

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

EDCI 519 Section DL1 – Methods of Teaching Culturally and Linguistically Diverse Learners  
3 Credits, Fall 2020  
Online-Asynchronous  
August 24, 2020- December 6, 2020

**Faculty**

Name: Dr. Sarah Eqab  
Office Hours: By Appointment  
Office Location: virtual  
Office Phone: 703-989-0098  
Email Address: seqab@gmu.edu

**Prerequisites/Corequisites**

Required Prerequisites: EDCI 510\* and EDCI 516

\* May be taken concurrently.

**University Catalog Course Description**

Examines approaches, methods, and techniques for teaching culturally & linguistically diverse learners in bilingual and ESL classrooms, as well as resources available in field. Critically analyzes and demonstrates teaching approaches based on second language acquisition research, including teaching language through content. Fieldwork hours are required.

**For COVID 19 procedures in Fall 2020: Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: <https://www2.gmu.edu/Safe-Return-Campus>**

[FIELDWORK REQUIREMENT- Students in Fall 2020 will NOT be participating in Field Experience](#)

**Course Overview**

This course includes an examination of current and past approaches, strategies, and techniques for teaching culturally and linguistically diverse learners. Students demonstrate teaching strategies, develop lesson and unit planning skills, and demonstrate knowledge of the application of linguistic and sociolinguistic concepts in language teaching and learning.

**Course Delivery Method**

This course will be delivered by using a virtual platform. This course is highly interactive by design. It is predicated upon *learning by doing* and *discovery learning*. Assessment is based on performance-based assignments. This class will be engaged in cooperative learning, small group

discussions, whole class discussions, peer feedback, short lectures, student-led micro teaching simulations, guest speakers, peer feedback, videos, multimedia, and reflection.

### **Course Delivery Method (For Online)**

This course will be delivered online (100%) 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 8/22/2020.

**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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)  
To get a list of supported operation systems on different devices see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- 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:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### **Expectations**

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, **our week will start on Monday and finish on Sunday.**
- **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. 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 do the following:

- 1) Learn the fundamental concepts of the knowledge base pertaining to ESL, English as a second dialect, and the teaching of other second and foreign languages; second language acquisition, psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.
- 2) Learn to develop a lesson plan that uses the four language skills, listening, speaking, reading, and writing. This includes learning to develop a lesson plan that shows evidence of scaffolded, differentiated, and multi-level instruction.
- 3) Plan and manage a second language class effectively and be able to evaluate and selectively apply a range of teaching strategies as appropriate to their students' needs and characteristics, particularly as they apply to the skills and needs of diverse learners. For this

purpose, they will need to be able to assess different teaching situations and changing conditions in culturally and linguistically diverse classrooms, so as to select appropriate teaching procedures and adapt to teaching students with differing learning styles and cultural backgrounds.

- 4) Utilize research by understanding and critically evaluating second language learning theories to engage in a systematic investigation of the knowledge base to inform their own and others teaching practices.

**Professional Standards – TESOL/CAEP** (TESOL International Association Standards for Initial TESOL Pre-K-12 Teacher Preparation Programs) [www.tesol.org/teacher-prep-standards](http://www.tesol.org/teacher-prep-standards)

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

### **Standard 1: Knowledge About Language**

Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.

**1a** Candidates demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for ELLs.

**1b** Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.

### **Standard 2: ELLs in the Sociocultural Context**

Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.

**2c** Candidates devise and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individual instructional and assessment practices for their ELLs.

### **Standard 3: Planning and Implementing Instruction**

Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies

in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement and communicate about instruction for ELLs.

**3a** Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs' in the content areas.

**3b** Candidates instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.

**3c** Candidates adjust instructional decisions after critical reflection on individual ELLs' learning outcomes.

**3e** Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.

#### **Standard 4: Assessment and Evaluation**

Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.

**4b** Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English and content assessment. Candidates determine language and content learning goals based on assessment data.

#### **Standard 5: Professionalism and Leadership**

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

**5c** Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.

#### **Required Texts**

Fairbairn, S. & Jones-Vo, S. (2010). *Differentiating instruction and assessment for English language learners*. Caslon. Philadelphia, PA.

Gibbons, P. (2015). *Scaffolding language/scaffolding learning. Teaching English language learners*

*In the mainstream classroom.* 2<sup>nd</sup> Edition. Heinemann. Portsmouth, NH.

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

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

Vogt, M.E., & Echevarria, J. (2012). *Making content comprehensible for English Learners: the SIOP Model.* 5<sup>th</sup> Edition. Allyn & Bacon. Boston, MA.

### **Recommended Texts:**

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

TESOL, *PreK-12 English Language Proficiency Standards.* ISBN: 978-193118531-8. Telephone: 703-836-0774. Fax 703-836-6447. Email: [tesol@tesol.org](mailto:tesol@tesol.org) <http://www.tesol.org>

WIDA Standards Booklet: must ordered through the WIDA consortium. You may call them toll free at: 866-276-7735

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

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

### **Additional Resources:**

Required Online Access:

GMU Email <http://www.gmu.edu/resources/students/>

1. BlackBoard: <http://mymason.gmu.edu>
2. <http://www.pen.k12.va.us/VDOE/Instruction/Language>
3. Fairfax County Public School Overview:  
<http://www.fcps.edu/search?keywords=esol+program+of+studies>
4. <http://www.tesol.org>
5. <https://ncela.ed.gov>
6. <http://discoveryschool.com/teachingtools.html>
7. <http://www.quia.com>

ESL/Language Arts

1. ESL Café Web Guide (<http://www.eslcafe.com/search/index.html>)
2. Education World ([educationworld.com/award/past/topics/lang\\_arts.shtml](http://educationworld.com/award/past/topics/lang_arts.shtml))

History/Social Studies

1. History/Social Studies Web Site for K-12 Teachers ([esl.yourdictionary.com/esl/esl-lessons-and-materials/tips-for-teaching-social-studies-to-esl-students.html](http://esl.yourdictionary.com/esl/esl-lessons-and-materials/tips-for-teaching-social-studies-to-esl-students.html))

Science

1. <http://www.scienceandmathwithmrs laul.com/2017/09/ten-tips-teaching-ell-science/>

Math

1. <http://www.scholastic.com/teachers/articles/teaching/-content/10-ways-help-ells-succeed-math/>

### **Course Requirements**

Each Friday I will post an announcement on Blackboard that will direct you to the coming Week's Agenda. **These weekly emails are VERY important for your success in the course.** Material will be suggested to you for readings, general observations from your in-class work will be shared, and deadlines and mini-assignments that are part of your grade will be provided. **Please ensure that you are RECEIVING and READING these emails each week.** I am definitely stressing this point because I have found the rare student does neither and then is quite upset that they didn't know what was going on.

All assignments should be turned in on the due date indicated in the schedule below via Blackboard. All projects must be typed, in 12-point font, with one inch margins, double-spaced, in Times New Roman font. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully.

Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe. Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.

### **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**

**NOTE: Submission of Performance-Based Assessments to TK20 will NOT be required during fall 2020.**

#### **(Unit Lesson Plan Reflection & Analysis Paper)**

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

[FIELDWORK REQUIREMENT- Students in Fall 2020 will NOT be participating in Field Experience](#)

### Field Experience and Lesson Planning (Common Assessment)

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.)

**Not Applicable for fall 2020.** \*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.

**N/A for fall 2020:** 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.

**N/A for fall 2020:** Fieldwork Log of Hours: You must submit a signed fieldwork log of hours demonstrating that you observed, planned, and taught in a K-12 school for a minimum of 15 hours. Fieldwork logs must show direct ties to the assignments in this course. Simply being in a classroom without working on the unit plan is not acceptable for meeting the fieldwork guidelines. Fieldwork logs must be signed by your supervisor (in-service candidates) or cooperating teacher (pre-service students) and uploaded to BlackBoard.

**N/A for fall 2020:** TCLDEL Fieldwork Log of Hours and Evaluation Assessment

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

**N/A for fall 2020:** 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



<i>Assignment Description</i>	<i>Grade %</i>	<i>Standards Addressed</i>
<b>Class Attendance and Informed Participation</b>	20%	Attend all class sessions, participate in online discussions, complete assignments/readings.  <i>TESOL/CAEP Standards: 1a, 1b, 2c, 3a, 3b, &amp; 5c</i>
<b>Tech Project (Mid-Term Exam)</b>	20%	Students will create a lesson highlighting a technological component that can be used to support English Learners.  <i>TESOL/CAEP Standards: 3e</i>
<b>Teaching Demonstrations</b>	20%	In groups, conduct a virtual teaching simulation highlighting a certain strategy/methodology.  <i>TESOL/CAEP Standards: 1b, 3a, 3b, 5c</i>
<b>Unit Lesson Plan &amp; Reflection Analysis Paper</b>	40%	You must create a unit plan covering five days of instruction using the lesson plan template provided.  <i>TESOL/CAEP Standards: 1a, 2c, 3a, 3b, 3c, 3e, 4b, &amp; 5c</i> <b><i>This is the SPA Performance Based Assessment (PBA) for the course.</i></b>

**Note for Online Courses:**

The main participatory activity is engaging in conversation with classmates via Discussion Board posts. **The Discussion Board posts and any other activities within a Weekly Module (e.g., a journal entry, addition to a Wiki page, application activities, etc.) are opportunities for candidates to demonstrate thorough engagement with all course content in the Weekly Modules.** A class participation rubric is located on Blackboard.

Candidates are expected to complete an **initial Discussion Board post by Friday night at midnight and to respond briefly but thoughtfully to two peers' posts by Sunday night at midnight.** Initial Discussion Board posts must be two well-developed paragraphs, written in professional language, that **synthesize** candidates' thinking around the prompts for the post with insights gained through readings/videos in the Weekly Module. In other words, the questions in the prompts are meant to spark thinking and connections to candidates' experiences and to the course content rather than to be addressed question by question. **Candidates should cite texts (in parenthesis) from course readings that are referred to in the post. Full citations below the post are NOT needed unless the candidate is referring to texts outside of the course.** **Candidates should AVOID the overuse of direct quotes in Discussion Board posts. Rather, please use your own words to paraphrase and weave together connections among texts with your own thinking.**

**Responding to peers' posts represents an opportunity to deepen the dialog by posing thoughtful questions for peers and sharing thinking around the weekly content.** Responses to peers' posts can be a few sentences to a paragraph and must be thoughtful and respectful. Please approach the Discussion Board interactions with the idea that we are communicating to expand our understanding of ourselves as cultural beings as well as of the strengths and needs of culturally and linguistically diverse students.

### **Overview of Projects/Assessments:**

#### **1. COMMON ASSESSMENT: Field Experience – Lesson Planning (This will not be included in Fall 2020)**

This will be covered in a separate section below.

#### **2. Tech Project:**

Students will select one technological application that can be used to enhance the learning of English Learners in the classroom.

**3. Teaching Demonstrations:** In groups, conduct a virtual teaching simulation based on a particular method/strategy. Your demonstration must integrate some form of technology. Teachers who are in-service teachers, may record one of their class lessons in lieu of the teaching demonstration. **This will be a synchronous component of our class. Please see schedule below.**

#### **4. Performance-Based Assessment Unit Lesson Plan Reflection & Analysis Paper:**

Your unit plan will cover a minimum of **five (5) days** of instruction based on the grade, content area, e.g., math, science, social studies, and VA SOLs, that you chose earlier in the course. Sample models are provided for you on Blackboard. Lesson plans must include sections of the of the lesson plan template from Demographics to Homework.

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

books, visual aids, props, and realia. Use appropriate technological resources to enhance language and content-area instruction for ESOL students.

**Inclement Weather Policy- This will not affect our section.**

In case of snow, hurricanes, other bad weather, or security emergencies, call 703-993-1000 or go to [www.gmu.edu](http://www.gmu.edu) for information on class cancellations and university closings.

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

**Grading**

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

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

**Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the School of Education**

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

**Honor Code & Integrity of Work**

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

*Violations of the Honor Code* include:

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

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

**Late Work Policy**

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

**Coursework 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 non-academic 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 withdrawals will be permitted.

**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: All new units will be released on Sunday evening. Monday will mark the beginning of the new week and the “day” of class. Sessions will be asynchronous except for those indicated on the syllabus.

Date	Topic	Homework (due on Sunday prior to class date)
8/24/20	Who Are Our English Learners?	<p><b><u>Read:</u></b>            Chapter 1- Fairbairn &amp; Jones-Vo            Chapter 1- Echevarria, Vogt, Short            Chapter 1- Gibbons</p> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Upload introduction video to BB</li> </ul>

		<ul style="list-style-type: none"> <li>• Assignment #1 in Discussion Board</li> </ul>
8/31/20	Language Learning/Language Acquisition	<p><b><u>Read:</u></b> Chapter 2- Fairbairn &amp; Jones-Vo Chapter 2- Gibbons Chapter 1&amp;2- Haley/Austin</p> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Assignment #2 on Discussion Board</li> </ul>
09/07/20	Content/Language Objectives	<p><b><u>Read:</u></b> Chapter 2- Echevarria, Vogt, Short Chapter 3- Gibbons</p> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Assignment #3 on Discussion Board</li> <li>• Unit Plan (Demographic section)</li> </ul>
09/14/20	Building Background Knowledge/Comprehensible Input	<p><b><u>Read:</u></b> Chapter 3 &amp; 4 - Echevarria, Vogt, Short Chapter 4- Gibbons</p> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Assignment #4 on Discussion Board</li> </ul>
09/21/20	Strategies	<p><b><u>Read:</u></b> Chapter 5 - Echevarria, Vogt, Short Chapter 5 &amp; 6- Gibbons Chapter 3 &amp; 4- Haley/Austin</p> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Assignment #5 on Discussion Board</li> <li>• Unit Plan: draft lesson one</li> </ul>
09/28/20	Interaction	<p><b><u>Read:</u></b> Chapter 6 - Echevarria, Vogt, Short Chapter 7- Gibbons Chapter 3 &amp; 4- Fairbairn &amp; Jones-Vo</p> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Assignment #6 on Discussion Board</li> </ul>
10/05/20	Practice & Application	<p><b><u>Read:</u></b> Chapter 7 - Echevarria, Vogt, Short</p>

		<p>Chapter 8- Gibbons Chapter 5 &amp; 6- Fairbairn &amp; Jones-Vo</p> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Upload midterm project to BB</li> <li>• Assignment #7 on Discussion Board</li> </ul>
10/12/20	Lesson Delivery	<p><b><u>Read:</u></b> Chapter 8 - Echevarria, Vogt, Short Chapter 9- Gibbons Chapter 7- Fairbairn &amp; Jones-Vo</p> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Assignment #8 on Discussion Board</li> </ul>
10/19/20	Teaching Demo Group 1 & 2 Synchronous Class (look for Zoom link in email- class will meet at 5:00pm)	<p><b><u>Read:</u></b> Chapter 8- Fairbairn &amp; Jones-Vo</p> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Assignment #9 on Discussion Board</li> </ul>
10/26/20	Assessment	<p><b><u>Read:</u></b> Chapter 9 - Echevarria, Vogt, Short Chapter 10- Gibbons</p> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Assignment #10 on Discussion Board</li> </ul>
11/02/20	Teaching Demo Group 3 & 4 Synchronous Class (look for Zoom link in email- class will meet at 5:00pm)	<p><b><u>Read:</u></b> Chapter 10 &amp; 11- Echevarria, Vogt, Short</p> <p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Assignment #11 on Discussion Board</li> </ul>
11/09/20	Reading Instruction	<p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Assignment #12 on Discussion Board</li> </ul>
11/16/20	Different Multilingual Learners	<p><b><u>Assignments:</u></b></p> <ul style="list-style-type: none"> <li>• Assignment #13 on Discussion Board</li> </ul>
11/23/20	Putting it Together	<p><b>Unit Plan Due: 11/29/20</b></p>

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

## Core Values Commitment

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

## Professional Dispositions

See <https://cehd.gmu.edu/students/policies-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](mailto: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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**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](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website <http://cehd.gmu.edu/>.**

### **DETAILED ASSIGNMENT INFORMATION**

**Field Experience (In-Service and Pre-Service Teachers) – Lesson Planning- This will not be implemented in Fall 2020**

**Common Assessment – Must be uploaded to Bb TK20**

As already mentioned in an earlier section of the syllabus, for EDCI 519 you are required to complete a minimum of 15 hours of field experience. You must have your placement made for you by GMU.

Dr. Haley will give specific instructions later. You are required to register online through CEHD for your placement. You may **NOT** make your own arrangements.

**In-service teachers:** Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. However, you are required to complete a minimum of **5 hours** outside your classroom. It may be done in your school. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: *"I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace."* The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1).

**Pre-service teachers:** If you are not currently working in a 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).

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

## Field Experience & Lesson Planning

### COMMON ASSESSMENT

#### Lesson Planning Assessment

#### Assessment Information:

In the TCLDEL program, the Lesson Planning Assessment is completed during EDCI 519 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, 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, 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:**

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

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

## 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.






Criteria	Does Not Meet Standard  1	Approaching Standard  2	Meets Standard  3	Exceeds Standard  4
<b>Section 1: CLASSROOM CONTEXT</b>				
<b>The candidate identifies</b>	The candidate does not design	The candidate identifies	The candidate identifies	The candidate identifies specific


<p><b>individual and group prerequisites in order to design instruction to meet learners' needs in the following areas of development</b></p> <p><b>(Cognitive, linguistic, social, emotional, and physical).</b></p> <p><i>InTASC 1</i></p> <p><i>VDOE 1</i></p> <p><b>Diversity</b></p> 	<p>instruction to meet learners' needs in each area of development.</p>	<p>individual or group prerequisites to design instruction that meet learner needs in some areas of development.</p>	<p>individual and group prerequisites to design instruction that meet learner needs in each area of development.</p>	<p>individual and group prerequisites to design effective instruction to meet learner needs in each area of development.</p> <p>The candidate includes strategies to address these prerequisites within the lesson, as well as anticipated learner responses to these strategies.</p>
---	---	--	--	---

**Section 2: PLANNING FOR INSTRUCTION**

<p><b>The candidate identifies performance-based objectives and/or appropriate curriculum goals/outcomes that are relevant to learners.</b></p> <p><i>InTASC 7</i></p> <p><i>VDOE 2</i></p>	<p>The candidate does not identify performance-based objectives and appropriate curriculum goals/outcomes that are relevant to learners.</p>	<p>The candidate identifies objectives and appropriate curriculum goals/outcomes but they are not appropriate for the subject, grade level, or the learners.</p>	<p>The candidate identifies performance-based objectives and appropriate curriculum goals/outcomes which are appropriate for the subject, grade level, or the learners.</p>	<p>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.</p>
<p><b>The candidate identifies national/state/local standards that align with objectives, are appropriate for curriculum goals,</b></p>	<p>The candidate does not identify national/state/local standards that align with the objectives/goals/outcomes or the standards are not appropriate for</p>	<p>The candidate identifies national/state/local standards but the standards are not aligned with the objectives/goals/outcomes and/or</p>	<p>The candidate identifies national/state/local standards that are aligned with the objectives/goals/outcomes and relevant to learners.</p>	<p>The candidate identifies national/state/local standards that are clearly aligned with the objectives/goals/outcomes and relevant to learners.</p>

<p><b>and are relevant to learners.</b></p> <p><i>InTASC 7</i></p> <p><i>VDOE 2</i></p> <p><b>Diversity</b></p> 	<p>curriculum goals or are not relevant to learners.</p>	<p>marginally relevant to learners.</p>		<p>The candidate provides a statement of rationale for the alignment of these goals with the learning objective.</p>
<p><b>The candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery.</b></p> <p><i>InTASC 4</i></p> <p><i>VDOE 1</i></p> <p><b>Diversity</b></p> 	<p>Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.</p>	<p>Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners.</p> <p>Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional strategies.</p>	<p>Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.</p>	<p>Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.</p>
<p><b>The candidate organizes and creates face-to-face and virtual environments that support individual and collaborative learning.</b></p> <p><i>InTASC 3</i></p> <p><i>VDOE 5</i></p> <p><b>Technology</b></p> 	<p>There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning.</p>	<p>Candidate recognizes the value of a learner-centered classroom but the application of these tenets are not applied in all management situations.</p>	<p>The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.</p>	<p>The classroom conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners. Structures are incorporated that enable learners to guide their own learning experiences.</p>

<p><b>College-and-Career-Ready</b></p> 				
<p><b>The candidate seeks appropriate ways to employ technology to engage learners and to assess and address learner needs.</b></p> <p><i>InTASC 6</i></p> <p><i>VDOE 4</i></p> <p><b>Technology</b></p>  <p><b>Diversity</b></p> 	<p>The candidate does not identify appropriate technology to engage learners even though it was available.</p>	<p>The candidate identifies technology to engage learners though the technology would be ineffective to teach the content and address learner needs.</p>	<p>The candidate identifies appropriate technology to engage learners more fully, assess, and address learner needs.</p>	<p>The candidate identifies effective and appropriate technology to engage learners more fully, assess, and creatively meet learning needs.</p>
<p><b>The candidate facilitates learners' use of appropriate tools and resources to maximize content learning in varied contexts.</b></p> <p><i>InTASC 5</i></p> <p><i>VDOE 2</i></p> <p><b>Technology</b></p>  <p><b>College-and-Career-Ready</b></p> 	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The candidate's plans provide substantial evidence of multiple opportunities for learners' use of appropriate tools and resources that are creative and effective to maximize content learning in varied contexts.</p>
<p><b>The candidate plans how to</b></p>	<p>The candidate's lesson plan does</p>	<p>The candidate's lesson plan</p>	<p>The candidate's lesson plan</p>	<p>The candidate's lesson plan</p>

<p><b>achieve learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners.</b></p> <p><i>InTASC 7</i></p> <p><i>VDOE 2</i></p> <p><b>Diversity</b></p> 	<p>not provide evidence of differentiating instruction for individuals and groups of learners.</p>	<p>provides evidence of an effort to meet learning goals, and attempts to differentiate instruction for individuals and groups of learners.</p>	<p>provides evidence of successfully meeting learning goals for each learner, and successfully instruction for individuals and groups of learners.</p>	<p>provides evidence of successfully meeting each learning goal for each learner, and successfully differentiates instruction for individuals and groups of learners.</p> <p>Reflection on why this differentiation was successful is included.</p>
<p><b>The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill.</b></p> <p><i>InTASC 7</i></p> <p><i>VDOE 2</i></p>	<p>The candidate does not plan instruction based on pre-assessment data, prior learning knowledge, or skills.</p>	<p>The candidate plans instruction based on pre-assessment data, prior learning knowledge, and skills but it was not effective.</p>	<p>The candidate plans instruction based on pre-assessment data, prior learning knowledge, and skills.</p> <p>Pre-assessment strategies/methods are appropriate and effectively assess learners' prior knowledge.</p>	<p>The candidate plans instruction based on pre-assessment strategies/methods that are creative and effective ways to assess learner prior knowledge and skills and to guide instruction.</p>
<p><b>Section 3: INSTRUCTION</b></p>				
<p><b>The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</b></p> <p><i>InTASC 7</i></p> <p><i>VDOE 2</i></p>	<p>The candidate does not plan for appropriate sequencing and pacing of learning experiences.</p> <p>Tasks, methods, strategies are not stated.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>



<p><b>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.</b></p> <p><i>InTASC 8</i></p> <p><i>VDOE 3</i></p>	<p>The instructional strategies used by the candidate do not encourage an understanding of content .</p>	<p>The candidate uses a limited instructional strategies to encourage learners to develop an understanding of the content.</p>	<p>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.</p>	<p>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.</p>
<p><b>The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</b></p> <p><i>InTASC 6</i></p> <p><i>VDOE 4</i></p>	<p>The candidate does not use assessment as closure to check for comprehension and learner knowledge and skills.</p>	<p>The candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension however, they are inappropriate and/or ineffective (or misaligned).</p>	<p>The candidate uses appropriate assessment strategies as closure to allow learners to demonstrate knowledge and skills to check for understanding.</p>	<p>The candidate uses creative, appropriate assessments throughout the lesson to allow learners to demonstrate knowledge and skills to check for comprehension.</p>
<p><b>The candidate designs assessments that match learning objectives with assessment methods.</b></p> <p><i>InTASC 6</i></p> <p><i>VDOE 4</i></p>	<p>The candidate’s lesson design does not include post-assessment strategies or methods.</p>	<p>The candidate’s lesson design includes post-assessment strategies or methods but the strategies/methods were not effective.</p>	<p>The candidate’s lesson design includes post-assessments that are appropriate to effectively assess learning.</p>	<p>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.</p>
<p>Section 4: REFLECTION: IMPACT ON LEARNING</p>				

<p><b>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.</b></p> <p><i>InTASC 9</i></p> <p><i>VDOE 6</i></p>	<p>The candidate's reflection does not demonstrate the use of self-assessment or problem-solving strategies to analyze and reflect on his/her practice.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
--	---	---	---	---

LESSON PLAN TEMPLATE

<b>CLASSROOM CONTEXT</b>	
<b>Grade level:</b>	<b>Number of students:</b>
<b>Content Area:</b>	<b>Name of Unit:</b>
Lesson planned for ____ minutes	
Lesson occurs at which point in the unit: __beginning __middle __end	
Lesson was taught on	
Description of learners:	
<b>PLANNING FOR INSTRUCTION</b>	
<b>Performance-based Objective(s)</b>	
National content standards and VA Standards of Learning (SOL)/Career and College Ready Standards	
<b>Lesson Rationale (What research base did you use to make instructional decisions? Why have you selected these objectives and these specific strategies?)</b>	
Prerequisite skills needed to attain new learning:	
<b>Modifications/Differentiation and Accommodations</b>	
<b>Materials/Technology</b>	

**INSTRUCTION**

**Procedures: Opening/Strategies/Assessments/Closure**

**REFLECTION: IMPACT ON LEARNING**



## Tech Mid-Term Projects

### *Using Technology to Enhance Learning Experiences for English Language Learners*

You will select an educational technology that can be utilized in today's classroom with ELLs. This can be something you currently use or would like to learn to use. You will plan a demonstration on how to use this technology in a content (math, science, social studies, or English language arts) standards-based lesson activity. I can help provide some ideas about current apps. However, most can be found with a simple Google search. Your tech project will consist of demonstrating "how" to use the technology you've identified. The project consists of: (1) a presentation on the technology; (2) a user guide explaining how to use the resource; (3) an activity from a lesson that incorporates this tech tool.

Ideas for possible tech tools include:

Adobe Spark, Albert, Book Creator, Camtasia, Canva, Class Dojo, Comic Book! App, Comic Life, Deck Toys, Edpuzzle, Educreations, FlipGrid, Flocabulary, Formative, iMovie, NearPod, Padlet, Peardeck, Google Classroom, Quizlet, Kahoot,

#### **Your Task:**

You will select an educational technology that can be utilized in today's classrooms with English Language Learners. This can be something you currently use or would like to learn to use. You will plan a demonstration on how to use this technology in a content (math, science, social studies, English Language Arts) standards-based lesson activity. I can help in providing some technologies. However, most can be obtained online. Your tech project will consist of demonstrating "how" to use the technology you've selected.

#### **Procedures/Steps to Follow:**

1. Prepare a 30-minute technology-based project to be taught in a standards-based math, science, social studies or ELA classroom and apply it to a teaching setting. The purpose of the project is to focus on one technology and inform teachers about its implications for working with ELLs.
2. Describe the teacher/student population and their needs.
3. Prepare a printed guide to your product to help a novice use it.
4. Refer to course topics to add support to this project. For instance, describe how you can scaffold and differentiate instruction for multiple proficiency levels students working along side mainstream English-only students.
5. Submit your project on BlackBoard.

## Teaching Demonstrations

1. You will work in groups or pairs for your teaching demonstration. You have **30 minutes**. Plan your time carefully. You have a maximum of 15-20 minutes to teach. You may take another 5-10 minutes to provide background information about the method/approach/strategy and discuss your handout. The class will take 10 minutes at the end of your demonstration to give you feedback and ask questions.

If you are currently an in-service teacher, you may choose to record a class session and share it with us (following security protocols). You will share the background of the lesson, skills you are using, objectives, etc. You will also self-evaluate your lesson using the feedback questions below.

2. The demonstration may include:

- Background information about the method
- The type of class your particular demonstration is intended for, e.g., level of proficiency, grade level, type of class, etc.
- Skills you are teaching and basic objectives of the lesson
- Special teacher-made materials; props and realia are strongly encouraged
- Possible follow-up activities to the lesson you have presented
- How you might conduct assessment of the lesson you have presented, if appropriate
- Others you can think of....

3. BE CREATIVE!

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

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

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

Feedback Questions- Once you have finished delivering your lesson, respond to the following questions and email me with your response ([seqab@gmu.edu](mailto:seqab@gmu.edu)).

- What do you feel you did well in this lesson?
- What do you think you could continue to improve on?

## Performance-based Assessment: Unit Lesson Plan & Reflection Analysis Paper

### FINAL PROJECT

Must be UPLOADED TO BlackBoard TK20

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

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

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

TESOL/CAEP Standard 1a: Candidates demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for ELLs.



TESOL/CAEP Standard 1b: Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.

TESOL/CAEP Standard 2c: Candidates devise and implement methods to understand each ELLs' academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.

TESOL/CAEP Standard 3a: Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs' in the content areas.

TESOL/CAEP Standard 3b: Candidates instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.

TESOL/CAEP Standard 3c: Candidates adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.

TESOL/CAEP Standard 3e: Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.

TESOL/CAEP Standard 4b: Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment.

TESOL/CAEP Standard 5c: Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.

**Assessment Criteria:** The following assessment criteria used will be

1. cultural context and school setting
2. a paragraph that demonstrates understanding the purposes of assessment as they relate to ELLs and how to use the results to plan appropriately (analysis paper)
3. incorporate current appropriate language teaching methods to design effective instruction for ELLs
4. standards-based and learning objectives, content, and theme-based
5. plans include instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for students to successfully meet learning objectives
6. Five separate lesson plans and includes all 4 skills: listening, speaking, reading and writing. Use lesson plan template: Planning Phase, Teaching Phase Sequence, pp. 13-14. Do not include Reflection Phase.
7. Select, adapt, and use a variety of culturally appropriate content, responsive, and age-appropriate and linguistically accessible materials (could use tech projects)

## **STEPS FOR THE UNIT LESSON PLAN AND PAPER**

1. Write at least a half page describing the cultural context of the school and class setting including program model, class composition, and resources available.
2. For each of the five days include specific language teaching methods that will be used.
3. Plans for all five days include standards-based and content instruction.
4. Unit plan provides clear evidence of using students' prior knowledge, embedding assessment, and scaffolding instruction.
5. Planning is organized around standards-based subject matter and language learning objectives.
6. Each day's lesson includes activities and materials to integrate listening, speaking, reading and writing.
7. Unit plan shows clear evidence of a variety of culturally appropriate, responsive, and age-appropriate materials.
8. Unit Plan must include 5-days, be standards-based, and in a content area (math, science, social studies, or ELA). Include both content and language objectives that are age and background appropriate.
9. Plan must include evidence of VA State Standards (SOLs).
10. Plan must demonstrate use of a variety of tools with a focus on hands-on, visual, and use of technology.

## **WHAT TO INCLUDE IN THE REFLECTION ANALYSIS PAPER FOR UNIT PLAN**

**Part I** – Describe the cultural context, school and class setting. This includes the school and class setting, program model, class composition, and resources available.

**Part II** – Explain how your unit plan includes culturally and linguistically relevant activities, strategies, assessments, that promote ELLs learning. (*TESOL Standard 3a*)

**Part III** – Describe your understanding of classroom-based formative, summative, and diagnostic assessments and how these are scaffolded for both English language and content assessment. (*TESOL Standard 4b*)

**Part IV** – Select at least two methods or instructional strategies covered in the course and explain how they can be useful in understanding ELLs background knowledge and how that can be used to develop effective individualized instructional and assessment practices for ELLs. (*TESOL Standard 2c*)

**Part V** – Explain how your Unit Plan includes student-centered developmentally appropriate interactive activities. (*TESOL Standard 3b*)

**Part VI** – In your Unit Plan describe how you to adjust instructional decisions after a critical reflection on individual ELLs learning outcomes. (*TESOL Standard 3c*)

**Part VII** – Why is it important that your Unit Plan demonstrate knowledge of English language structures to promote acquisition of reading, writing, speaking and listening skills across the content area? (*TESOL Standard 1a*)

**Part VIII** – Describe how you chose relevant materials and resources, including digital resources, to plan lessons for ELLs. (*TESOL Standard 3e*)

**Part IX** – In what ways have you practiced self-assessment and reflection? How are you planning for self improvement and continuous professional development in the field of English language learning and teaching. (*TESOL Standard 5c*)

## ASSIGNMENT RUBRICS

### Analytic Rubric for Class Attendance, Homework, and Participation

<b>Accomplished</b> Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	<b>Developing:</b> Meets Expectations Adequately. Clear Evidence	<b>Beginning:</b> Does not adequately meeting Expectations Limited Evidence	<b>No Evidence</b> Little or No Evidence
18-20 points A	14-17 points B	11-13 points C	0-10 points F
<b>Class Attendance</b> _____			
Attended all classes or missed 1 class, arriving on time	Missed 2 classes. Arrived late.	Missed 3 classes Arrived late	Missed more than 3 classes. 3 or more late arrivals.
<b>Homework</b> _____			
Complete assignments on time	Completed most assignments on time	Completed few assignments on time	Did not complete assignments on time
<b>Participation</b> _____			
Engaged in meaningful class discussions	Engaged in class discussions	Rarely engaged in class discussion	Did not engage in class discussions
Participated actively in class activities	Participated in most class activities	Rarely participated in class activities	Did not participate in class activities
Provided constructive feedback to class members	Provided some constructive feedback to class members	Rarely provided constructive feedback to class members	Did not provide constructive feedback to class members

**Student name:** \_\_\_\_\_

**Score:** \_\_\_\_\_

# Field Experience Record – Must be Uploaded to TK20 in Bb- Will not be used in Fall 2020

## 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 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 [dvirtch@gmu.edu](mailto:dvirtch@gmu.edu).

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

Date	Grade	Activity Related to Performance Based Assessment	Number of Hours
1/23/18	5 <sup>th</sup> 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	
G number		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)
<b>Open to Feedback</b> 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					
<b>Collaboration &amp; Teamwork</b> Exhibits teamwork for school/organizational improvement Collaborates well with others Is caring, empathetic and respectful to others					
<b>Cultural Responsiveness</b> Treats individuals in an unbiased manner Embraces differences Views diversity as an asset					
<b>Continuous Improvement/ Change Orientation</b> Takes initiative appropriately Seeks evidence for use in decision making Is willing to take appropriate risks/try new things					
<b>High expectations for learning</b> Holds high expectations for all learners Monitors and assesses student learning to provide feedback and alter instruction to improve learning					
<b>Advocacy</b> 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					
<b>Professionalism</b> Is punctual and well prepared with appropriate dress & appearance Demonstrates respect for students, families, colleagues, and/or property Uses technology & social media appropriately					
<b>Legal &amp; Ethical Conduct</b> 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:**

---



---

### Analytic Scoring Rubric – Mid Term Project

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
9-10 points A	7-8 points B	5-6 points C	0-4 points F
<b>Fulfillment of task</b> _____			
Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology-based project	Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology-based project	Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology-based project	Does not prepare a 30 minute videotape, electronic game/grammar book, presentation or other type of technology-based project
<b>Completion of task requirements</b> _____			
Project is based on a course outline topic  Projects applies to a teaching setting  Submits project on Bb	Project is partially based on a course outline topic  Projects partially applies to a teaching setting  Submits project on Bb	Project is not based on a course outline topic  Projects seldom applies to a teaching setting  Submits project on Bb	Project is not based on a course outline topic  Project does not apply to a teaching setting  Does not submit project on Bb
<b>Appropriateness and usefulness of materials selected</b> _____			
Describes the teacher/student population and their needs	Partially describes the teacher/student population and their needs	Does not clearly describe the teacher/student population and their needs	Does not describe the teacher/student population and their needs
<b>Analysis</b> _____			
Prepares a printed guide of the product to help a novice use it  Refers to course topics to add support to project	Partially prepares a printed guide of the product to help a novice use it  Partially refers to course topics to add support to project	Partially prepares a printed guide of the product to help a novice use it  Does not refer to course topics to add support to project	Does not prepare a printed guide of the product to help a novice use it  Does not refer to course topics to add support to project

## Mid Term Tech Project – EDCI 519

### **Fulfillment of Task**

1. Prepares a 30 minute presentation to be used with either students or fellow colleagues

### **Completion of Task Requirements**

2. Project is based on a course outline topic: planning (objectives, program model, daily display, warm-up, closure, transitions, standards-based instruction), methods, assessment, differentiating instruction, scaffolding instruction, second language acquisition, or technology

Project applies to a teaching setting: elementary, middle school, high school. Include grade and age(s) of learners

3. Project submitted on BB

### **Appropriateness and Usefulness of Materials Selected**

1. Describe the teacher/student population and their needs (ESL or General Educator), student population (students are in mainstream classroom; in ESL Pull-Out, Push-In, Inclusion model). Needs might include oral/aural, self-paced instruction, pair, group, or whole-class instruction. Technology might work well for differentiating instruction.
2. Refers to course topics to add support to project: Describe how this tech app would work well because it offers additional support in (comprehensible input,  $i + 1$ , students in their silent period, planning for multiple proficiency levels, etc.)



Sample Lesson Plan Template

ENGLISH AS A SECOND LANGUAGE

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade(s) \_\_\_\_\_ Proficiency Level(s) \_\_\_\_\_ Program Model \_\_\_\_\_

Content: \_\_\_\_\_

**PLANNING PHASE**

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

- 1.
- 2.
- 3.

Vocabulary

Materials Needed

Lesson Outline:

Content: \_\_\_\_\_

National/State/Local Standards: \_\_\_\_\_

TEACHING PHASE SEQUENCE

Warm-up Activity: \_\_\_\_\_

Transition: \_\_\_\_\_

**Activities**

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

Activity # 1

Transition

Activity # 2

Transition

Activity # 3

Transition

**Differentiated Instruction**

Starting Up

Beginning

Developing

Expanding

Bridging

**Assessment**

**Closure**

Review of this lesson:

Preview for next lesson:

**Home Work**

**REFLECTION PHASE**

**Efforts to Accommodate:**

Visual learners \_\_\_\_\_

Auditory learners \_\_\_\_\_

Tactile learners \_\_\_\_\_

Specials needs learners \_\_\_\_\_

**What worked well?** \_\_\_\_\_

**What didn't work well?** \_\_\_\_\_

**What will you do differently as a result of this plan?** \_\_\_\_\_

**How might this lesson be improved?** \_\_\_\_\_

**One important thing I learned was** \_\_\_\_\_

## Formal Teaching Demonstrations

Presenter(s) \_\_\_\_\_

Method/Strategy \_\_\_\_\_ Date \_\_\_\_\_

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

Comments: \_\_\_\_\_

\_\_\_\_\_

Recommendations: \_\_\_\_\_

\_\_\_\_\_

## Performance-based Assessment Unit Lesson Plan and Paper

### EDCI 519: Methods of Teaching CLD Learners

#### Unit Plan

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points
Describe cultural context, school and class setting	Candidate did not describe the cultural context, school and class setting for whom the plan is intended.	Candidate described the class setting including cultural context but not the school for whom the plan is intended.	Candidate described the cultural context, school and class setting for whom the plan is intended.	Candidate described the cultural context, school and class setting, including program model, class composition, class composition, and resources available.
Demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas.  <b><i>TESOL Standard 1a</i></b>	Candidate does not demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas.	Candidate demonstrates some knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas.	Candidate demonstrates knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas.	Candidate demonstrates knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas.  Candidate provides activities that integrate all language skills: listening, speaking, reading, and writing in content areas through thematic and discovery-learning activities. Candidate demonstrates high-level integrated learning activities that build meaning through practice.

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points
<p>Demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.</p> <p><b>TESOL Standard 1b</b></p>	<p>Candidate does not demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.</p>	<p>Candidate demonstrates some knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.</p>	<p>Candidate demonstrates knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.</p>	<p>Candidate demonstrates knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.</p> <p>Candidate's plans provide strong evidence of a clear understanding of second language acquisition theory and developmental process that scaffolds instruction for all levels of ELLs.</p>
<p>Devise and implement methods to understand each ELLs academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for ELLs.</p> <p><b>TESOL Standard 2c</b></p>	<p>Candidate does not provide evidence of implementing methods to understand ELLs academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for ELLs.</p>	<p>Candidate provides some evidence of implementing methods to understand ELLs academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for ELLs.</p>	<p>Candidate provides evidence of implementing methods to understand ELLs academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for ELLs.</p>	<p>Candidate provides evidence of implementing methods to understand ELLs academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for ELLs.</p> <p>Candidate uses her/his knowledge of the field of ESL and best teaching practices to make instructional and assessment decisions and design appropriate instruction for students.</p>

<b>Criteria</b>	<b>Does Not Meet Standard 1 Point</b>	<b>Approaches Standard 2 Points</b>	<b>Meets Standards 3 Points</b>	<b>Exceeds Standard 4 Points</b>
<p>Plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning</p> <p><b>TESOL Standard 3a</b></p>	<p>Candidate does not demonstrate evidence of plans for culturally and linguistically relevant environments that promote ELLs' learning.</p>	<p>Candidate demonstrates some evidence of plans for culturally and linguistically relevant environments that promote ELLs' learning.</p>	<p>Candidate demonstrates plans for culturally and linguistically relevant environments that promote ELLs' learning.</p>	<p>Candidate demonstrates plans for culturally and linguistically relevant environments that promote ELLs' learning. Plans include scaffolded instruction of language and literacies.</p>
<p>Plan for ELL instruction using evidence-based, student-centered, developmentally appropriate interactive approaches.</p> <p><b>TESOL Standard 3b</b></p>	<p>Candidate's plans do not include instruction using evidence-based, student-centered, developmentally appropriate interactive approaches.</p>	<p>Candidate's plans include some instruction using evidence-based, student-centered, developmentally appropriate interactive approaches.</p>	<p>Candidate's plans include instruction using evidence-based, student-centered, developmentally appropriate interactive approaches.</p>	<p>Candidate's plans include instruction using evidence-based, student-centered, developmentally appropriate interactive approaches.</p> <p>Candidate provides a five-day unit plan with standards-based, student-centered ESL and math, science, social studies, and English language arts objectives. Objectives are appropriate for age and educational background level of diverse learners and include descriptions of scaffolded support.</p>

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points
<p>Demonstrate how to adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.</p> <p><b>TESOL Standard 3c</b></p>	<p>Candidate does not demonstrate how to adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.</p>	<p>Candidate approaches demonstrating how to adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.</p>	<p>Candidate demonstrates how to adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.</p>	<p>Candidate demonstrates how to adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.</p> <p>Candidate demonstrates the impact of reflection on how to organize learning in a variety of ways that support ELLs in both content and language.</p>
<p>Demonstrate how to use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs.</p> <p><b>TESOL Standard 3e</b></p>	<p>Candidate does not demonstrate how to use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs.</p>	<p>Candidate partially demonstrates how to use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs.</p>	<p>Candidate demonstrates how to use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs.</p>	<p>Candidate demonstrates how to use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs.</p> <p>Candidates use a variety of tools with a focus on hands-on, visual, and multimedia means of instruction. Candidates use a variety of resources to obtain and create materials that promote language, literacy, and content development in English and whenever possible the students' L1s.</p>

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points
<p>Demonstrate an understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment.</p> <p><b>TESOL Standard 4b</b></p>	<p>Candidate does not demonstrate an understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment.</p>	<p>Candidate demonstrates some understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment.</p>	<p>Candidate demonstrates an understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment.</p>	<p>Candidate demonstrates an understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment.</p> <p>Candidate understands and can effectively use a variety of assessments to plan instruction that is scaffolded appropriately for all levels of ELLs.</p>
<p>Practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.</p> <p><b>TESOL Standard 5c</b></p>	<p>Candidate does not provide well-written and detailed self-reflection and critical analysis. Candidate does not make connections to overall teaching practice or provide for continuous professional development in the field of English language learning and teaching.</p>	<p>Candidate provides limited self-reflection and critical analysis. Candidate partially draws connections to overall teaching practice but does not provide plans for continuous professional development in the field of English language learning and teaching.</p>	<p>Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching and plans for continuous professional development in the field of English language learning and teaching.</p>	<p>Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice and plans for continuous professional development in the field of English language learning and teaching.</p>



**ADDITIONAL FORMS**

**RELEASE FORM**

**Graduate School of Education**

**George Mason University**

**Fall**

**2020**

Permission to Use Student Materials and Image in Videotape

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

Teacher's Signature \_\_\_\_\_

Student's Name \_\_\_\_\_

Parent(s) or Legal Guardian(s) Signature \_\_\_\_\_

Sarah Eqab, Ph.D.

Professor of Education

[seqab@gmu.edu](mailto:seqab@gmu.edu)

(703) 989-0098

**Materials Release Form for**  
**EDCI 519**  
**Fall 2020**

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

1. I, \_\_\_\_\_, give permission for

(please print your name)

materials produced to meet the requirements of this course **to be used as work samples for the CAEP** review process.

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

YES            NO

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Tel. No. \_\_\_\_\_ (Home or cell phone)

Email address \_\_\_\_\_

**STUDENT BIOGRAPHICAL INFORMATION**

Name: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Home phone: \_\_\_\_\_

GMU Program: \_\_\_\_\_ Academic Advisor \_\_\_\_\_

Year admitted: \_\_\_\_\_ Expected completion year \_\_\_\_\_

Currently teaching? \_\_\_\_\_ If yes, where, what, and for how long?

\_\_\_\_\_

Language(s) you speak/read/write \_\_\_\_\_

Level(s) of proficiency \_\_\_\_\_

Travel experience? \_\_\_\_\_ Where? \_\_\_\_\_

For how long? \_\_\_\_\_

Career goals: \_\_\_\_\_

What you hope to gain from this class:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Favorite leisure/pastime activities:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_