

# George Mason University College of Education and Human Development



## **EDCI 423-DL2 Methods for Teaching PK-6 English Learners in Inclusive Classrooms Fall 2024**

**3 credit hours**

**Asynchronous & Synchronous Online**

**August 26st – December 18th, 2023**

**Synchronous Dates via Zoom, 4:30 – 7:10 p.m.:**

**Monday, Sept. 16<sup>th</sup>**

**Monday, Oct. 21<sup>st</sup>**

**Monday, Nov. 18<sup>th</sup>**

### **Faculty**

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### **Prerequisites/Co-requisites**

Admission to Elementary Education licensure program; ELED course sequence as approved by advisor.

### **University Catalog Course Description**

Examines current research, theory, and policy as applied to teaching and learning with K-6 English learners (ELs). Explores research-based methods, instructional frameworks, and culturally and linguistically responsive strategies for teaching ELs effectively in K-6 inclusive classrooms. **This course requires 15 hours of field observation.**

### **Course Overview**

Teacher education students in this course will delve deeply into best practices for creating culturally responsive, equitable teaching and learning environments for K-6 English learners (ELs) in inclusive classrooms. Students gain and apply knowledge around critical topics for educating K-6 ELs. Students in this course develop a thorough understanding of the way that teacher beliefs and values affect teaching and learning with culturally and linguistically diverse (CLD) children; the way that K-6 ELs represent diverse social, cultural, linguistic, and educational backgrounds; and the way that teachers must value K-6

ELs' funds of knowledge in classrooms and schools. Other important topics include viewing ELs and their families from a strengths-based perspective, embracing bilingualism/multilingualism and biliteracy as lifelong assets, and building positive relationships with CLD families in order to build bridges between home and community practices and schools.

Students will learn about instructional methods, frameworks, and strategies that support all learners in diverse classrooms in learning grade-level, rigorous content while developing academic language and literacy practices. Sociocultural practices that emphasize collaborative, cognitively challenging, language-rich learning experiences that include appropriate scaffolds to meet each learner's individual needs will be highlighted. Using digital tools to enhance content learning and language and literacy development will also be emphasized. Inquiry-based, hands-on learning experiences will allow students to understand ways to integrate VA Standards of Learning, World Class Instructional Design and Assessment (WIDA) English Language Development Standards, and TESOL's 6 Principles for Exemplary Teaching of English Learnings in instructional design and implementation. Students will apply learning to design the kind of instruction and formative assessments that provide K-6 ELs in inclusive classrooms with ample opportunities to use language actively to build and communicate understanding around standards-aligned, grade-level content concepts.

In this course, students will also examine the importance of collaboration among all stakeholders (K-6 teachers, ESOL teachers, instructional specialists, administrators, parent(s)/guardian(s) and families, and community members and organizations) in teaching and serving ELs with equity and excellence.

### **Course Delivery Method**

This course will be delivered blended online (76% or more) **using an asynchronous and synchronous 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 **August 26<sup>th</sup> at 8:00 a.m.**

- To access your course in Blackboard Learn: <https://mymasonportal.gmu.edu/>

**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 Weekly Module includes reading, participating in Discussion Board, and completing any assignments and/or activities within that Weekly Module. You are asked to engage deeply with the course content, to take risks in your thinking, and to listen to and learn from your classmates.

### *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 Zoom conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- **Course Week:** Our course will begin each week on **MONDAYS** and end on **SUNDAYS**. Thus, **Week 1** begins on **Monday, August 26<sup>th</sup>**. We will have **three REQUIRED synchronous meetings (live online via Zoom)** during this course:

**Required Synchronous Dates via Zoom, 4:30 – 7:10 p.m.:**

**Monday, Sept. 16<sup>th</sup>**

**Monday, Oct. 21<sup>st</sup>**

**Monday, Nov. 18<sup>th</sup>**

- **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. In addition, students must log-in for all scheduled online synchronous meetings.
- **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. To schedule a one-on-one phone conversation or meeting via Zoom,

students should email the instructor. Please include preferred meeting method (phone or Zoom) 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.

### **Required Text:**

Peercy, M.M., Tigert, J.M., & Fredricks, D.E. (2022). *Core practices for teaching multilingual students: Humanizing pedagogies for equity.* Teachers College Press.

And

de Oliveira, L.C., & Jones, L. (2023). *Teaching young multilingual learners.* Cambridge University Press.

**Please note:** Teacher education journal articles and other content resources (e.g., videos, educational websites, etc.) will be uploaded to Blackboard for further required reading.

### **Learning Outcomes:**

- Become deeply familiar with the legal responsibilities of elementary educators towards English learners (ELs) with respect to federal and state laws, policies, and practices;
- Identify ways that teachers' cultural lens, beliefs, and values may influence perspectives around ELs and their families as well as instructional decisions;
- Develop an understanding of current second language acquisition theories and application to practice to support K-6 ELs in learning grade-level content and developing academic language and literacy practices in tandem;
- Build an understanding of how to align the VA Standards of Learning (SOLs) and the World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards Framework in instructional design and formative assessment with elementary English learners (ELs) across content areas;
- Apply research-based best practices around instructional frameworks and strategies for designing and implementing grade-level, standards-aligned, appropriately scaffolded, culturally responsive content area instruction for diverse K-6 English learners in inclusive classrooms;
- Collaborate with mentor teacher and ESOL teacher around instructional design for ELs in inclusive classrooms in content areas; Identify how to advocate for ELs and their families as well as for the benefits of bilingualism and biliteracy in classrooms and school systems;
- Distinguish language learning from learning disability; be able to articulate cautions for considerations around referring ELs for potential special education services;
- Identify culturally and linguistically appropriate ways to recognize giftedness in ELs;
- Become familiar with current research, organizations, and resources for pursuing one's own professional development around effective and equitable practices with K-12 ELs throughout one's career;

- View ELs' and their families from strengths-based perspective; identify and explain ways to value ELs' funds of knowledge in classrooms and schools and to build bridges between home and community practices and school settings.

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

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

**InTASC Model Core Teaching Standards**

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #10: Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**CAEP K-6 Elementary Teacher Preparation Standards**

**Standard 1 – Understanding and Addressing Each Child’s Developmental and Learning Needs.**

**Component 1.a:** Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.

**Component 1.b:** Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.

## **Standard 2—Understanding and Applying Content and Curricular Knowledge for Teaching**

**Component 2.a:** Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.

## **Standard 3—Assessing, Planning, and Designing Contexts for Learning**

**3.c:** Candidates plan instruction including goals, materials, learning activities and assessments.

**3.d:** Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.

## **Standard 5 – Developing as a Professional**

**Component 5.a:** Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner’s development and growth.

### **Attendance**

ELED Attendance Policy:

- In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.”
- If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. Unless there are extenuating circumstances that have been shared with the instructor, more than two missed classes will result in a failing grade and you must retake the course.
- Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exemptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard and/or VIA).

## 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.

A+	97-100	Represents mastery of the subject
A	93-96	through effort
A-	90-92	beyond basic requirements.
B+	87-89	Reflects an
B	83-86	understanding of and
B-	80-82	ability to
C+	77-79	apply theories and principles
C	73-76	at a basic level.
C-	70-72	Denotes an unacceptable level of understanding
D	60-69	and application of the basic elements of the course. Grade does not meet the minimum
F	<69	requirement for licensure courses.

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

All CEHD/CHSS undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>.

## Honor Code & Integrity of Work

**Integrity of Work:** Elementary Education 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

**It is expected that all class assignments will be submitted on time** to the correct location as per the instructor’s directions. Therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of one letter grade for each day of lateness. All assignments must be submitted on the due date stated within the syllabus and must be submitted in the format outlined by the instructor (VIA, Blackboard assignment link).

### **Fieldwork Log of Hours and Evaluation Forms**

This course requires 15 hours of fieldwork experience. **If you are an Elementary Education student who does NOT already have a field placement or a student from another program, you MUST request a field placement using the Field Experience Request Form (FERF) NO LATER THAN September 15, 2024** (sooner is better!) using this link:

<https://education.gmu.edu/office-of-teacher-preparation/field-experience/>

**If you are an Elementary Education student who already has a field placement site, please DO NOT complete the FERG.**

**NOTE:** By the end of the course, **ALL STUDENTS** must upload the signed Fieldwork log of hours and Evaluation forms **through the MAJOR ASSIGNMENTS link on Blackboard**. These forms are located in Blackboard and are the forms that must be used.

### **Field Accommodations**

If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

*Field work is required for this class. Failure to complete the total number of assigned hours will result in a failing grade.*

### **VCLA Testing Statement**

- **TBD** We are still waiting on official word from VDOE for IHEs to remove this requirement. It is no longer required if seeking licensure through school divisions so stay tuned.



	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.

Specific Assignments:	
	Point Value
Class Participation	260
Practitioner Journal Article Summary & Analysis Visual Representation	50
Going Digital Blog	25
Content Area Lesson Plan Scaffolded for Level 2 ELs	100
Social, Cultural, Linguistic, and Educational Case Study with Exploratory Action Plan	<u>150</u>
<b>TOTAL</b>	<b>585 points</b>

### Assignment Descriptions:

**Class Participation (20 points weekly for 13 weeks = 260 points):** There will NOT be any online participation/work required during the final two weeks of the course. These weeks are **Week 14 Thanksgiving Recess and Week 15**. Week 15 is a space for you to devote time to finalization of the Social, Cultural, Linguistic, and Educational Case Study: From Week 1 through Week 13, students are expected to work in a variety of different partner and group configurations as determined by the instructor and to be **actively engaged** in online activities (e.g., Discussion Board, Application Activities, etc.). *Successful learning depends on active engagement in meaningful interactions with your peers!* 😊

Students' **thorough preparation for and enthusiastic participation in all activities** are important in this course. Informed class participation is evidenced by thoughtful, thorough completion of **ALL** active learning activities in the Weekly Modules and thorough preparation for and active engagement during synchronous sessions. **Students' discussion and other learning tasks should reflect deep learning from readings, videos, and any other online content within the Weekly Modules.** While you are encouraged to share your perspective as a future educator, 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, your synchronous and asynchronous work each week 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 future teaching practice with culturally and linguistically diverse learners.

The main participatory **asynchronous** activities are engaging in dialog with classmates via Discussion Board posts AND completing and sharing active learning Application Activities. **The Discussion**

**Board posts and any other active learning tasks within a Weekly Module (e.g., WordPress blog entry, multimodal representations, application activities, etc.) are opportunities for students to demonstrate thorough engagement with all course content in the Weekly Modules.**

**Initial Discussion Board posts will be due by Friday night at midnight with brief but thoughtful responses to at least two peers' posts by Sunday night at midnight.** Initial Discussion Board posts must be two well-developed paragraphs, written in professional language, that **synthesize** students' 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 students' experiences and perspectives as well as to the course content rather than to be addressed question by question. **Students should refer to readings/content from the current week in the post. Students should AVOID the overuse of direct quotes in Discussion Board posts. Rather, please use your own words to paraphrase and weave together connections among readings/content with your own thinking and experiences.** Some weeks will contain options for different kinds of responses from the traditional written Discussion Board (e.g., visual representations with explanation, narrated slide deck, etc.). **All Discussion Board responses in any format must reflect deep learning from the weekly course content.**

**Responding to peers' posts represents an opportunity to deepen the dialogue 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.

Students will be provided with a *Class Participation Checklist* on Blackboard that outlines the expectations for earning the 20 weekly participation points.

**Practitioner Journal Article Summary & Analysis Visual Representation (50 points):** Students select a peer-referred teacher practitioner journal article about teaching elementary ELs. **Students will read, summarize, and share critical thinking about the article by creating a visual representation.** Students will be given a list of practitioner journal articles on Blackboard from which to choose as well as guiding questions to think about in the creation of the visual representation. **Each student will select a different journal article.** These current practitioner research articles are related to a variety of topics about teaching elementary ELs. Thus, this assignment will provide each student with the opportunity to select a topic of interest and become acquainted with current research on that topic as well as with professional practitioner journals for educators to continue to learn more about teaching ELs throughout their careers. Students are responsible for locating and downloading the article selected. Students will upload their visual representations via a specific Discussion Board link for that purpose in order to make their thinking and learning visible to their peers. Directions and evaluation tool for this assignment are located on Blackboard under the "Major Assignments" tab.

**Going Digital Blog (25 points):** In recognition of the importance of valuing and developing elementary learners' multiliteracies, students will share a contribution to a "Going Digital" WordPress blog on Blackboard once during this course. Students will be asked to share a digital tool that can be incorporated into instruction to support content learning and language development with young ELs. Students will offer a concrete example to explain how this tool could be employed during a content area lesson for a specific purpose. A "get started" list of digital tools will be provided on Blackboard, but students are welcome to share others that they have observed or learned about during fieldwork experiences or in other courses!

**Content Area Lesson Plan and Reflective Paper (100 points):** This *major* assignment represents an opportunity for students *to apply* what they have learned to design a lesson around a standards-aligned, grade-level content concept with appropriate scaffolds for ELs at WIDA Level 2 Emerging. In this lesson

design, students will demonstrate their understanding of how to create rigorous, interactive, engaging, appropriately scaffolded, and culturally and linguistically responsive instruction that integrates content learning with language and literacy development in an inclusive classroom with Level 2 ELs.

Students will **use the lesson plan template provided on Blackboard**. The lesson plan must include both content and language objectives and must be based on VA Standards of Learning and WIDA English Language Development Standards for the grade-level and content area chosen for the lesson plan. **These content and language objectives must be written in learner-friendly, grade-level appropriate language** (e.g., “I can” . . . statements).

The lesson plan must clearly reflect appropriate strategies and scaffolds for supporting Level 2 ELs in making progress toward the lesson’s content and language objectives. **Students should include any strategy or strategies that you have learned about in this course or others that make sense for the lesson’s goals**. The instructional tasks and formative assessments that would allow the teacher (and learners) to accurately gauge learners’ progress toward reaching the content and language objectives must be clearly described. **Scaffolds such as graphic organizers, visuals, websites, digital tools, hands-on materials or realia, as well as any formative assessments must be included or fully described**.

**Students will develop the lesson plan throughout the course and will share, explain, and provide feedback to peers about their lesson plan during the course**. In this way, students can make their thinking visible and draw on learning from this course, other courses, field sites, and their peers as they develop their lesson plan.

As part of this assignment, **students will write a 2-3 page, double-spaced reflective paper to accompany their lesson plan**. In this reflective writing, students will explain the *how and why* of their instructional decisions as they created the lesson plan. In other words, students will clearly explain how and why each component of the lesson plan makes sense for supporting Level 2 ELs in an inclusive classroom setting in making progress toward the lesson’s content and language objectives.

The **evaluation tool** for this content area lesson plan and paper is located on Blackboard.

**Social, Cultural, Linguistic, and Educational Case Study with Exploratory Action Plan (150 points)**. *This assignment is the performance-based assessment in this course and must be uploaded through the VIA link using the “Assessment” tab from the course home page on Blackboard. The instructor may also require that students submit this assignment through a Blackboard assignment link.*

Seeking to fully understand each individual child’s background, experiences, strengths, and needs is imperative for learning to create culturally responsive Tier 1 instructional environments in fully inclusive classrooms across content areas. **For this case study project, students will seek the mentor teacher’s guidance to select an EL to be the child of focus**. Through classroom observations and discussion with the child’s teachers and other school staff, the student will seek to create a full portrayal of the child’s cultural, linguistic, social, and educational backgrounds. **You will use a pseudonym for the child in order to keep her/his/their identity anonymous**. It will also be important to seek some time to interact with this child—to dialog with him/her around interests, likes and dislikes, preferred ways of learning, etc. It is strongly recommended, **if possible**, that the student reach out to and meet with/speak to the child’s parent(s)/guardian(s) in order to develop a more complete picture of the child. **Please follow the mentor teacher’s guidance for contacting a parent/guardian**.

**Caution: It is inappropriate (and actually illegal) to ask a parent/guardian or a child or any school personnel about a child’s legal status in the United States (Plyler vs. Doe, 1982). That means that you must NOT ask anyone whether a child is documented, undocumented, or a U.S. citizen.**

Based on the case study information, the student will *imagine being this child's teacher* in order to explain *why this information matters* in making decisions that will affect this child's social, affective, and academic experience in school. The student will make informed recommendations for supporting this child in having positive educational experiences that are promising for supporting academic success. **These recommendations must be grounded in theory and research learned in this course and other education courses.** Recommendations must also be concrete (actionable), practical, and well explained.

### **Gathering information for the case study report:**

Students will seek to view the EL child from a *strengths-based* perspective to learn about his/her *social, cultural, linguistic, and knowledge capitals*. Questions to consider are:

\*What are this child's first language (L1) oral and literacy strengths? How do I know? Does this child have the opportunity to build oral and literacy skills in his/her L1? How? Why or why not? How close to or distant from English is this child's L1? Why do I need to know that as a teacher?

\*What are this child's *funds of knowledge*? That is, what may be his/her knowledge and experiences, beliefs and values, perspectives, communication style, etc. that I would consider in creating optimal teaching and learning environments for this child? What are this child's interest and talents in and out-of-school? How do I notice this child's funds of knowledge being valued in the school?

\*How does this child like to learn and show understanding? Does he/she have a preferred learning style or does he/she seem to enjoy different ways of learning and demonstrating understanding?

\*What kinds of data can I collect to gain a full picture of this child's English language and literacy *strengths*? How do I interpret these multiple measures? What caution must I exercise? Why? What do I notice about this child's social and academic receptive and productive language strengths across language modalities (listening and reading; speaking and writing)? Why is this information important for me to have as a teacher?

\*In which content areas does this child seem to excel or struggle? Why do I think that is? What kinds of culturally responsive teaching strategies and techniques are this child's teachers using to create an optimal Tier 1 instructional environment across classrooms? As a teacher, why do I need to know how my ELs are doing in other classrooms?

\*What kinds of ESOL services does this child receive? How often? Does the ESOL teacher push-in to the classroom? What is the collaboration like between the ESOL teacher and the mentor teacher? Do the child's other teachers collaborate with the ESOL teacher? Why or why not?

\*What are teachers' perspectives about this child and his/her family? Do these perspectives vary? Why or how do these perspectives influence this child's social and academic experiences?

\*What are teachers' expectations for this child to engage meaningfully with English-speaking peers around content learning during instruction? Do these expectations vary? How? Why? Why do these teacher expectations matter in this child's school experiences?

***Please note that these questions are not exhaustive. Students are welcome to seek answers to other meaningful questions as they build a full understanding of the EL child of focus.***

### **Reflecting on the case study portrayal to inform an Exploratory Action Plan:**

For this part of the project, the student will imagine that he/she is this child's teacher. Based on the information gathered in the case study, the student will reflect on what kinds of research-based practices would be supportive in optimizing this child's social and academic experiences in and out-of-school. Then, the student will articulate a set of recommendations for the exploratory action plan.

For example, the student can consider:

\*What steps would I take as this child's teacher to create a culturally responsive Tier 1 instructional environment that would support him/her in learning content and developing social and academic language and literacy practices? Why would these particular steps be most important?

\*As this child's teacher, how would I collaborate with other teachers or school personnel, including the ESOL teacher, to enhance this child's social and academic success in my classroom and in the school? Why? Which recommendations do I have for myself and other teachers to tap into and leverage this child's funds of knowledge in every classroom? Why are these steps important?

\*What are my own cultural beliefs, values, and biases that I would need to monitor continually as I interact with and plan instruction for this child? Why is this important for me to do?

\*Which recommendations would I make for reaching out to, communicating with, and engaging this child's parent(s)/guardian(s)/family in this child's education? Why are these steps important?

*These considerations are also not exhaustive. Students are invited to be highly reflective and responsive to findings from the case study to create recommendations that make sense for this child.*

**The rubric for this performance-based assessment (PBA) can be found at the end of this syllabus and is uploaded on Blackboard.** This assignment will be thoroughly discussed in class, and students will be given space to discuss their case study findings and recommendations with their peers and the instructor during class.

#### **Paper Guidelines:**

\*Students may use "I" to write this paper, but please avoid use of "you" and write in academic style in a clear, concise way.

\*Please use headings and subheadings to organize the paper. Use bold for headings/subheadings.

\*Please use *Times New Roman 12-point font*, 1" margins, double-spacing, and place page numbers in the top right-hand corner.

**\*The Exploratory Action Plan section of this paper must include citations for theory/research from this course or others.** In other words, students' recommendations will reflect students' own analytical thinking but must also be linked directly to theory/research that supports the recommendations.

\*Please follow page-length parameters for this paper, which must be between 12-15 pages, excluding the title page and references page. **It is recommended to write 8-10 pages for the case study information and 4-5 pages for the exploratory action plan recommendations.**

**The evaluation tool for this performance-based assessment is located on Blackboard.**

**Course Content and Schedule:**

*Please note: The instructor reserves the right to change the syllabus as necessary. Students will be given ample notification in class and on Blackboard of any changes.*

*The asterisk (\*) indicates journal articles and/or other print resources that will be uploaded to Blackboard.*

Class/ Date	Theme/Topics/Guiding Questions	Weekly Assignments/Readings
<b>Week 1</b> 8/26 – 9/1	<p>Introduction to course &amp; review of syllabus and major assignments</p> <p>Introduction to diversity among English learners (ELs)</p> <p>Laws, Policies &amp; Procedures that inform educational practice w. ELs</p> <p>Why is it important to view ELs from a strengths-based perspective and embrace bi-multilingualism, biliteracy, and cultural pluralism?</p> <p>Introduction to Explore TESOL (2019) 6 Principles for Exemplary Teaching of English Learners  <a href="http://www.tesol.org/the-6-principles/the-6-principles">http://www.tesol.org/the-6-principles/the-6-principles</a></p>	<p>Complete <b>all</b> assignments and learning application activities in <b>Weekly Module 1—see Blackboard.</b></p>
<b>Week 2</b> 9/2 – 9/8	<p>Intro to newly revised <b>*WIDA (2020) English Language Development Standards Framework K-12;</b></p> <p><b>The Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Equity of Opportunity &amp; Access</li> <li>Integration of Content &amp; Language</li> <li>Collaboration among Stakeholders</li> <li>Functional Approach to Language Development</li> </ul> <p>Introduction to Core Practices for teaching Multilingual Learners (MLs)</p> <p>What is meant by applying a humanizing pedagogy with MLs?</p> <p>How do teachers recognize, value, and leverage MLs’ funds of knowledge in lesson design?</p>	<p>Complete <b>all</b> assignments and learning application activities in <b>Weekly Module 2—see Blackboard.</b></p> <p><b>Readings from Textbook(s):</b>                      Peercy, et al. (2022) Introduction (pp. 1 to 11) AND Chapter 1 Knowing Students (pp. 12-26).</p> <p><b>See Bb for other readings/content</b></p> <p><b>Select and read</b> article for Practitioner Journal Article Summary &amp; Analysis Visual Representation Assignment <b>(due last day of Week 4)</b></p>
<b>Week 3</b> 9/9 - 9/15	<p>What is meant by <i>Culturally and Linguistically Responsive and Sustaining Pedagogy</i> (CLRP)?</p> <p>What is a <i>translanguaging pedagogy</i>, and how does it fit into CLRP?</p> <p>How can we foster Social-Emotional learning (SEL) with students?</p>	<p>Complete <b>all</b> assignments and learning application activities in <b>Weekly Module 3—see Blackboard.</b></p> <p><b>Readings from Textbook(s):</b>                      Peercy, et al. (2022) Chapter 2 Building a Positive Learning Environment (pp. 27-42).</p> <p><b>See Bb for other readings/content</b></p>


		<p>Work on Practitioner Journal Article Summary &amp; Analysis Visual Representation Assignment (<b>due last day of Week 4</b>)</p>
<p><b>Week 4</b> 9/16 – 9/22</p>	<p><b>Live Online Synchronous Zoom session (see Blackboard for Zoom link) on Monday, September 16<sup>th</sup> from 4:30 – 7:10 p.m.</b></p> <p>You will find the Zoom invite on Blackboard in Module 4, and it will be sent in a course announcement as well.</p> <p>Please come to this live synchronous session ready to engage thoughtfully with your peers and instructor around topics, themes, and guiding questions from Weeks 1 – 3!</p> <p>You should be prepared to turn your cameras on and to interact in breakout groups to share your thinking and ideas!</p> <p>Please also bring any questions that you have from reviewing the major assignments in the syllabus and on Blackboard!</p>	<p>Complete <b>all</b> assignments and learning application activities in <b>Weekly Module 4</b>—see <b>Blackboard</b>.</p> <p><b>Readings from Textbook(s):</b> N/A</p> <p><b>See Bb for other readings/content</b></p> <p>Practitioner Journal Article Summary &amp; Analysis Visual Representation Assignment <b>DUE via Blackboard Assignment Link by or before midnight on SUN. Sept. 22nd</b></p> <p><b>Work with mentor teacher to identify an EL child of focus for the Social, Cultural &amp; Linguistic Educational Case Study &amp; Exploratory Action Plan performance-based assessment.</b></p>
<p><b>Week 5</b> 9/23 – 9/29</p>	<p>Content and Language Integrated Instruction</p> <p>A deeper look at the WIDA (2020) Amplified English Language Development Standards: WIDA ELD Standards Statements Key Language Uses Language Expectations Proficiency Level Descriptors</p> <p>Why is it vital for all teachers to plan and deliver integrated content and language instruction in inclusive classrooms with MLs?</p> <p>What is mean by comprehensible input? How can teachers take care to <i>amplify, not simplify</i> learning tasks for MLs?</p> <p>What must teachers consider when differentiating instruction? Why is it important to <i>accelerate, not remediate</i> instruction with MLs?</p>	<p>Complete <b>all</b> assignments and learning application activities in <b>Weekly Module 5</b>--see <b>Blackboard</b>.</p> <p><b>Readings from Textbook(s):</b> Percy, et al. (2022) Chapter 3 Content and Language Instruction (pp. 43-60).</p> <p><b>See Bb for other readings/content</b></p> <p>Be sure that you have worked with mentor teacher to identify an EL child of focus for the <b>Social, Cultural &amp; Linguistic Educational Case Study &amp; Exploratory Action Plan</b> performance-based assessment. <b>You should work on this PBA steadily throughout the course. It will be due on the last day of Week 11.</b></p> <p>Begin to explore digital tools on Bb that support learning of content and</p>

		language/literacy development. Going Digital Blog will be due during Week 6.
<b>Week 6</b> 9/30 – 10/6	<p>Key Concepts in Teaching Young Multilingual Learners (MLs)</p> <p>What is meant by a <i>socially-oriented theory of language</i>?</p> <p>What are the practices for enacting Culturally and Linguistically Responsive and Sustaining (CLRP)?</p> <p>What is meant by <i>interactional scaffolding practices</i>, and how do these practices support oral language development for MLs in inclusive content classrooms? Why is oral language development critical with MLs?</p> <p>What is <i>multimodal instruction</i> and how is connected to CLRP? How can a <i>multiliteracies approach</i> foster CLRP?</p>	<p>Complete <b>all</b> assignments and learning application activities in <b>Weekly Module 6--see Blackboard.</b></p> <p><b>Readings from Textbook(s):</b> De Oliveira &amp; Jones (2023): Chapter 1 Key Concepts in Teaching Young MLs (pp. 1-5) AND Chapter 2 Practices for Teaching Young MLs (<b>pp. 5-12 ONLY. Stop at 2.2.5</b> Applying a Functional Approach to Language Development)</p> <p><b>See Bb for other readings/content</b></p> <p><b>Going Digital WordPress Blog due by or before midnight on Sun. Oct. 6<sup>th</sup>.</b></p>
<b>Week 7</b> 10/7 – 10/13	<p>Language &amp; Literacy Development Across Content Areas</p> <p>How can teachers support <i>all</i> learners in understanding content concepts AND building language and literacy skills at the same time?</p> <p>How do teachers ensure that instruction is <i>rigorous</i> (critical thinking that is grade-level appropriate and <i>highly collaborative</i> (ample opportunities for students to <i>use language actively</i> to learn and communicate content understandings)?</p> <p>What does effective vocabulary instruction and development look like?</p> <p>How can teachers leverage MLs' home language knowledge as a resource for learning English?</p> <p>Thinking carefully about the Science of Reading</p> <p>How can teachers keep <i>meaning-making</i> at the heart of reading instruction?</p>	<p><b>Readings from Textbook(s):</b> Percy, et al. (2022) Chapter 4 Language and Literacy Development (pp. 61-75).</p> <p><b>See Bb for other readings/content</b></p> <p><b>Keep making progress on Social, Cultural, Educational &amp; Linguistic Case Study &amp; Exploratory Action Plan – DUE at end of Week 11.</b></p>
<b>Week 8</b> 10/14 – 10/20	<p>Genre Pedagogy &amp; the Teaching &amp; Learning Cycle</p> <p>Culturally Sustaining Teaching Practices (CSTP) in Action</p> <p>How does a functional approach to language development support building conceptual learning and academic language</p>	<p>Complete <b>all</b> assignments and learning application activities in <b>Weekly Module 8--see Blackboard.</b></p> <p><b>Readings from Textbook(s):</b> De Oliveira &amp; Jones (2023):</p>



	<p>and literacy skills simultaneously?</p> <p>How can multimodal instruction create <i>message abundance</i> that provides challenging content, not simplified instruction?</p>	<p>Chapter 2.2.5 Applying a Functional Approach to Language Development (pp. 12-18) AND Chapter 3: Practices in Action: Evidence and Examples from Pedagogy-Informed Research Studies (pp. 19-40).</p> <p><b>See Bb for other readings/content</b></p> <p><b>Keep making progress on Social, Cultural, Educational &amp; Linguistic Case Study &amp; Exploratory Action Plan – DUE at end of Week 11.</b></p>
<p><b>Week 9</b> <b>10/21 – 10/27</b></p>	<p><b>Live Online Synchronous Zoom session (see Blackboard for Zoom link) on Monday, October 21<sup>st</sup> from 4:30 – 7:10 p.m.</b></p> <p>You will find the Zoom invite on Blackboard in Module 9, and it will be sent in a course announcement as well.</p> <p>Please come to this live synchronous session ready to engage thoughtfully with your peers and instructor around topics, themes, and guiding questions from Weeks 5-8!</p> <p>You should be prepared to turn your cameras on and to interact in breakout groups to share your thinking and ideas!</p>	<p>Complete <b>all</b> assignments and learning application activities in <b>Weekly Module 9--see Blackboard.</b></p> <p><b>Readings from Textbook(s):</b> N/A</p> <p><b>See Bb for other readings/content</b></p> <p><b>Keep making progress on Social, Cultural, Educational &amp; Linguistic Case Study &amp; Exploratory Action Plan – DUE at end of Week 11.</b></p> <p><b>CHOOSE VA Standards of Learning aligned topic, content area and grade level for the Content Area Lesson Plan &amp; Reflective paper (due at end of Week 15).</b></p>
<p><b>Week 10</b> <b>10/28 – 11/3</b></p>	<p>Assessment with MLs:</p> <p>What must teachers know about potential linguistic and cultural bias in standardized and/or summative assessments?</p> <p>What’s the difference between formative and summative assessments?</p> <p>Why do teachers of MLs need to apply multiple measures in assessment practices and use careful interpretation?</p> <p>How do formative assessments guide teachers AND learners to assess progress toward lesson’s objectives <i>during learning</i>?</p> <p>How are opportunities for self-assessment and peer-assessment supportive in learning content and language?</p>	<p>Complete <b>all</b> assignments and learning application activities in <b>Weekly Module 10--see Blackboard.</b></p> <p><b>Readings from Textbook(s):</b> Peercy, et al. (2022) Chapter 5 Assessment (pp. 76-93).</p> <p><b>See Bb for other readings/content</b></p> <p><b>Keep making progress on Social, Cultural, Educational &amp; Linguistic Case Study &amp; Exploratory Action Plan – DUE at end of Week 11.</b></p> <p><b>Begin to work on standards-aligned Content Area Lesson Plan &amp; Reflective paper (due at end of Week 15). NOTE: You will share solid draft</b></p>

		with peers for feedback in Week 12.
<b>Week 11</b>  11/4 – 11/10	<p>Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS);</p> <p>What must teachers know and do before considering MLs for potential referrals to special education?</p> <p>Why is high-quality, culturally responsive, Tier 1 instruction essential in every classroom and the responsibility of every teacher?</p> <p>How can teachers assess whether they are providing a high-quality Tier 1 instructional environment that is culturally and linguistically responsive to individual ML strengths and needs?</p> <p>Why are multiple measures and deep knowledge about students’ social, educational, cultural, and linguistic stories so important?</p>	<p>Complete <b>all</b> assignments and learning application activities in <b>Weekly Module 11--see Blackboard.</b></p> <p><b>Readings from Textbook(s):</b> This week’s content will be based on practitioner journal articles and other content on Bb</p> <p><b>See Bb for other readings/content</b></p> <p><b>Social, Cultural &amp; Linguistic Educational Case Study &amp; Exploratory Action Plan performance-based assessment DUE by or before midnight on Sun. Nov. 10<sup>th</sup> through BOTH VIA link AND Bb Assignment link.</b></p> <p><b>Continue working on standards-aligned Content Area Lesson Plan &amp; Reflective paper (due at end of Week 15).</b> NOTE: You will share solid draft with peers for feedback in Week 12.</p>
<b>Week 12</b>  11/11 – 11/17	<p>Relationships and Advocacy and Humanizing the Teaching Experience</p> <p>How can teachers of MLs:</p> <ul style="list-style-type: none"> <li>*collaborate with colleagues to serve MLs?</li> <li>*make meaningful connections with families of MLs?</li> <li>*engage in advocacy with multiple stakeholders (e.g., administrators, policy makers, and the community)?</li> <li>*practice teacher self-care to support a happy, rewarding, balanced teacher life?</li> </ul>	<p>Complete <b>all</b> assignments and learning application activities in <b>Weekly Module 12--see Blackboard.</b></p> <p><b>Readings from Textbook(s):</b> Peercy, et al. (2022) <b>Chapter 6</b> Relationships and Advocacy (pp. 94-110) <b>AND Chapter 8</b> Humanizing the Teaching Experience: Challenges and Solutions (pp. 127-138)</p> <p><b>See Bb for other readings/content</b></p> <p>Follow directions on Blackboard to <b>review and provide feedback</b> to assigned peers on <b>standards-aligned Content Area Lesson Plan &amp; Reflective paper. (Final project due at end of Week 15).</b></p>
<b>Week 13</b>  11/18 – 11/24	<p><b>Live Online Synchronous Zoom session (see Blackboard for Zoom link) on Monday, November 18<sup>th</sup> from 4:30 – 7:10 p.m.</b></p> <p>You will find the Zoom invite on Blackboard in Module 13, and it will be sent in a course announcement as well.</p> <p>Please come to this live synchronous session ready to engage thoughtfully with your peers and instructor around topics,</p>	<p>Complete <b>all</b> assignments and learning application activities in <b>Weekly Module 13--see Blackboard.</b></p> <p><b>Readings from Textbook(s):</b></p> <p><b>See Bb for other readings/content</b></p>

	<p>themes, and guiding questions from Weeks 10-12!</p> <p>You should be prepared to turn your cameras on and to interact in breakout groups to share your thinking and ideas!</p>	<p><b>Continue to work on standards-aligned Content Area Lesson Plan &amp; Reflective paper (due at end of Week 15).</b></p>
<p><b>Week 14</b></p> <p>11/25 – 12/1</p>	<p><b>Thanksgiving Recess</b></p>  <p><i>Please be sure to complete anonymous Student Evaluations of Teaching!</i></p>	<p><b>NO</b> readings or online activities this week</p> <p><b>Continue to work on standards-aligned Content Area Lesson Plan &amp; Reflective paper (due at end of Week 15).</b></p>
<p><b>Week 15</b></p> <p>12/2 – 12/8</p>	<p>Please use this space to finalize your <b>content area lesson plan and reflective paper</b> due by or before midnight on Dec. 8<sup>th</sup>.</p>	<p><b>NO</b> readings or online activities this week</p> <p><b>Standards-aligned Content Area Lesson Plan &amp; Reflective paper DUE by or before midnight on Wed. Dec. 8<sup>th</sup> through Bb Assignment Link</b></p> <p><i>Please be sure to complete anonymous Student Evaluations of Teaching!</i></p> <p><b>THANK YOU!</b></p>

### Professional Dispositions

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

### CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: <https://cehd.gmu.edu/about/culture/>

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to Mason’s Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- Students must follow the university policy for Responsible Use of Computing (see <https://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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
  - Blackboard Learn: <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>
  - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
  - Writing Center: <https://writingcenter.gmu.edu/>

### **Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

### **Use of Generative AI**

Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. Three fundamental principles to follow at all times are that: (1) all work submitted be your own, as defined by the assignment; (2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment or exam, ask for clarification. No grade is important enough to justify academic misconduct.

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

When explicitly stated by the instructor, Generative AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.

There will be times in the education field that use of AI tools will be needed for you to do well at the job and there will be times where you will need to be able to do the work without support from these tools. This course aims to provide you with experience in the real-world scenarios that you may encounter once you leave the university.

**EDCI 423 Methods for Teaching PK-6 English Learners in Inclusive Classrooms**  
**Social, Cultural, Linguistic, and Educational Case Study with Exploratory Action Plan Rubric**

<b>CRITERIA</b>	<b>Does Not Meet Standards 1</b>	<b>Approaches Standards 2</b>	<b>Meets Standards 3</b>	<b>Exceeds Standards 4</b>
<p>Candidate describes collaboration with multiple stakeholders (content teachers, ESOL teacher, instructional specialists, EL child’s family, etc) in effort to gain full understanding of EL child’s funds of knowledge.</p> <p>InTASC Standard #10 CAEP K-6 Standard #5a</p>	<p>Candidate does not describe collaboration with any stakeholders in effort to gain full understanding of EL child’s funds of knowledge.</p>	<p>Candidate describes collaboration with 1-2 stakeholders in effort to gain full understanding of EL child’s funds of knowledge. Description of collaboration is under-developed (lacks nuanced explanation of the way stakeholders’ perspectives contributed to understanding of EL child’s funds of knowledge).</p>	<p>Candidate describes collaboration with 3-4 stakeholders in effort to gain full understanding of EL child’s funds of knowledge. Description of collaboration is developed satisfactorily with adequate explanation of the way stakeholders’ perspectives contributed to understanding of EL child’s funds of knowledge.</p>	<p>Candidate describes collaboration with 5 or more stakeholders in effort to gain full understanding of EL child’s funds of knowledge. Description of collaboration is developed in thorough, nuanced way with clear explanation of the way stakeholders’ perspectives contributed to understanding of EL child’s funds of knowledge.</p>
<p>Candidate conveys thorough portrayal of EL child’s social, cultural, linguistic, and knowledge capitals from a strengths-based perspective.</p> <p>InTASC Standards 1 &amp; 2</p>	<p>Candidate’s portrayal of EL child’s social, cultural, linguistic, and knowledge capitals is extremely vague and/or presented from a deficit perspective.</p>	<p>Candidate’s portrayal of EL child’s social, cultural, linguistic, and knowledge capitals is under developed and not clearly presented from a strengths-based perspective.</p>	<p>Candidate’s portrayal of EL child’s social, cultural, linguistic, and knowledge capitals is satisfactorily developed and presented from a strengths-based perspective.</p>	<p>Candidate’s portrayal of EL child’s social, cultural, linguistic, and knowledge capitals is thoroughly developed and presented strongly and clearly from a strengths-based perspective.</p>
<p>Candidate interprets multiple sources of data to effectively analyze EL child’s language and literacy strengths to inform instructional recommendations.</p> <p>InTASC Standard 7</p>	<p>Candidate interprets 1-2 sources of data; analysis of EL child’s language and literacy strengths to inform instructional recommendations is extremely vague.</p>	<p>Candidate interprets 3-4 sources of data; analysis of EL child’s language and literacy strengths to inform instructional recommendations is under developed (lacks clear explanation, and examples).</p>	<p>Candidate interprets 5-6 sources of data; analysis of EL child’s language and literacy strengths to inform instructional recommendations is developed satisfactorily but could be more fully explained with concrete examples.</p>	<p>Candidate interprets more than 6 sources of data; analysis of EL child’s language and literacy strengths to inform instructional recommendations is developed thoroughly with clear explanations and concrete examples.</p>
<b>CRITERIA</b>	<b>Does Not Meet Standards 1</b>	<b>Approaches Standards 2</b>	<b>Meets Standards 3</b>	<b>Exceeds Standards 4</b>
<p>Candidate uses information gleaned from case study to recommend appropriate</p>	<p>Candidate’s recommendations are not at all reflective of research-based instructional</p>	<p>Candidate’s recommendations are minimally reflective of research-based instructional</p>	<p>Candidate’s recommendations are satisfactorily reflective of research-based instructional</p>	<p>Candidate’s recommendations are highly reflective of research-based instructional</p>

<p>research-based, instructional strategies and appropriate scaffolds that are responsive to the EL child’s language and literacy development strengths and needs across content areas.</p> <p>InTASC Standards #4, 7, &amp; 8; CAEP K-6 Standard 2a; 3d</p>	<p>strategies and appropriate scaffolds that are responsive to EL child’s language and literacy strengths and needs in content classrooms.</p>	<p>strategies and appropriate scaffolds that are responsive to EL child’s language and literacy strengths and needs in content classrooms.</p>	<p>strategies and appropriate scaffolds that are responsive to EL child’s language and literacy strengths and needs in content classrooms.</p>	<p>strategies and appropriate scaffolds that are clearly responsive to EL child’s language and literacy strengths and needs in content classrooms.</p>
<p>Candidate uses information gleaned from case study to recommend research-based practices for creating a culturally responsive teaching and learning environment for the EL child in classrooms and in the school.</p> <p>InTASC Standards #1 &amp; 3 CAEP K-6 Standard 1b</p>	<p>Candidate’s recommendations are not at all reflective of research-based practices for creating culturally responsive teaching and learning environments for the EL child in classrooms or in the school.</p>	<p>Candidate’s recommendations are minimally reflective of research-based practices for creating culturally responsive teaching and learning environments for the EL child in classrooms and in the school.</p>	<p>Candidate’s recommendations are satisfactorily reflective of research-based practices for creating culturally responsive teaching and learning environments for the EL child in classrooms and in the school.</p>	<p>Candidate’s recommendations are highly reflective of research-based practices for creating culturally responsive teaching and learning environments for the EL child in classrooms and in the school.</p>
<p>Candidate uses information gleaned from case study to recommend ways that teachers and school personnel can create positive communication and engagement with EL child’s parent(s)/guardian(s) around the child’s education.</p> <p>InTASC Standard #10 CAEP K-6 Standard 5a</p>	<p>Candidate’s recommendations are not at all reflective of collaborative practices that can create positive communication and engagement with EL child’s parent(s)/guardian(s) around the child’s education.</p>	<p>Candidate’s recommendations are minimally reflective of collaborative practices that can create positive communication and engagement with EL child’s parent(s)/guardian(s) around the child’s education.</p>	<p>Candidate’s recommendations are satisfactorily reflective of collaborative practices that can create positive communication and engagement with EL child’s parent(s)/guardian(s) around the child’s education.</p>	<p>Candidate’s recommendations are highly reflective of collaborative practices that can create positive communication and engagement with EL child’s parent(s)/guardian(s) around the child’s education.</p>