

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

EDRD 610 [DL1] – Content Literacy for English Language Learners, PK-12  
3 Credits, Fall 2021  
Asynchronous Online, Aug 23 – Dec 15

**Faculty**

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**Prerequisites/Corequisites**

Required Prerequisites: [EDCI 519](#)B- and [520](#)\*B-.

\* May be taken concurrently.

B- Requires minimum grade of B-.

**University Catalog Course Description**

Focuses on research-based instructional strategies for integrating development of English learners' academic language and literacy skills with learning of content concepts across grade levels and disciplinary areas. Emphasizes sociocultural practices that leverage ELs' social, cultural, linguistic, and knowledge capitals to strengthen academic achievement in content classrooms. Requires 15 hours of PK-12 classroom fieldwork.

**Course Overview**

This course provides a specific focus on content area literacy for English language learners (ELs) and other language minority (LM) students at all levels. Candidates in this course will examine literacy research and instruction related to teaching specific subject matter including social studies, science, mathematics, and the arts to ELs. Participants critically analyze and demonstrate teaching approaches for English literacy and biliteracy in content areas. An important goal for this course is promoting collaboration between grade-level teachers, as well as literacy and language personnel, to support the academic success of ELs and LM students. The cultural context of learning is also considered. Among the topics addressed are: sociocultural and sociopolitical dimensions of teaching academic content; principles for content area instruction; identity and self-concept formation; learning and collaboration across the curriculum; differentiated instruction for ELs/LM students; strategies for reading and writing for academic purposes; formative assessment in the content areas; analyzing resources and materials; dimensions of learning social studies, science, and math content; students with interrupted schooling; critical literacy; and advocacy in support of academic equity for language learners.

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

This course will be delivered online (76% or more) 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 @gmu.edu) and email password. The course site will be available on Friday, Aug. 20<sup>th</sup>

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

This online course is **not self-paced**. You will be expected to complete one module every week. Completing a module includes reading, participating in discussions with the whole class, and completing any accompanying assignments and/or activities associated with that 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 asynchronous: Because asynchronous courses do not have a “fixed” meeting day, each weekly module will **start on Mondays and finish on Sundays**.

**Absences:** Candidates are expected to fully participate every week in the discussions and activities in online courses for which they registered. Students should contact the professor ahead of any non-participation online. Only approved (see Mason catalog) absences will not result in a grade penalty. Unless extreme circumstances prevail that have been communicated to the instructor, **candidates who fail to fully participate online for two weeks will be considered to have two absences in this course and will not be permitted to complete the class.**

### *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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool, when occurred.
- 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://windows.microsoft.com/en-us/windows/downloads/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, each module will start on Monday, and finish on Sunday. **Initial** entries in discussion post questions should be by **Thursdays** and **response** entries to colleagues should be by **Saturdays**. Any **major assignments’** submissions should be by **Sundays**.
- **Log-in Frequency:**  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3-4 times per week.
- **Participation:**  
Students are expected to actively engage in all course activities throughout the semester, which 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. Identify language and literacy skills critical for EL/LMS success in the content areas.
2. Plan and execute literacy activities across a range of content areas for EL/LMS.
3. Apply first and second language acquisition theory and praxis to developing literacy, especially reading /writing, for older EL/LMS in the content areas.
4. Utilize current theory and praxis in literacy and bi-literacy to analyze resources and materials for teaching middle school/secondary EL/LMS in the content areas.
5. Analyze research from newer perspectives concerning implications for teachers of older children and youth from culturally diverse and second language backgrounds.
6. Use scaffolding approaches to teach pre-reading, during-reading, and post-reading and writing strategies.
7. Model for students reading and writing strategies appropriate to various learning tasks in content area subject matter.
8. Develop performance-based assessment activities in determining the content instruction for EL/LMS.
9. Identify major pedagogical approaches to teaching reading and writing and explain applicability to teaching older English language learners of various language backgrounds and ability.

## Professional Standards

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

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

### **Initial TESOL Pre-K-12 Teacher Preparation Programs 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.
- 1c. Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English.
- 1d. Candidates apply knowledge of English academic language functions, learning domains,

content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas.

### **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.

- 2a. Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.
- 2b. Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.
- 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, individualized instructional and assessment practices for their ELLs.
- 2e. Candidates identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.

### **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.
- 3d. Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their ELLs' learning of language and literacies in the content areas.
- 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 language 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.

5a. Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.

5b. Candidates apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs.

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

### **Interstate New Teacher Assessment and Support Consortium (InTASC) & International Society for Technology in Education (ISTE) Standards**

EDRD 610 primarily addresses the following standards of the Interstate New Teacher Assessment and Support Consortium (InTASC) and the International Society for Technology in Education (ISTE). EDRD 610 also addresses the following Core Values from the College of Education and Human Development. Visit the appropriate links for complete descriptions and examples of each standard and/or value.

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

Standard #6 Assessment	Standard #5 Engage in Professional Growth & Leadership	
Standard #9 Professional Learning and Ethical Practice		
<a href="http://www.cessso.org/intasc">http://www.cessso.org/intasc</a>	<a href="http://www.iste.org/standards">http://www.iste.org/standards</a>	<a href="http://cehd.gmu.edu/values/">http://cehd.gmu.edu/values/</a>

## Required Texts

Gibbons, P. (2015). *Scaffolding language scaffolding learning: Teaching English language learners in the mainstream classroom* (2<sup>nd</sup> ed.). Heinemann

Zwiers, J. (2014). *Building academic language: Meeting Common Core Standards across disciplines*. (2<sup>nd</sup> ed.). Jossey-Bass

## Recommended Books:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Gottlieb, M., & Ernst-Slavit, G. (2014). *Academic language in diverse classrooms: Definitions and contexts*. Corwin Press.

Reiss, J. (2012). *120 content strategies for English language learners* (2nd ed.). New York, NY: Allyn & Bacon.

Wilson, A., & Chavez, K. (2014). *Reading and representing across the content areas*. New York, NY: Teachers College Press.

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard assignment link, VIA). **It is strongly recommended that candidates develop an organized plan for working on the major assignments throughout the semester.**

### VIA Performance-Based Assessment Submission Requirement

#### (Philosophy of Teaching (update) and the Content Literacy Project.)

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 Forms to VIA 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 VIA through Blackboard. Failure to submit the assessment to VIA (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 VIA submission, the IN will convert to an F nine weeks into the following semester.

**Note:** The rubrics employed for assessment in VIA are for accreditation purposes. The instructor may use different rubrics for assessing candidates' work on the PBAs for course grading purposes. These grading rubrics will align with the PBA descriptions in the syllabus and will be shared on Blackboard with candidates.

### **Field Experience Record and Evaluation**

(use the Field Experience Log and Evaluation Form at the end of the syllabus)

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **15 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 15 hours per course (e.g., two courses require 30 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

**\*TCLDEL Fieldwork Log of Hours and Evaluation Forms must be uploaded to VIA on Blackboard.** The forms are located on Blackboard in your TCLDEL organization site in the “Fieldwork” page.

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

**The deadline to submit your field experience placement is Week 2 of class.** Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

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

**Virginia state or county cohort teachers:** Cohort Students are required by their district and by

TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

### **TCLDEL Fieldwork Log of Hours and Evaluation Assessment**

<b>Status of Student Work</b>		
	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**

<b>Class Assignments</b>			
<b>Project</b>	<b>Goal</b>	<b>Percentage of Grade</b>	<b>Due Date</b>
<b>Participation</b> (Discussion Board writing & Moderating/ Journal Writing)	Candidates are expected to actively participate online in every class session by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class. Reflection on learning and on application of new knowledge is expected. <i>TESOL/NCATE Standards: 5c</i>	35 %	Ongoing
<b>Philosophy of Teaching (Update) PBA</b>	Revise your Philosophy of Teaching statement that you wrote in EDCI 516 to reflect your professional growth to date. <i>TESOL/NCATE Standards - 1a-d, 2a,b,c,e, 3a,b,d, 5a-c</i>	15 %	Nov. 14 <sup>th</sup>
<b>Content Literacy Project PBA</b>	Plan collaboratively with other colleagues to improve language, literacy, and content instruction for ELL/LMS and reflect upon literacy practices across the curriculum for ELL/LMS <i>TESOL/NCATE Standards – 1b, 2a, 3a,d, e, 4b, 5c</i>	35 %	Dec. 13 <sup>th</sup>
<b>Field Experience Documentation &amp; Evaluation</b>	Candidates will complete a minimum of 15 hours of school-based field experiences. <b>Field experience must be documented by submitting a Field Experience Log of Hours and Evaluation form to VIA.</b>	15 %	Dec. 15 <sup>th</sup>

- 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:

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

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

Students must maintain a 3.0 average and a grade of B or higher for licensure and master's degree. ***All course assignments and field experience activities must be satisfactorily completed before the final grade is awarded.***

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

### Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/undergraduate#profdisp>

### 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 15 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

### Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due.

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

### **Course Withdrawal with Dean Approval**

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

### **Online Participation/Attendance Policy**

Students are expected to participate in all online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.**

### **Incomplete (IN)**

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

## Class Schedule

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

Class Session	Topic	Preparation: Main Readings	Assignments
Week 1 8/23-29	<b>Course Intro</b>	<ul style="list-style-type: none"> <li>*Read syllabus thoroughly</li> <li>* watch orientation video</li> </ul>	post an introduction of yourself following instructions under discussion board
Week 2 8/30-9/5	<b>Content Area Literacy:</b> What is it and why is it important? <b>Text complexity:</b> What makes complex texts challenging for EL/CLD learners?	Read: <ul style="list-style-type: none"> <li>* Brozo, W. (2010). The role of content literacy in an effective RTI program. <i>The Reading Teacher</i>, 64(2), 147-150.</li> <li>* Fang, Z. (2012). Approaches to developing content area literacies: A synthesis and a critique. <i>Journal of Adolescent &amp; Adult Literacy</i>, 56(2), 103-108.</li> <li>* Shanahan, T., Fisher, D., &amp; Frey, N. (2012). The challenge of challenging text. <i>Reading: The Core Skill</i>, 69(6), 58-62.</li> </ul>	Complete <b>all</b> activities and assignments in the module
Week 3 9/6-12	<b>Social &amp; Cultural Perspectives of Students' Language Usage:</b> How do in-school and out-of-school language demands differ? How do students' social, cultural, knowledge, and linguistic capitals differ?	Read: <ul style="list-style-type: none"> <li>* Zwiers Chapter 1 &amp; 2</li> <li>* Greenleaf, C., Schoenbach, R., &amp; Murphy, L. (2014). Building a culture of engaged academic literacy in schools. <i>IRA e-essentials</i>, 1-15.</li> </ul>	Complete <b>all</b> activities and assignments in the module
Week 4 8/13-19	<b>ELs in the Mainstream Classroom:</b> What helps ELs to learn academic language?	Read: <ul style="list-style-type: none"> <li>* Gibbons Chapters 1 &amp; 2</li> <li>* Understanding Language Initiative (2013). Key principles for ELL instruction.</li> <li>* Lindahl, K., &amp; Watkins, N. (2014). What's on the "LO" menu? Supporting academic language development. <i>The Clearing House</i>, 87, 197-</li> </ul>	Complete <b>all</b> activities and assignments in the module

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Week 5 9/20-26	<p><b>Cultivating Academic Language Development:</b></p> <p>What are key teacher habits &amp; strategies for modeling and scaffolding academic language development across content areas?</p> <p><b>Accountable Talk:</b></p> <p>How to integrate more communication between students when discussing content?</p>	<p>Read:</p> <ul style="list-style-type: none"> <li>* Zwiers Chapter 3</li> <li>* Fang, Z. (2008). Going beyond the fab five: Helping students cope with the unique linguistic challenges of expository reading in intermediate grades. <i>Journal of Adolescent &amp; Adult Literacy</i>, 51(6), 476-487.</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>* Fisher, D., &amp; Frey, N. (2007). Implementing a schoolwide literacy framework: Improving achievement in an urban elementary school. <i>The Reading Teacher</i>, 61(1), 32-43.</li> </ul>	Complete <b>all</b> activities and assignments in the module
Week 6 9/27-10/3	<p><b>Shifting from Content Area Literacy to Disciplinary Literacy:</b></p> <p>What is meant by Disciplinary Literacy?</p>	<p>Read:</p> <ul style="list-style-type: none"> <li>* Zwiers Chapter 4</li> <li>* Fang, Z., &amp; Coatoam, S. (2013). Disciplinary literacy: What you want to know about it. <i>Journal of Adolescent &amp; Adult Literacy</i>, 56(8), 627-632.</li> <li>* Shanahan, T., &amp; Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. <i>Harvard Educational Review</i>, 78(1), 40-59.</li> </ul>	Complete <b>all</b> activities and assignments in the module
Week 7 10/4-10	<p><b>Student-to-Student Interaction:</b></p> <p>How does interaction facilitate oral language development and academic language acquisition?</p>	<p>Read:</p> <ul style="list-style-type: none"> <li>* Zwiers Chapter 5</li> <li>* Gibbons Chapter 3</li> </ul>	Complete <b>all</b> activities and assignments in the module
Week 8 10/11-17	<p><b>Reading in a Second Language—Vocabulary and Beyond:</b></p> <p>What's the role of vocabulary instruction?</p> <p>What other academic language features make complex texts challenging?</p>	<p>Read:</p> <ul style="list-style-type: none"> <li>* Zwiers Chapter 7</li> <li>* Gibbons Chapter 6</li> <li>* Kucan, L. (2012). What is most important to know about vocabulary? <i>The Reading Teacher</i>, 65(6), 360-366.</li> </ul>	Complete <b>all</b> activities and assignments in the module
Week 9 10/18-24	<p><b>Spotlight on Technology:</b></p> <p>How can teachers use digital tools to foster ELs' academic language and literacy</p>	<p>Read:</p> <ul style="list-style-type: none"> <li>* Hill, A. (2014). Using interdisciplinary, project-based, multimodal activities to facilitate literacy across the content areas. <i>Journal of</i></li> </ul>	Complete <b>all</b> activities and assignments in the module

	development?	<i>Adolescent &amp; Adult Literacy</i> , 57(6), 450-460.	
Week 10 10/25-31	<b>Writing in a Second Language:</b>  How do students use academic language resources to write in the genres of school?  How do teachers scaffold academic writing for ELs?	Read:  * Zwiers Chapter 8  * Gibbons Chapters 4 & 5  * Resource Guide (2012). Engaging in and exploring explanation writing: A practical guide for classroom teachers, <i>Government of South Australia, Department of Education and Child Development</i> .	Complete <b>all</b> activities and assignments in the module
Week 11 11/1-7	<b>Academic Listening &amp; Thinking:</b>  How do teachers support small group and pair discussions to extend student thinking?	Read:  * Zwiers Chapter 6  * Gibbons Chapter 7	Complete <b>all</b> activities and assignments in the module
Week 12 11/8-14	<b>Learning Language, Learning through Language, &amp; Learning about Language:</b>  How do we differentiate instruction for diverse learners with varied language and literacy needs?	Read:  * Gibbons Chapter 8  * Watts-Taffe, S. et al., (2012). Differentiated instruction: Making informed teacher decisions. <i>The Reading Teacher</i> , 66(4), 303-314.	Complete <b>all</b> activities and assignments in the module  <b>Updated Philosophy of Teaching DUE</b>
Week 13 11/15-21	<b>Integrating Academic Language Development in Lessons &amp; Assessments:</b>  What do transformational opportunities for learning content and developing academic language and literacy practices look like in classrooms?	Read:  * Zwiers Chapter 9  * Gibbons Chapter 8  * Kibler, A.K., Walqui, A., & Bunch, G. (2015). Transformational opportunities: Language and literacy instruction for English language learners in the Common Core era in the United States. <i>TESOL Journal</i> , 6(1), 9-35.	Complete <b>all</b> activities and assignments in the module
<b>11/22-28</b>	<b>Thanksgiving Observance</b>	<b>Break</b>	<b>11/22-28</b>
Week 14 11/29-12/5	Wrap-Up and Completion of Content Area Literacy Project	Choice reading of one article re-multiliteracies from folder on Blackboard.	<b>Implement Content Literacy Project</b>
Week 15 12/6-12	Writing	Work on Content Literacy Project	
2/13-15	<b>All Assignments Due</b> <b>No assignments will be accepted after the 15<sup>th</sup> 11:59 pm</b>	<b>Content Area Literacy Project (assignment link &amp; VIA)</b>  <b>Fieldwork Log &amp; Evaluation Form (VIA)</b>	

# **Course Assignment Descriptions**

Each assignment is described below. Evaluation criteria for each of the Performance-Based Assessments in this course are located at the end of the syllabus. **Faculty reserves the right to alter the schedule as necessary, with notification to students.**

## **Class Participation (35%)**

Class participation in an online asynchronous course is evidenced by thorough and thoughtful completion of **all** activities in the Weekly Modules. These activities **are opportunities for candidates to demonstrate thorough engagement with all course content (readings, videos, PowerPoints, etc.) in the Weekly Modules.** While your current knowledge as an educator is important to your understandings, demonstrating the way that engagement with the course content expands your understanding as a reflective practitioner is expected and necessary for earning full participation points. That is, candidates' work within each Weekly Module must reflect thorough preparation, which will be evidenced by critically analyzing, asking questions, making observations, and sharing reflections as well as by offering specific examples for incorporating learning from the course into their current or future teaching practice with culturally and linguistically diverse learners. **Class participation will be assessed via the rubric provided on Blackboard.**

### ***1. Discussion Board Posting (15 %)***

The discussion board is where the real learning begins—through interaction with your peers. Participation in the discussion board is critical to help you, among other things, think about relevant issues presented in the readings, share opinions with colleagues, challenge and be challenged, show how you can support an argument, and get the most from the course. For DB activity, follow the DB rubric in Blackboard.

### ***2. Discussion Board Moderator (10 %)***

For weeks with the DB assignment, a student moderator will be responsible for managing the Discussion Board. The moderator will respond to classmates' posts and ask questions that challenge, connect, and extend information posted to the discussion board.

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

**NOTE: I will be the moderator for the first unit.**

### ***3. Journal Writing (10%)***

For weeks with the journal writing assignment, you are required to submit a one or two page journal in which you reflect on the prompts for the readings and/or activities.

**Content Literacy Project (35%) – This is a Performance-Based Assessment (PBA)–Submit on Blackboard assignment link & VIA by midnight of the due date.**

**Goal:** Plan collaboratively with other colleagues to improve language, literacy, and content instruction for ELL/LMS and reflect upon literacy practices across the curriculum for ELL/LMS.

**Tasks**

Building upon your learning in the course, you will implement a lesson in a K-12 ESOL classroom.

**For the Content Literacy Project, you must create a lesson plan.** You may use your own classroom for this project, but you will be expected to confer with other stakeholders (e.g., colleagues, parents, and other resource teachers, such as reading/literacy specialists, ESL specialists, and content area teachers), in order to plan, teach, and reflect upon a lesson with clear content and language objectives.

1. Using the assessment data and preliminary teaching plan created in your collaboration, identify the specific content you wish to teach to ELs.
2. Consider the background knowledge you may need to build to teach this lesson. Think about the prior content knowledge students will need to understand this lesson and any gaps you may need to address.
3. Consider the academic language demands of the specific content that you wish to teach and develop content and language objectives for the lesson. Ask yourself, “What do the students need to understand or be able to do with language to engage with the content in this lesson?”
4. Select at least two instructional strategies listed in class text(s) for inclusion in the lesson plan that support the content and language goals. Think about any scaffolds you may need to include to allow ELs with developing language proficiency levels to fully participate in the lesson.
5. Plan learning activities that incorporate high levels of student-to-student interaction and require students to use academic language in authentic, contextualized ways read, write, listen, and speak about the content concept. Consider the way that ELs’ L1 may be useful in supporting language and content learning in the lesson.
6. Embed formative assessments in your lesson plan so that instruction and assessment are integrated.
7. Include a digital tool(s) in the lesson plan and note any adaptive materials that would be included. Only design activities that are tailored specifically for this semester and for this course.
8. Share the draft lesson plan with class members and receive feedback from your peers.
9. Review the feedback and make changes to your lesson plan.
10. Use the lesson in your classroom and keep anecdotal notes and/or student work samples to help you recall important information about the experience.
11. Reflect on the content literacy plan and its implications for future teaching using the evidence you have collected; tie your conclusions to the research on integrating content and language instruction with ELs.

## *Writing Your Report*

### Part A- Introduction (2 pgs)

- Describe the students in the class (e.g., age range, grade level, language proficiency levels, language backgrounds, socioeconomic backgrounds, etc.).
- Indicate and briefly describe the purpose and basic content covered in the class.
- State the factors you considered that led you to design the lesson, such as, the need to foster skill development in a certain area or the need to support understanding of a particular content area skill or concept, in order to enhance student motivation through the innovative use of specific content area literacy strategies.
- Briefly describe how you collaborated with your colleagues and what you learned from them to develop the lesson.
- Briefly describe how you collaborated with parents or other stakeholders.
- Show why the strategies you chose are precisely relevant to your students' needs.
- ***Justify your choices using the course readings.***

### Part B- Analysis of Instruction after you implemented the lesson plan (3 - 4 pgs)

1. State the student content and language learning objectives and explain why you chose them (e.g., rationale for these instructional goals).
2. Document any adaptations needed in the lesson to suit individual student needs.
3. Briefly summarize how you implemented the strategies and your use of technology.
4. Describe students' reaction/behaviors in response to your instruction. Overall, did the reaction appear to be positive, neutral, or negative? Did some students appear to respond favorably while others had a different response? Was the response to instruction based on individual student differences or group differences?
5. Did you meet your goals for instruction? How do you know? Provide examples/support.
6. Did students meet the content and language objectives? How do you know? Provide examples/support.

***Justify your thinking using the course readings.***

### Part C-Conclusions and Reflections (3-4 pgs)

1. What did you learn about the nature of language, literacy, and content area instruction for ELs by using the strategies?
2. What is the role of collaboration in planning and implementing content area literacy for ELs?
3. How can ESOL teachers work to improve teaching in the content areas to foster ELs' academic language and literacy development and increase their academic achievement inside and outside of the ESOL classroom?
4. What information do you believe is critical for content area teachers to know about academic language and literacy development to support academic achievement for ELs?
5. What additional knowledge, training, experiences do ESOL and content area teachers need to effectively support ELs' academic language and literacy development and acquisition of content?
6. How might literacy specialists/coaches work with ESOL teachers to improve the literacy skills of ELs and prepare them to meet the demands of learning across the curricula? Be sure to use course readings to support your comments in this section.

7. Document how this project expanded your understanding of ways to collaborate to build partnerships with colleagues and/or students' families and why this effort is important in strengthening ELs' academic language and literacy development and content learning.

***Justify your thinking using the course readings.***

**Part D-References**

Cite the relevant course readings and other professional theory and research on literacy, language, and/or content area instruction for ELs to justify and support your work for this project. Be sure to use APA-6 style for your references.

**Part E – Appendix**

Place your lesson plan here for reference while reading the report.

**Philosophy of Teaching (Update) (15%) —This is a Performance-Based Assessment -- Submit on Blackboard assignment link & VIA by midnight of the due date.**

Your paper must be 6-7 pages, double-spaced, using *Times New Roman 12-pt font* with one-inch margins. In this revised philosophy of teaching statement from your earlier version in EDCI 516, **you will need to incorporate new knowledge, theoretical concepts, practices, and perspectives from courses you took after EDCI 516 and reflect the way that these important concepts shape your instruction and provide a vision of your classroom with CLD learners.** In other words, your updated philosophy of teaching paper should be different from your earlier version in significant ways (the SafeAssign program will be automatically applied to assess your paper to identify whether you have significantly updated your paper. If your paper demonstrates over 50% overlap with the earlier version, it will not be acceptable as an updated paper). Importantly, you need to describe potential steps for sharing professional staff development strategies based on your own personal reflections and collaborative experiences with other colleagues, especially content-area teachers. Lastly, you need to describe how you will develop partnerships with colleagues and students' families as well as how you can be a community resource and advocate for your students.

**Field Experience Log & Evaluation (15%) – Submit on VIA by midnight of the due date  
(form attached at the end of syllabus)**

### EDRD 610: Content Literacy Project Rubric

	Category	TESOL Standard	Score			
			1	2	3	4
			Does Not Meet Standard	Approaches Standard	Meets Standard	Exceeds Standard
1	Understand and apply cultural values and beliefs in the context of teaching and learning to develop appropriate unit lesson plan	2a	Candidates may note that cultural values have an effect on ELL learning but not address this effect in content lesson plan.	Candidates plan instruction that reflects their knowledge of students' culture and how it impacts student learning.	Candidates design a unit lesson plan that allows students to make cultural connections to meet learning objectives with some inaccuracies or missed opportunities.	Candidates design a unit lesson plan that allows students to apply and share relevant cultural perspectives appropriately to meet learning objectives.
2	Engage in collaboration with parents, content-area teachers, resource teachers, and other colleagues to design lesson plan	3d	Candidates may note the value of collaboration but not demonstrate meaningful engagement.	Candidates collaborate with few stakeholders to design lesson plans that integrate language and content area learning.	Candidates provide some evidence of collaboration for planning and teaching that supports content-area and language skills in the lesson plan.	Candidates provide clear evidence of collaboration at various levels for planning and teaching that effectively supports content-area and language skills instruction throughout the lesson plan.
3	Demonstrate knowledge of current language teaching methods and the field of ESL to design effective ELL instruction	1b	Candidates are familiar with well-established teaching methodologies but provide no references to field of ESL	Candidates use limited knowledge of the field of ESL to provide instruction but make few references to assigned and/or optional readings.	Candidates use their knowledge of the field of ESL, including referencing assigned readings and best teaching practices, to make instructional and assessment decisions and design instruction for students	Candidates use their knowledge of the field of ESL, including referencing assigned and optional readings and best teaching practices, to make appropriate instructional and assessment decisions and design effective instruction for students

4	Plan standards based ESL and content instruction that creates a supportive and accepting classroom environment	3a	Candidates are aware of standards-based ESL and content instruction but do not address learning needs individually within the unit	Candidates plan and implement standards-based ESL and content instruction that uses some instructional models appropriate to individual student needs but does not allow for student collaboration	Candidates design standards-based ESL and content instruction that is occasionally student-centered and allows students to work collaboratively to meet learning objectives	Candidates effectively design standards-based ESL and content instruction that is consistently student-centered and requires students to work collaboratively to meet learning objectives
5	Provide for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for student to successfully meet learning objectives	4b	Candidates note the importance of assessments to measure students' degree of mastery of learning objectives but do not use them to monitor instruction	Candidates plan lessons that link prior knowledge to learning objectives but use few or inappropriate assessments to monitor students' progress toward those objectives	Candidates plan lessons that integrate instruction and assessment, include scaffolding, and provide reteaching where necessary to help students meet learning objectives.	Candidates plan lessons that integrate instruction and assessment, are scaffolded appropriate to students' language proficiency levels, and provide reteaching where necessary to help students meet learning objectives.
6	Provide a variety of activities and materials that integrate listening, speaking, writing, and reading and develop authentic uses of language as students learn academic vocabulary and content area material	3e	Candidates note that integrated learning activities build meaning through practice and the need for authentic uses of academic language in content-area learning but do not incorporate these into the lesson plan.	Candidates provide few learning activities integrating language and content, or design activities that focus on either language or content, and miss opportunities to develop authentic and academic language.	Candidates design activities that integrate some language skills and content areas and develop authentic uses of academic language but may miss some opportunities to develop authentic or academic language.	Candidates design a variety of activities that consistently and effectively integrate language skills and content areas through authentic uses of academic language as students' access content-area learning material.
7	Select materials and other resources, including technological resources, that are appropriate to students' developing language and content-area abilities, including appropriate use of L1	3e	Candidates note differences between content-area materials for ELLs and those for native speakers and ways that technology can enhance language learning but do not use appropriate materials in lesson.	Candidates select few materials and resources or use them ineffectively to adapt instruction.	Candidates select some materials and resources, including technological resources, that integrate ESL and content areas, but some may not be appropriate to students' language proficiency levels.	Candidates develop and select a variety of materials and resources, including technological resources that effectively integrate ESL and content areas and are appropriate to students' language proficiency levels and uses of L1.

8	Clearly and professionally communicate detailed self-reflection and analysis of the unit lesson planning process	5c	Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. Numerous major errors in writing obscure professional communication	Candidate provides minimal self-reflection with more description than critical analysis and provides few connections between unit lesson planning and overall teaching. Some major errors in writing limit professional communication	Candidate provides self-reflection with some description and analysis, makes some connections to teaching practice, and shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context. Minor errors in writing allow professional communication	Candidate provides well-written and detailed self-reflection and critical analysis, makes extensive connections to overall teaching practice, and shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context. Few language errors promote professional communication
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### EDCI 516 & EDRD 610 Philosophy of Teaching Rubric

Performance Indicator	Does not Meet the Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Identify and apply knowledge about teacher's identity, cultural values and beliefs and their effect on teaching and learning to the philosophy of teaching  ACTFL 6c TESOL 2e	Candidate does not address how teacher identity and cultural values have an effect on language learning in the philosophy of teaching; does not address removing bias or supporting cross-cultural appreciation in teaching practice	Candidate creates a philosophy that basically takes into consideration a variety of concepts of culture and identity but does not provide sufficient ways to address removing bias and/or supporting cross-cultural appreciation in teaching practice	Candidate creates a philosophy that satisfactorily takes into consideration a variety of concepts of culture and identity and provides ways to address removing bias and supporting cross-cultural appreciation in teaching practice	Candidate consistently uses cultural knowledge and reflection on one's identity throughout the philosophy of teaching to address his/her own biases and creates a clear plan of action to remove any and all bias and support cross-cultural appreciation in teaching practice

<b>Performance Indicator</b>	<b>Does not Meet the Standard 1</b>	<b>Approaches Standard 2</b>	<b>Meets Standard 3</b>	<b>Exceeds Standard 4</b>
Demonstrate knowledge of language teaching methods in their historical contexts and create a supportive classroom environment to address culturally and linguistically diverse student needs in multiple ways.  ACTFL 2a, 2c;3a, 3b; 4a,4b TESOL 2c, 3a, 3b	Candidate creates a philosophy of teaching that does not reflect adequate knowledge of teaching methods nor adequately addresses the needs of linguistically and culturally diverse learners through adapted instruction	Candidate creates a philosophy of teaching that contains some knowledge of teaching methods in historical contexts and some strategies for adapting instruction based on student needs but which do not provide sufficient support for linguistically and culturally diverse learners	Candidate creates a philosophy that demonstrates a satisfactory understanding of the language teaching methods in historical contexts, is student-centered, and includes specific strategies for adapting instruction to address the needs of linguistically and culturally diverse learners	Candidate creates a philosophy of teaching that demonstrates a deep understanding of language teaching methods in their historical contexts, is highly student-centered, and incorporates several specific strategies for adapting instruction to address the needs of linguistically and culturally diverse students
Demonstrate and apply knowledge of language acquisition theories and the interrelationship between language and culture  ACTFL 3a, 3b; 4a,4b TESOL 1a-1d; 2a, 2b	Candidate demonstrates an inadequate understanding of language acquisition across developmental levels. The philosophy of teaching lacks adequate strategies and reflects limited evidence of awareness of culture and language acquisition theories.	Candidate demonstrates a basic understanding of how language acquisition occurs at various developmental levels. The philosophy of teaching has some strategies or activities that reflect basic knowledge of culture and language acquisition theories.	Candidate demonstrates a satisfactory understanding of how language acquisition occurs at various developmental levels. The philosophy of teaching has a variety of strategies and activities that reflect satisfactory knowledge of culture and language acquisition theories.	Candidate demonstrates a thorough understanding of how language acquisition occurs at various developmental levels within and outside of the formal classroom setting. The philosophy of teaching has a wide variety of strategies and activities that reflect deep knowledge of culture and language acquisition theories

<b>Performance Indicator</b>	<b>Does not Meet the Standard 1</b>	<b>Approaches Standard 2</b>	<b>Meets Standard 3</b>	<b>Exceeds Standard 4</b>
Clearly establish professional goals that will help the candidate practice self-assessment and reflection to continue learning as a highly reflective practitioner and pursue ongoing professional development  ACTFL 6a-6c TESOL 5b,5c	Candidate does not include any evidence of having professional goals that are informed by self-assessment or reflective practice. Candidate does not include a professional development plan.	Candidate creates vague or unmeasurable professional goals that are not adequately informed by self-assessment or reflective practice. Candidate provides only basic professional development plan that may or may not provide adequate growth and learning as a language teaching professional.	Candidate creates a number of clear and measurable professional goals that are informed by self-assessment and reflective practice. Candidate shares a satisfactory professional development plan that supports continual growth and learning as a language teaching professional.	Candidate creates several well-articulated and measurable professional goals that are clearly informed by self-assessment and highly reflective practice. Candidate articulates a strong, specific professional development plan that ensures continual growth and learning as a language teaching professional.
Understand the responsibilities inherent in being a professional language educator and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for emergent bilinguals.  ACTFL 6a-6c TESOL 3d; 5a	Candidate does not adequately understand the responsibilities inherent in being a professional language educator who is committed to equitable and ethical interactions with all stakeholders. Candidate does not describe self as professional resource in schools and does not include appropriate techniques and dispositions for working with language learners, colleagues, and families.	Candidate shows only basic understanding of the responsibilities inherent in being a professional language educator who is committed to equitable and ethical interactions with all stakeholders. Provides only basic description of self as professional resource in schools by identifying only a few appropriate techniques and dispositions for working with language learners, collaborating with colleagues, and serving as an advocate for students and their families.	Candidate understands and explains the responsibilities inherent in being a professional language educator who is committed to equitable and ethical interactions with all stakeholders. Describes self as professional resource in schools by identifying a variety of appropriate techniques and dispositions for working with language learners, collaborating with colleagues, and serving as an advocate for students and their families in an effective way.	Candidate clearly understands and explains the responsibilities inherent in being a professional language educator who is strongly committed to equitable and ethical interactions with all stakeholders. Clearly describes self as professional resource in schools by identifying a wide variety of appropriate techniques and dispositions for working with language learners, collaborating with colleagues, and serving as an advocate for students and their families in a highly effective way.

## Field Experience Record

### **To the Mentor Teacher/Supervisor:**

The Teaching Culturally, Linguistically Diverse & Exceptional Learners graduate program at George Mason University requires all students complete a minimum of 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/supervisor 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 [dvrch@gmu.edu](mailto:dvrch@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
8/23/19	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:**

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## **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 <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [VIAbelp@gmu.edu](mailto:VIAbelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. 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 <https://cehd.gmu.edu/students/> .**