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

EDCI 519.6F2/6F4 – Methods of Teaching Culturally and Linguistically Diverse Learners
3 Credits, Fall 2020
Online - Asynchronous
Monday August 24 – Monday October 12

Faculty
Name: Jennifer K. Santiago, Ph.D.
Office Hours: By Appointment
Email Address: jsantia5@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

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 (Online)
This course will be delivered online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 17th.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.
This course is not self-paced. You are expected to complete each Weekly Module beginning on Mondays and ending on Sundays. Completing a Weekly Module includes reading, participating on Discussion Board, and completing any accompanying assignments and/or activities associated with

that Weekly Module. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

Course Week: This course is online asynchronous our week will start on Mondays and finish on Sundays.

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
  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
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
  - https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week: Because asynchronous courses do not have a "fixed" meeting day, **our week will start on 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 ESOL, English for Speakers of Other Languages, 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

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. (2019). Differentiating instruction and assessment for English language learners. 2nd. Edition. Caslon. Philadelphia, PA.

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

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

Vogt, M.E., & Echevarria, J. (2012). Making content comprehensible for English Learners: the SIOP Model. 5th 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 http://www.tesol.org

WIDA Standards Booklet – be accessed online https://wida.wisc.edu/teach/standards/eld

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

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

Additional Resources:

Required Online Access: must have access by 2nd class meeting
1. GMU Email http://www.gmu.edu/resources/students/
2. BlackBoard: http://mymason.gmu.edu
3. http://www.pen.k12.va.us/VDOE/Instruction/Language
4. Fairfax County Public School Overview:
   http://www.fcps.edu/search?keywords=esol+program+of+studies
5. http://www.tesol.org
6. https://ncela.ed.gov
7. http://discoveryschool.com/teachingtools.html
8. http://www.quia.com

Course Requirements

Each Sunday 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. The submission deadline for assignments is by midnight (US eastern time) each week. 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).

FIELDWORK REQUIREMENT

Field Experience

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

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

your instructor if you have questions about the viability of your classroom for fieldwork in this class.

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

Fieldwork Log of Hours: You must submit a signed fieldwork log of hours demonstrating that you observed, planned, and taught in a K-12 school for a minimum of 15 hours. Fieldwork logs must show direct ties to the assignments in this course. Simply being in a classroom without working on the unit plan is not acceptable for meeting the fieldwork guidelines. Fieldwork logs must be signed by your supervisor (in-service candidates) and uploaded to BlackBoard and TK20.

	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

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

Assignment Description	Grade %	Standards Addressed
Field Experience	10%	Requirement for licensure/endorsement *TESOL/CAEP Standards: 3a, 3b, 3c, 3e*
Class Attendance and Informed Participation	25%	Attend all class sessions, with readings completed and actively participate during large and small group discussions and activities, and submit assignments on time. *TESOL/CAEP Standards: 1a, 1b, 2c, 3a, 3b, & 5c*
Teaching Demonstrations (one informal, one formal)	30%	In groups, conduct two teaching simulations, one based on a particular method/strategy and one on a specific technique/skill.

		TESOL/CAEP Standards: 1b, 3a, 3b, 5c
Unit Lesson Plan & Reflection Analysis Paper	35%	You must create a unit plan covering five days of instruction using the lesson plan template provided *TESOL/CAEP Standards: 1a, 2c, 3a, 3b, 3c, 3e, 4b, & 5c* **This is the SPA Performance Based Assessment (PBA) for the course.**

Overview of Projects/Assessments:

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.

As our weeks will run from Monday (first day of module) to Sunday (last day of module), candidates are expected to complete an **initial Discussion Board post by Wednesday night at midnight and to respond briefly but thoughtfully to two peers' posts by Sunday night at midnight.** Initial Discussion Board posts must be <u>two</u> **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.

1. Field Experience

2. Teaching Demonstration: Conduct two teaching simulations (one informal, and one formal one) based on a particular method/strategy and one on a specific technique/skill. Your demonstration must integrate some form of technology.

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

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

Other Requirements

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/

Professional Dispositions

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

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.

Online Participation/Attendance Policy
Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with one or more absences in this 7.5 week course will not receive credit for the course.**

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

Class Schedule

Week/Date	Topic/Learning Experiences	Readings and Assignments' Due Dates
Wk 1 8/24 – 8/30	Introduction Language Acquisition/Planning Instruction	Read Haley pp xi-xvi; H/A Chpt 1 & 2 F/J-V, Chpt 1
Wk 2 8/31 – 9/6	Methods & Approaches in Language Teaching	H/A Chpt 3; Haley pp. 41-48; and Gibbons, Chpt 1
Wk 3 9/7 – 9/13	The Planning Process	Informal Teaching Demo Posted by 9/13 Read F/J-V, Chapt 2 Read H/A Chapter 4
Wk 4 9/14 – 9/20	Assessment Integrated Technology Technology as a useful tool	Read H/A, Chapt 9
Wk 5 9/21 – 9/27	Diverse Learners	H/A Chpt 8 & V/E Chapt 1
Wk 6 9/28 – 10/4	Culturally Relevant Pedagogy	Read Haley, pp. 7-39. Read V/E Chapt 2 Submit Formal Teaching demo by Sunday midnight
Wk 7 10/5 – 10/11	Culturally Responsive Teaching Activities	Read F/J-Vo, Chapt 3; Read Gibbons, Chapt 8
FINAL 10/12	Final Unit Plans and Field Experience Submissions	All work due by midnight

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/.

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- 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.

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

Teaching Demonstrations
INFORMAL TEACHING DEMONSTRATION:
<div align="center">

Guidelines for Informal Teaching Demonstration
</div>

1. Using Lessons 1-5 in the Haley book, you will prepare and present a **15-20 minute** content-based lesson in class, you can do this by recording your virtual instruction and submitting to the appropriate location on BB.
2. When preparing your lesson, you will need to consider students' diverse learning styles, multiple intelligences and proficiency levels. How can you differentiate instruction so that all students' diverse needs and proficiency levels are accommodated?
3. You may choose one, two or any combination of methods/approaches/strategies to present your lesson.

EVALUATION of your teaching demonstration will be based upon the following criteria:
- ❑ Evidence of differentiated instruction
- ❑ Efficient use of time
- ❑ Class rapport, warmth, and enthusiasm of teacher
- ❑ Creativity

FORMAL TEACHING DEMONSTRATION:

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

- Total Physical Response Storytelling (TPRS)
- Audiolingual Method (ALM)

Instructional Strategies
- Cooperative Learning
- Information Gap/Jigsaw or Other Interactive Activities
- Grouping
- Computer Assisted Language Learning
- Alternative Forms of Assessment
- Content-based Instruction (CBI)

GUIDELINES FOR *METHODS* AND STRATEGIES TEACHING DEMONSTRATIONS

1. Prepare a lesson plan, using page 1 of the template provided. <u>Page two of the lesson plan is to be completed after your teaching simulation and submitted with your uploaded video of your virtual instruction.</u> Read at least three articles on the method or approach you have chosen. Try to find at least one source by the original developer of the method/approach/strategy.

2. Your recorded lesson should be at least **30 minutes**. Plan your time carefully.

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

4**.** <u>BE CREATIVE!</u>

5. 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.

6. Prepare a handout for the class that includes your lesson plan. It might be a summary of some points you have made or it might be sharing something from the lesson you have developed that class members might like to use in their own teaching.

<u>EVALUATION</u> of your teaching demonstration will be based upon the following criteria:
- ❑ Quality and accuracy of lesson plan
- ❑ An accurate summary of the method chosen
- ❑ Faithfulness to the general philosophy and techniques of the method chosen
- ❑ Evidence of preparation
- ❑ Use of teacher-developed materials
- ❑ Flexibility in response to students' spontaneity
- ❑ Efficient use of time
- ❑ Class rapport, warmth, and enthusiasm of teacher
- ❑ Creativity
- ❑ Usefulness of Handout

REFLECTION PHASE – To be sent electronically to Dr. Santiago with your video demonstration submission
Efforts to Accommodate:

Visual learners_____

Auditory learners_____

Tactile learners_____

Specials needs learners_____

What worked well?_____

What didn't work well?_____

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

How might this lesson be improved?_____

One important thing I learned was_____

Performance-based Assessment: Unit Lesson Plan & Reflection Analysis Paper
FINAL PROJECT
Must be UPLOADED TO BlackBoard and TK20

GUIDELINES FOR UNIT LESSON PLAN: Planning for Standards-based ESOL 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

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

Student name:_____   Score:_____

<u>**Sample Lesson Plan Template**</u>
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.
<u>Vocabulary</u>

<u>Materials Needed</u>

<u>Lesson Outline:</u>

Content:_____

National/State/Local Standards:_____

<u>TEACHING PHASE SEQUENCE</u>

Warm-up Activity:_____

Transition:_____

Activities

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

Activity # 1
    Transition

Activity # 2
    Transition

Activity # 3
    Transition
Differentiated Instruction
Starting Up
Beginning
Developing
Expanding
Bridging

Assessment

Closure
Review of this lesson:
Preview for next lesson:
Home Work

REFLECTION PHASE
Efforts to Accommodate:
      Visual learners_____
      Auditory learners_____
      Tactile learners_____
      Specials needs learners_____
What worked well?_____
What didn't work well?_____
What will you do differently as a result of this plan?_____
How might this lesson be improved?_____
One important thing I learned was_____

Formal Teaching Demonstrations

Presenter(s)_____
_____

Method/Strategy_____ **Date**_____

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

Comments:_____

_____

Recommendations:_____

_____

Performance-based Assessment Unit Lesson Plan and Paper
EDCI 519: Methods of Teaching CLD Learners
Unit Plan

Criteria	Does Not Meet Standard 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.

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points
Demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. **TESOL Standard 1a**	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
Demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning. *TESOL Standard 1b*	Candidate does not demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.	Candidate demonstrates some knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.	Candidate demonstrates knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.	Candidate demonstrates knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning. 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.

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points
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. *TESOL Standard 2c*	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.	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.	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.	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. 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.
Plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning *TESOL Standard 3a*	Candidate does not demonstrate evidence of plans for culturally and linguistically relevant environments that promote ELLs' learning.	Candidate demonstrates some evidence of plans for culturally and linguistically relevant environments that promote ELLs' learning.	Candidate demonstrates plans for culturally and linguistically relevant environments that promote ELLs' learning.	Candidate demonstrates plans for culturally and linguistically relevant environments that promote ELLs' learning. Plans include scaffolded instruction of language and literacies.

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points
Plan for ELL instruction using evidence-based, student-centered, developmentally appropriate interactive approaches. *TESOL Standard 3b*	Candidate's plans do not include instruction using evidence-based, student-centered, developmentally appropriate interactive approaches.	Candidate's plans include some instruction using evidence-based, student-centered, developmentally appropriate interactive approaches.	Candidate's plans include instruction using evidence-based, student-centered, developmentally appropriate interactive approaches.	Candidate's plans include instruction using evidence-based, student-centered, developmentally appropriate interactive approaches. 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.

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points
Demonstrate how to adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content. ***TESOL Standard 3c***	Candidate does not demonstrate how to adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.	Candidate approaches demonstrating how to adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.	Candidate demonstrates how to adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.	Candidate demonstrates how to adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content. Candidate demonstrates the impact of reflection on how to organize learning in a variety of ways that support ELLs in both content and language.

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points
Demonstrate how to use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs. **TESOL Standard 3e**	Candidate does not demonstrate how to use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs.	Candidate partially demonstrates how to use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs.	Candidate demonstrates how to use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs.	Candidate demonstrates how to use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs. 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.

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points
Demonstrate an understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. *TESOL Standard 4b*	Candidate does not demonstrate an understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment.	Candidate demonstrates some understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment.	Candidate demonstrates an understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment.	Candidate demonstrates an understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidate understands and can effectively use a variety of assessments to plan instruction that is scaffolded appropriately for all levels of ELLs.

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points
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. *TESOL Standard 5c*	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.	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.	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.	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.