview the teacher about textbook challenges.
- Identify a reading passage (~500 words) in the selected content area textbook and analyze it using the Fry Readability Formula and at least one other readability formula (e.g., Dale-Chall, Flesch Grade Level, Flesch Reading Ease, FOG, SMOG, FORCAST, Powers-Somner-Kearl, and Spache). Apply your knowledge of rhetorical and discourse structures to support and increase ELs' learning and their comprehension of the text.
  - http://school.discovery.com/schrockguide/fry/fry.html (Fry Readability Formula)
  - http://www.readabilityformulas.com/fry-graph-readability-formula.php (Fry and others)
  - http://www.readabilityformulas.com/free-readability-formula-assessment.php

- 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 ELs. Make sure that you include 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 (i.e., including mechanics) in English. *This assignment is not just a review of the textbook, but should be a linguistic analysis (e.g. vocabulary, parts of speech, etc.).*
- Recommend specific instructional activities to help students meet the linguistic demands in the categories of phonology, morphology, lexicon, syntax, and rhetorical or discourse structures to help students increase their comprehension of the text. Propose teaching activities for dealing with the textbook in the classroom, not for rewriting the textbook itself.
- Identify background knowledge that is necessary to comprehend the text and cross-cultural issues that may make the textbook challenging to ELs and develop instructional activities that activate prior knowledge and support students' home languages and cultures.
- Examine textbook bias, stereotyping, and discrimination with respect to gender, socio-economic status, race and ethnicity, etc. and make suggestions so that instruction can be more culturally inclusive of learners from diverse linguistic, cultural, and educational backgrounds.
- 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.
- Prepare a written report of no more than 25 pages. Your report should follow APA standard formatting (https://owl.english.purdue.edu/owl/resource/560/01/) and include the following sections:
  - Introduction & Background: describe the institutional context of the school, general characteristics of the students and their native languages, countries of origin, literacy levels, special needs (e.g., gifted and talented-GT or learning disabled-LD), etc.;
  - Analysis/Discussion: explain why the examples you selected in the categories of phonology, morphology, lexicon, syntax and discourse pose challenges to the ELs in terms of SLA and the native languages and cultures of the learners;
  - Recommendations: present teaching strategies and activities for ELs that will help address the patterns of linguistic difficulty, text structure, and cultural bias, including those that incorporate community languages and cultures. Make sure that you propose teaching activities that deal with the textbook in the classroom (i.e., not rewriting the textbook itself).
  - References: references to textbooks and other readings used in this course in order to support the analysis and synthesize the points raised with respect to common grammatical challenges that ELs face;
  - Appendices: provide copies of the passages that you analyzed.
- Check the Textbook Analysis Rubric at the end of the syllabus to ensure you have meet all requirements.

3) Lesson Plan & Narrative
The overall purpose of this assignment is to develop, teach, and reflect on a research-supported lesson plan that effectively meets the needs of a specific population of students. The Lesson Plan &

Narrative and Textbook Analysis Projects are companion projects. While the Textbook Analysis should point out strengths and weaknesses of the text, the Lesson Plan & Narrative will demonstrate the strategies needed to support student learning with relation to the texts' strengths and weaknesses. (This assignment is a **NOT** PBA).

For the Lesson Plan, you should
- use the Lesson Plan template provided on Blackboard (under Assignments). Alternatively, you may use a Lesson Plan format required by your school district, but the template should be submitted to and approved by the instructor beforehand;
- specify objectives as related to national, state, and local standards;
- include instructional methods consistent with those taught in the program and this course, as well as an appropriate match between assessment of learning and learning objectives;
- consider appropriate and relevant assessments.

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 students. Lesson planning can be guided by four basic questions: (adapted from Spencer, 2003, p. 251).
- Who am I teaching? The number of learners, their academic level and prior knowledge
- What am I teaching? The content or subject, the type of learning (knowledge, skills, behaviors)
- How will I teach it? Teaching models, learning strategies, length of time available, materials, technology resources, differentiation/modifications, etc.
- How will I know if the students understand? Informal and formal assessments, formative and summative, higher order questioning techniques, feedback from learners, etc.

You might also want to ask:
- What do students know already?
- Where have students come from and what are they going on to next?
- How can I build in sufficient flexibility cope with emergent needs?

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 outcomes or objectives
- create assessments that are aligned to your specific objectives
- think about the structure of the lesson, pacing, and transitions
- identify adaptations/modifications/extensions needed to meet student needs
- determine "best practice" and learning strategies aligned to the learning outcomes
- identify learning resources and support materials

In addition to the Lesson Plan, you should submit a 4-6 page-Narrative to accompany the lesson plan.

Formatting the Lesson Plan Narrative
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 of the narrative, 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, ASOL.s 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 of the narrative, explain how your chosen objectives match students' needs and the materials. (½ to 1 page)

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. You may provide bullet points in your lesson plan, but the narrative should be more detailed, 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 of the narrative, 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)

Finally,
- check the Lesson Plan & Narrative Rubric at the end of the syllabus to ensure you have met all requirements.

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

Spencer, J. (2003). *Learning and teaching in the clinical environment*. London, England: BMJ Publishing Group.

4) Teaching Presentation (Demonstration)
The overall purpose of this assignment is to demonstrate your understanding of the 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.

The audience for the Teaching Presentation is your colleagues that may not have training in linguistics or pedagogical grammar. Your presentation should be about 15-20 slides and address the following aspects:
1. What is the syllabus topic or linguistic/grammar point(s) you are demonstrating? (Your audience is fellow teachers supporting EL students. You should address the question: What are the most important areas that ESOL teachers need to know about linguistics?)
2. Why is this linguistic topic 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 language 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 or (b) a description of one or more teaching activities that address the learning difficulty. Create a presentation/demonstration/video that uses 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, etc.).
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 (e.g., teacher references, online resources, and grammar books for students) that address your topic in your presentation/demonstration.

- The Teaching Presentation will be due as your weekly discussion board original post on Thursday, April 16.
- Be sure to check the Teaching Presentation Rubric at the end of the syllabus to ensure you have met all requirements.

Online presentations may be done in a number of ways. Students may upload a PowerPoint with video, record a Prezi, use Google Slides or Voicethread, or create some sort of interactive website— a variety of things. You may choose the format in which you would like to present your demonstration.

5) Weekly Discussion Board Participation
The overall purpose of the discussion board is to provide a forum for discussion of the topics we will be exploring and an open space to work through our own thoughts and ideas. The discussion board is our "classroom." Some of the richest and most robust discussions I have

ever heard (seen) have taken place on a discussion board, and it is my hope that you will actively engage your colleagues in this medium.

To participate in the Weekly Discussion Board, you should
- complete the assignment readings or other activities (e.g. videos) for the week;
- make at least 3 posts per week
  - by Thursday (11:59 pm EST), post an original response to the Discussion Board Prompt. It is suggested that your original response be 250-350 words;
  - by Monday (11:59 pm EST), make two posts in response to your colleagues' posts;
- ensure you posts are distributed throughout the discussion period (i.e., not concentrated all on one day at the beginning and/or end of the week);
- use class materials to support the ideas in your response; you may also bring in related prior knowledge to your posts (work experience, prior coursework, readings, etc.);
- avoid responses to your colleagues' posts that are limited to 'I agree' or 'great idea', etc. To express agreement (or disagreement), support your posts with concepts from the readings or by bringing in a related example or experience;
- use proper etiquette (proper language, typing, etc.); avoid using "text" talk (such as "C U," "B4," "cuz," etc.). While the discussion board is meant to be an open and safe space for discussion and exchanges, we should aim to maintain appropriate adherence to grammar and style relevant for a graduate course.
- View the Weekly Discussion Board rubric at the end of the syllabus for a comprehensive description of the requirements.

Grading Scale
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.

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

The course is divided into 15 modules, approximately one for each week. Each module will be available by Monday of the designated week.

*You may find all readings, assignment descriptions, and other course materials necessary for each week in the Modules folder in Blackboard.

* 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.

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

Module Date	Topics	Readings*	Assignments
Module 1 Jan. 21-27	• Introductions • What is linguistics? • The role of grammar in ELT	• *TGB* preface, chpts 1, 36 • The virtual linguistics campus (video)	-Weekly Discussion Board
Module 2 Jan. 28-Feb. 3	• The component parts of language • Grammatical metalanguage • Lexicogrammar	• Habib (n.d.) • *TGB* chpts 2-3	-Weekly Discussion Board **-Submit Field Experience Request Form by February 3rd**
Module 3 Feb. 4-10	• Language Acquisition • Copular verbs	• *TGB* chpt 4 • TedEd (video) • Lightbown & Spada (2013a, b)	-Weekly Discussion Board -Course Check-Up Survey
Module 4 Feb. 11-17	• Phonology • Tense/Aspect • modals	• *TGB* chpts 7-8 • Nativlang.com (videos) • Moats chpt 3	-Weekly Discussion Board
Module 5 Feb. 18-24	• Morphology/Typology • Adjectives • Degree • Academic Vocabulary, intro	• Delahunty & Garvey (2010) • *TGB* chpts 20, 34-35 • *AVMS* Intro • Logic of English (video) • The linguistics channel (video) • Goldwasser (video) • Moats chpt 5	-Weekly Discussion Board
Module 6 Feb. 25-Mar. 2	• Syntax • Word order	• *TGB* chpt 5-6 • Heny (2008) • The Trev Tutor (video) • Moats chpt 6	-Weekly Discussion Board
Module 7 Mar. 3-9	• Negation • Passive • Academic Vocabulary, cont'd	• *TGB* chpts 10, 18 • *AVMS* chpt 1	-Weekly Discussion Board
Mar. 10-16	**Spring Break**		
Module 8	• Semantics • Articles	• *TGB* chpt 15 • Gregory (2000)	-Weekly Discussion Board

Mar. 17-23		• Ashton English (video) • Virtual Linguistics Campus (video) • Moats chpt 7	
Module 9 Mar. 24-Mar. 30	• Reference/Possession • Quantifiers • More Academic Vocabulary	• *TGB* chpts 16-17 • *AVMS* chpt 3	-Weekly Discussion Board
Module 10 Mar. 31-Apr. 6	• Interlanguage & Error Analysis • Questions	• *TGB* chpts 11, 13-14 • EAL360 (video) • Hussein (2013) • Marcy (video) • Points of grammar document	-Weekly Discussion Board
Module 11 Apr. 7-13	• Prepositions • Phrasal Verbs • Pragmatics	• *TGB* chpts 21-22 • Koike (video) • Fromkin, Rodman, Hyams (2011)	-Weekly Discussion Board
Module 12 Apr. 14-20	• Teaching presentations	• *AVMS* chpt 4 • Selected as appropriate to prepare for presentation	-Weekly Discussion Board
Module 13 Apr. 21-27	• Conditionals	• *TGB* chpt 27	-Weekly Discussion Board -Textbook Analysis Due April 27th **Submit to Tk20 in Blackboard**
Module 14 Apr. 28-May 4	• Relative clauses • Nonreferential subjects	• *TGB* chpts 23, 28-29	-Weekly Discussion Board -Complete End of Course evaluation
Module 15 May 5-11	• focus/emphasis	• *TGB* chpt 30	-Weekly Discussion Board -Field Experience log & Evaluation Due *May 11th* **Submit to Tk20 in Blackboard** - Lesson Plan & Narrative Due *May 13th*

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

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 https://ds.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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@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 http://cehd.gmu.edu/.

Weekly Discussion Board Rubric

Criteria	Proficient	Adequate	Needs Improvement
Contributes Ideas **Informs and Enriches Discussion**	• Student contributes ideas that help to inform and enrich • Content is complete, accurate, and offers new ideas for application through clear evidence of critical thinking • Discussion is well supported with details that explain the student's conclusions and/or references from the week's materials • Postings are characterized by originality and relevance to the topic and encourage further discussion on topic • Posts use standard English grammar with few or no spelling errors **6-7 points**	• Student contributes ideas one would expect, but without originality and insight • Lacking in critical thinking and relevance • Ideas or opinion are not presented with supporting facts or references • Content generally doesn't invite further discussion or investigation • Grammar or spelling errors may prove distracting **4-5 points**	• Student barely addresses the assigned question in terms of depth or breadth • Minimal evidence of critical thinking • Little to no evidence of supporting facts or references • Grammar and spelling are below expected graduate level **0-3 points**
Involvement and Responsiveness	• Routinely responds to other students (at least two times) and offers additional insights and considerations that extend the collective understanding • Communication encourages further responses, raises questions or politely offers alternative perspectives **4-5 points**	• Student responds to others and attempts to offer more than "good idea..." but generally repeats what has already been said • Doesn't really add new insights **2-3 points**	• Student responds to others, but interaction is best described as "good idea ..." • Little substance to continue discussion **1 point**
Timeliness	• Original response is posted by Thursday midnight • Follow up responses are posted by Monday midnight • Responses are posted in a timeframe that encourages discussion (e.g. over three or more days) **3 points**	• Original response is posted by Thursday midnight • Responses are posted by Monday midnight • Responses are generally posted in a timeframe that encourages discussion **1-2 points**	• Responses are late and/or posted in a timeframe that does not encourage discussion **0 points**

Textbook Analysis Rubric

Score Point TESOL Standard Indicator	1 Does Not Meet Standard	2 Approaches Standard	3 Meets Standard	4 Exceeds Standard
1.a.1. Demonstrates knowledge of the components of language and language as an integrative system.	Does not use the components of language to make appropriate instructional recommendations for ELs.	Uses the components of language to make recommendations for teaching ELs, but some of these may be inappropriate or inaccurate.	Uses the components of language to make appropriate recommendations for teaching ELs.	Uses the components of language to draft appropriate instructional tasks for teaching ELs.
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 ELs develop oral, reading, and writing skills (including mechanics) in English	Does not analyze text for phonological, morphological, syntactic, semantic, and pragmatic challenges for teaching ELs.	Analyzes text showing phonological, morphological, syntactic, semantic, and pragmatic challenges for teaching ELs, with many omissions or inaccuracies.	Accurately analyzes text showing phonological, morphological, syntactic, semantic, and pragmatic challenges for teaching ELs, with some omissions or errors.	Accurately and comprehensively analyzes text showing phonological, morphological, syntactic, semantic, and pragmatic challenges for teaching ELs.
1.a.3. Demonstrates knowledge of rhetorical and discourse structures as applied to ESOL learning.	Does not accurately identify rhetorical or discourse structures or design appropriate instructional activities.	Identifies rhetorical and discourse structures with some omissions or inaccuracies or makes inappropriate recommendations for learning.	Accurately identifies rhetorical and discourse structures and makes recommendations to promote learning.	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.

2.a. Apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.	Does not identify elements of racism, stereotyping, or discrimination in the selected text.	Identifies few or inaccurate examples of language of racism, bias, stereotyping, and/or discrimination in selected text.	Accurately identifies language of racism, various forms of bias, stereotyping, and/or discrimination in selected text.	Accurately and comprehensively identifies language of racism, various forms of bias, stereotyping, and/or discrimination and develops instructional activities to promote an inclusive classroom.
2.e. Apply concepts about the interrelationship between language and culture.	Does not identify elements of language that require prior cultural knowledge not familiar to ELs.	Identifies some elements of language that reflect prior cultural knowledge but with some inaccurate interpretations or omissions.	Accurately identifies many examples of prior cultural or linguistic knowledge or relationships between language and culture that may be problematic for ELs.	Develops instructional activities that activate prior knowledge of cultural meanings in language and support students' home language and culture.
Quality of Writing as a Reflective Practitioner	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.	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.	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.	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.

Teaching Presentation Rubric

DOMAIN SCORE POINTS	TOPIC	CONTEXTUALIZATION	MATERIALS	REFERENCES
4	Accurately explains topic and difficulty level posed to language learners.	Contextualizes linguistic feature in grade-appropriate reading materials and meets learning needs.	Uses handouts and hands-on materials that clearly demonstrate the usefulness of the topic.	Makes appropriate references to assigned and/or outside readings to support topic selection and teaching activities used.
3	Needs elaboration to explain topic and difficulty level posed to language learners.	Contextualizes linguistic feature in grade-appropriate reading materials and but may not meet learning needs.	Uses handouts and hands-on materials that leave some questions unanswered.	Makes few or incorrect references to assigned and/or outside readings to support topic selection and teaching activities used.
2	Needs elaboration and/or clarity to explain topic and difficulty level posed to language learners.	Does not contextualize linguistic feature in grade-appropriate reading materials and may not meet learning needs.	Uses handouts and hands-on materials that do not demonstrate usefulness of the topic.	Makes few AND incorrect references to assigned or outside readings to support topic selection and teaching activities used.
1	Does not explain topic and difficulty level posed to language learners.	Does not contextualize linguistic feature in grade-appropriate reading materials OR meet learning needs.	Does not use handouts or hands-on materials.	Does not make references to assigned or outside readings.

Lesson Plan & Narrative Rubric

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Section 1: CLASSROOM CONTEXT				
Identification of individual and group prerequisites and design of instruction to meet learners' needs	The lesson plan & narrative does not identify individual or group prerequisites to design instruction nor design instruction to meet learner needs.	The lesson plan & narrative identify individual or group prerequisites to design instruction but instruction may not meet learner needs.	The lesson plan & narrative identify individual and group prerequisites to design instruction and instruction meets learner needs.	The lesson plan & narrative thoroughly identify individual and group prerequisites to design effective instruction and instruction precisely meets learner needs.
Section 2: PLANNING FOR INSTRUCTION				
Identification of performance- based objectives and/or curriculum goals/outcomes that are relevant to learners and materials	The lesson plan & narrative does not identify performance-based objectives and curriculum goals/outcomes nor explain their relevance to the learners and materials.	The lesson plan & narrative identify performance-based objectives and curriculum goals/outcomes but they may not be relevant for the leaners or materials.	The lesson plan & narrative identify performance-based objectives and curriculum goals/outcomes and explains their relevance for the learners and materials.	The lesson plan & narrative identify performance-based objective and curriculum goals/outcomes and clearly explain in-depth their relevance for the learners and materials.
Identification of national/state/ local standards that align with objectives, goals, and learners	The lesson plan & narrative do not identify national/state/local standards that align with the objectives, standards, or learners.	The lesson plan & narrative identify national/state/local standards, but they may not align with either objectives, goals, or learners.	The lesson plan & narrative identify national/state/local standards that are mostly aligned with the objectives, goals, and learners.	The lesson plan & narrative identify national/state/local standards that are precisely aligned with the objectives, goals, and learners.

Section 3: INSTRUCTION				
Development of sequencing and pacing of learning experiences; provision of multiple ways to demonstrate knowledge and skill	The lesson plan & narrative do not plan for sequencing and pacing of learning experiences. Tasks, methods, strategies are not stated.	The lesson plan & narrative plan for sequencing and pacing of learning experiences and/or tasks, methods and strategies are stated, but not both**.**	The lesson plan & narrative plan for sequencing and pacing of learning experiences. Tasks, methods, and strategies are stated.	The lesson plan & narrative plan for appropriate sequencing and pacing of learning experiences. Effective tasks, methods, and strategies are stated.
Use of a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply the knowledge	The lesson plan and narrative do not use instructional strategies to encourage an understanding of the content or apply the knowledge.	The lesson plan and narrative use limited instructional strategies which may encourage an understanding of the content or apply the knowledge.	The lesson plan and narrative use a variety of instructional strategies to encourage an understanding of the content and apply the knowledge.	The lesson plan and narrative use a variety of effective instructional strategies to encourage an understanding of the content and apply the knowledge in meaningful ways.
Design of assessments that match learning objectives	The lesson plan & narrative do not include assessments.	The lesson plan & narrative include assessments, but they may not appropriately match learning objectives.	The lesson plan & narrative include assessments that match learning objectives.	The lesson plan & narrative include appropriate assessments that effectively match learning objectives.
Section 4: REFLECTION: IMPACT ON LEARNING				
Reflection on practice	The lesson plan & narrative do not demonstrate reflection on practice.	The lesson plan & narrative demonstrate limited reflection on practice.	The lesson plan & narrative demonstrate reflection on practice.	The lesson plan & narrative demonstrate insightful reflection on practice.

Field Experience Record

The Teaching Culturally, Linguistically Diverse & Exceptional Learners graduate program at George Mason University requires all students complete a minimum of 15 hours of field experience in an appropriate K-12 classroom for each course. Field experience goes beyond observations of the classroom to include hands-on experience implementing teaching & learning activities required for professional educators. Your Mason student will provide a copy of the course syllabus indicating what is required to complete fieldwork, such as interviews with students, teachers or family members; lesson-planning; small group instructional activities; whole-class teaching or co- teaching; implementing or evaluating assessments; and other activities. Please verify the time and activities completed, as well as evaluate as best you can the students' dispositions for a career educator, by filling out and signing the document below. We appreciate your willingness to mentor our Mason students into the profession and support their growth and learning. If you have questions about the program or the goals of fieldwork, please contact dvrtch@gmu.edu.

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

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

Student's Signature:_____ Date:_____

Mentor/Supervisor Signature:_____ Date:_____

Field Experience Evaluation Form

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

PERSONAL AND PROFESSIONAL QUALITIES	Consistently Evident (4)	Frequently Evident (3)	Sometimes Evident (2)	Seldom Evident (1)	Not Applicable (N/A)
Open to Feedback Is receptive to constructive criticism/growth-producing feedback Self-regulates and modifies professional behavior based on feedback Seeks opportunities for professional growth to improve practice					
Collaboration & Teamwork Exhibits teamwork for school/organizational improvement Collaborates well with others Is caring, empathetic and respectful to others					
Cultural Responsiveness Treats individuals in an unbiased manner Embraces differences Views diversity as an asset					
Continuous Improvement/ Change Orientation Takes initiative appropriately Seeks evidence for use in decision making Is willing to take appropriate risks/try new things					
High expectations for learning Holds high expectations for all learners Monitors and assesses student learning to provide feedback and alter instruction to improve learning					
Advocacy Seeks to understand and address student issues and challenges					

Shows a genuine interest in others' well-being Seeks to direct students and/or families to needed resources	26				
Professionalism Is punctual and well prepared with appropriate dress & appearance Demonstrates respect for students, families, colleagues, and/or property Uses technology & social media appropriately					
Legal & Ethical Conduct Exhibits integrity and ethical behavior Maintains privacy and confidentiality of sensitive information Demonstrates fairness and consistency in applying and enforcing rules, policies, and regulations					

Comments:

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