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

EDCI 519 6F1 & 6F2 – Methods of Teaching Culturally and Linguistically Diverse Learners
3 Credits, FALL 2024
Asynchronous Online
August 28th to December 10th

Faculty
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Prerequisites/Corequisites
Required Prerequisites: EDCI 510* and EDCI 516
* May be taken concurrently.

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

Course Overview

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

Course Delivery Method (Online)

This course will be delivered online (76% or more) using an asynchronous format via Mason's Canvas Learning Management System (LMS). You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available **August 26th at 8:00 a.m**.

- To access your course in Canvas: https://canvas.gmu.edu/login/canvas

Under no circumstances may students participate in online class sessions while operating motor vehicles.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:

1) Learn the fundamental concepts of the knowledge base pertaining to ESL, English as a second dialect, and the teaching of other second and foreign languages; second language acquisition, psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.
2) Learn to develop a lesson plan that uses the four language skills, listening, speaking, reading, and writing. This includes learning to develop a lesson plan that shows evidence of scaffolded, differentiated, and multi-level instruction.
3) Plan and manage a second language class effectively and be able to evaluate and selectively apply a range of teaching strategies as appropriate to their students' needs and characteristics, particularly as they apply to the skills and needs of diverse learners. For this purpose, they will need to be able to assess different teaching situations and changing conditions in culturally and linguistically diverse classrooms, so as to select appropriate teaching procedures and adapt to teaching students with differing learning styles and cultural backgrounds.
4) Utilize research by understanding and critically evaluating second language learning theories to engage in a systematic investigation of the knowledge base to inform their own and others teaching practices.

Professional Standards – This course addresses the following professional standards:
TESOL/CAEP (TESOL International Association Standards for Initial TESOL Pre-K-12 Teacher Preparation Programs). https://www.tesol.org/advance-the-field/standards/tesol-caep-standards-for-p-12-teacher-education-programs

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

Standard 1: Knowledge About Language
Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.

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

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

Standard 2: ELLs in the Sociocultural Context

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

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

Standard 3: Planning and Implementing Instruction

Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement and communicate about instruction for ELLs.

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

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

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

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

Standard 4: Assessment and Evaluation

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

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

Standard 5: Professionalism and Leadership

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

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

Required Texts
Vinogradova, P., & Shin, J. K. (2021). *Contemporary foundations for teaching English as an additional language: Pedagogical approaches and classroom applications.* Routledge. ISBN 978-0-367-02635-6
Please Note: This textbook is available through Mason Libraries as an e-link and can be accessed electronically by multiple users at the same time: https://www-taylorfrancis-com.mutex.gmu.edu/books/edit/10.4324/9780429398612/contemporary-foundations-teaching-english-additional-language-joan-kang-shin-polina-vinogradova

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with updated browsers.
  o Canvas supported browsers: https://guides.instructure.com/a/720329
- Consistent and reliable access to GMU email and Canvas, as these are the official methods of communication for this course.
- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.
- Note that 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.

Expectations

- Course Week: **Because asynchronous courses do not have a "fixed" meeting day, our week will start on Wednesday and finish on Tuesday.**
- Log-in Frequency
  Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
Please be aware that this course is **not self-paced.** Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Canvas, VIA, or both).

VIA PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT (5-Lesson Unit Plan & Reflection Analysis Paper). You will submit this PBA through a VIA link AND to a Canvas Assignment Link.
Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to VIA through Canvas (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 Canvas. Failure to submit the assessment to VIA (through Canvas) 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.

Field Experience Record and Evaluation

Field Experience

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **15 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). 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.) **You will submit this documentation through a VIA link on Canvas.**

All students must complete fieldwork for this course. Students are either placed by our Office of Teacher Preparation by submitting the Field Experience Request Form (FERF) (deadline is September 15) or can place themselves if they meet certain criteria. To determine if you need to submit a FERF, please see here.

NOTE: In-Service teachers in this cohort can complete field experience in their own classrooms and DO NOT need to request a field placement.

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/

*TCLDEL Fieldwork Log of Hours and Evaluation Forms must be completed by ALL STUDENTS and must be uploaded to VIA on Canvas. The forms are located on Canvas.

TCLDEL Fieldwork Log of Hours and Evaluation Assessment

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

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

- **Assignments and/or Examinations**

Assignment Description	Grade %	Standards Addressed
Self-Assessment of Dispositions	N/A	Completion of Self-Assessment of Dispositions required in this course – see Qualtrics Survey link under "Assessments" tab in main menu of our Canvas course page.
Class Attendance and Informed Participation	25%	Read and engage with weekly content; be prepared to reflect, share, discuss, and complete active learning activities based on weekly content. *TESOL/CAEP Standards: 1a, 1b, 2c, 3a, 3b, & 5c*
Teaching with Technology (Infographic & 3-5 minute narrated multimedia presentation)	15%	Integrate digital tools into instructional design to support language and literacy learning. *TESOL/CAEP Standards: 3e*
Lesson Planning Assessment (Common Assessment)	20%	Requirement for licensure/ESOL add-on endorsement *TESOL/CAEP Standards:* *3a, 3b, 3c, 3e*
Micro-Teaching Application & Reflection	15%	Plan, implement, and reflect on evidence-based instructional segment. *TESOL/CAEP Standards: 1b, 3a, 3b, 5c*
5-Lesson Unit Plan & Reflection Analysis Paper	25%	Create a 5-day unit plan of instruction using the lesson plan template provided *TESOL/CAEP Standards: 1a, 2c, 3a, 3b, 3c, 3e, 4b, & 5c* **This is the Performance Based Assessment (PBA) for this course.**

Overview of Projects/Assessments:

1. Lesson Planning Assessment (Common Assessment performance-based assessment)
This Lesson Planning Assessment assignment is required across all initial licensure and/or add-on endorsement programs for accreditation purposes. It is situated in EDCI 519 in the TCLDEL ESOL licensure and/or add-on endorsement program. **See detailed directions below Class Schedule section of this syllabus.**

2. Teaching with Technology:
Select an educational digital tool that can be utilized in today's classroom with bi-multilingual learners. **Please select a digital tool that is free to teachers.** This can be a digital tool that you

currently use or would like to learn to use. You can choose one of the digital tools explored on Canvas or choose another one. **This assignment has two parts**.

Part I
Multimodal Infographic – Use a **free** infographic maker to **create a well-designed multimodal infographic** to introduce the digital tool as an effective option for educators to use in their content and language teaching with bi-multilingual learners! Here are two websites for optional tools to create infographics: https://www.educatorstechnology.com/2023/01/infographic-creation-tools.html and https://www.commonsense.org/education/lists/best-infographic-design-apps-and-websites

Part II
Create a 3-5 minute <u>narrated</u> multimedia presentation that can guide other educators to use this tool and share a rationale for how it can support bi-multilingual children in learning content concepts and building language and literacy skills.

Please choose a digital tool for the narrated multimedia presentation that works for you (i.e., Screencast-O-Matic, a narrated PowerPoint, Vimeo, Panopto, etc.). You **DO NOT** have to appear on the video (video camera can be off).

In your 3-5 minute narrated multimedia presentation, be sure to include the following:
➢ Why you chose this digital tool
➢ Prominent, interesting features of the digital tool
➢ How this digital tool works—what do educators need to know/do to use it? To guide learners to use it?
➢ How this digital tool can support learning of content concepts and language/literacy development with bi-multilingual learners
➢ Your OWN idea for how you might employ this digital tool in an inclusive classroom with bi-multilingual learners with varied levels of English language proficiency.

Use the assignment criteria checklist on Canvas to guide your work.

You will share your Teaching with Technology Infographic AND 3-5 minute narrated multimedia presentation via a Discussion Board link (so that you can learn from and share feedback with one another).

3. Micro-Teaching Application & Reflection

Micro-Teaching Application & Reflection: For this assignment, you will **prepare and teach a 15-20 minute lesson segment** to a small group of ELs OR a whole class that includes ELs in your field site

Decide the group and topic/content for the mini-lesson segment. *You are welcome to choose an active learning (e.g., engaging, hands-on) segment from one of the lessons in the 5-Lesson Unit Plan assignment*.

Your lesson segment should be centered on an **active learning task using an approach technique that you have learned in this course** (e.g., <u>not</u> teacher-led direct instruction or watching a video, reading a text, etc.). For example, you may wish to create a **translanguaging** or **multiliteracies** opportunity in your lesson segment! You may wish to include a **specific culturally or linguistically responsive element/component** in your lesson or integrate **collaborative technology**!

Make a plan to implement <u>all or a portion</u> of your lesson plan between Nov. 6th and Nov. 15th

After implementing the lesson segment, you will reflect and share with a Critical Friends group via a Discussion Board link and receive feedback from your peers. **You will also share your reflection with the instructor via a Canvas Assignment Link**.

Please use the Micro-Teaching Application & Reflection template on Canvas for your reflection.

REFLECTION (on template) DUE by or before end of week 12 to DB link with Critical Friends AND Canvas Assignment Link.

On the template you will include:
Background Information (5 points)**:** Grade level, content area, and brief demographic info about the ELs to whom you taught this lesson segment (e.g., small group or whole class? How many ELs? What are their L1s? Include any other contextual info of importance).

Connection to Standards, Content and Language/Literacy Aims, Rational for Instructional Choices (10 points)**:** VA SOL(s) and WIDA Standard that provided a foundation for your lesson segment; **Brief** explanation of the content and language/literacy aims of the 15-20 minute lesson segment; **Brief** explanation of why you chose the instructional approach (from this course) in your lesson segment.

Answers to Reflective Questions: Succinct but thorough (one or two paragraphs) answers to 4 reflective questions AFTER implementing the micro-teaching lesson segment:

1. *Overall, did your lesson segment go as you anticipated that it would? Why or why not? Be succinct but thorough in your response. (15 points)*

2. *What did you learn about <u>implementing</u> the approach that you chose? For example, please consider: What was easy/comfortable about teaching with this approach? Why? What was challenging in any way? Why? (15 points)*

3. *How did the ELs respond to your instruction? What scaffolds did you include to be responsive to the learners? What adjustments would you make if you were to teach this lesson segment again? Why? (15 points)*

Reflecting on the micro-teaching experience, what did you learn about YOURSELF as a teacher? Why is this self-knowledge important? (15 points)

4. 5-Lesson Unit Plan & Reflection Analysis Paper (Performance-Based Assessment):
Your thematic 5-Lesson Unit Plan will include a minimum of **five (5) days** of standards-aligned (VA SOLS) instruction based on the grade and content area (e.g., math, science, social studies, or ELA) of your choice. You will also write a Reflective Analysis paper. **See detailed directions in Class Schedule section of this syllabus.**

- **Other Requirements**
  - **Class Attendance & Informed Participation:**

Informed class participation is evidenced by thoughtful, thorough completion of **ALL** active learning activities in the Weekly Modules. Thus, candidates' discussion and other learning tasks should reflect deep learning from readings, videos, and any other online content within the Weekly Modules. While your knowledge as a current or future educator is important to your understandings, <u>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</u>. That is, your 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.

Note for Online Courses:

The main participatory 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 candidates to demonstrate thorough engagement with all course content in the Weekly Modules.** A class participation rubric is located on Canvas.

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

Responding to peers' posts represents an opportunity to deepen the dialog by posing thoughtful questions for peers and sharing thinking around the weekly content. Responses to peers' posts can be a few sentences to a paragraph and must be thoughtful and respectful.

- o **Self-Assessment of Dispositions**
During this course, candidates are **required** to complete a Self-Assessment of Dispositions. The link is located through VIA under the "Assessment" tab from our course main menu. This is the same Self-Assessment of Dispositions that you completed upon enrollment in the TCLDEL program and about which you viewed a PowerPoint training. ***Please access and complete the Qualtrics survey through VIA by the end of Week 12.*** The course instructor will verify completion.

- • **Grading**
At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity.

The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

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

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

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

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. 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.

Any text generated by an artificial intelligence (AI) text-generation tool (such as ChatGPT) is not accepted in this class as "the student's own work," and so will be considered similarly to text published on paper or online or text composed or significantly edited/altered by another person. The use of such text without proper attribution is a violation of academic integrity.

Professional Dispositions (CEHD Student Guide)
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

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.*

Online Participation/Attendance Policy
Students are expected to participate in __all__ online discussions **and** complete __all__ active learning tasks each week. Not participating fully in an online 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.**

Class Schedule for EDCI 519

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

Supplementary texts will be located in the Weekly Modules on Canvas.

Week and Dates	Topic & Preparation	Assignments Due
Week 1 Wed. August 28th to Tues. Sept. 3rd	Read syllabus carefully Watch introductory video Become familiar with organization of this course on Canvas Review major assignments and how they fit together. **Read assigned texts/engage with supplementary content (see Canvas)**	Complete all activities in Weekly Module #1
Week 2 Wed. Sept. 4th to Tues. Sept. 10th	**Main Topic:** Visualizing Equitable Teaching Practices **Read assigned texts/engage with supplementary content (see Canvas)**	Complete all activities in Weekly Module #2
Week 3 Wed. Sept. 11th to Tues. Sept. 17th	**Main Topic:** Critical Pedagogies & TESOL **Read assigned texts/engage with supplementary content (see Canvas)**	Complete all activities in Weekly Module #3 Determine grade level and content area of focus for Lesson Planning Assessment AND 5-Lesson Unit Plan assignments
Week 4 Wed. Sept. 18th to Tues. Sept. 24th	**Main Topic:** Multiliteracies in Educating Multilingual Learners **Read assigned texts/engage with supplementary content (see Canvas)** Teaching with Technology assignment (due by or before Sept. 24th);	Complete all activities in Weekly Module #4 **Teaching w. Technology DUE 9/24.** Begin working on Lesson

		Planning Assessment assignment—
Week 5 **Wed. Sept. 25th to Tues. Oct. 1st**	**Main Topic: Culturally Responsive Pedagogy in TESOL** **Read assigned texts/engage with supplementary content (see Canvas)** *Make a plan to implement <u>all or a portion</u> of your Lesson Planning Assessment lesson plan between Sept. 30th and Oct. 11th* (you will reflect on your instructional delivery in the last part of the paper that is part of this major assignment).	Complete all activities in Weekly Module #5 Continue working on Lesson Planning Assessment assignment**.**
Week 6 **Wed. Oct. 2nd to Tues. Oct. 8th**	**Main Topic: Translingualism in the Teaching of English** **Read assigned texts/engage with supplementary content (see Canvas)** *Be sure to deliver <u>all or a portion</u> of your Lesson Planning Assessment lesson plan between Sept. 30th and Oct. 11th* (you will reflect on your instructional delivery in the last part of the paper that is part of this major assignment).	Complete all activities in Weekly Module #6 Be sure to finalize delivery of Lesson Planning Assessment Assignment and work on Reflective Paper portion of this assignment.
Week 7 **Wed. Oct. 9th to Tues. Oct. 15th**	**NO READINGS this week** **Please use time this week to:** ***Finalize and submit Lesson Planning Assessment Assignment through Canvas Assignment link AND VIA link;** ***Begin to develop lessons 2 and 3 in 5-lesson Unit Plan (drafts on lessons 2 & 3 to be shared during Week 9)** ***Think about Micro-Teaching assignment (lesson/lesson segment implementation between Nov. 6th and Nov. 15th and due in Week 12).**	**There will not be a Discussion Board or other online application activities this week.** Lesson Planning Assessment Assignment due by or before midnight on Tues. Oct. 15th (upload lesson plan

		and reflective paper as ONE document).
Week 8 **Wed. Oct. 16th to Tues. Oct. 22nd**	**Main Topic:** Postmethod Pedagogy **Read assigned texts/engage with supplementary content (see Canvas)** *Reminders:* Lessons 2 and 3 in 5-lesson Unit Plan (drafts on lessons 2 & 3 to be shared during Week 9); Micro-Teaching assignment (lesson/lesson segment implementation between Nov. 6th and Nov. 15th and due Nov. 19th—end of Week 12).	Complete all activities in Weekly Module #8 Work on drafts of lessons 2 & 3 of 5-Lesson Unit Plan (due next week) Work on Micro-Teaching Assignment
Week 9 **Wed. Oct. 23rd to Tues. Oct. 29th**	**Main Topic:** Teaching with Collaborative Technologies **Read assigned texts/engage with supplementary content (see Canvas)** *Reminders:* Micro-Teaching assignment (lesson/lesson segment implementation between Nov. 6th and Nov. 15th and due Nov. 19th—end of Week 12).	Complete all activities in Weekly Module #9 **SOLID DRAFTS of 2nd and 3rd lessons in 5-Lesson Unit Plan -- due to Discussion Board Link by or before midnight on Oct. 29th.** Work on Micro-Teaching Assignment
Week 10 **Wed. Oct. 30th to Tues. Nov. 5th**	**Main Topic:** Digital Literacy/Literacies in the 21st Century **Read assigned texts/engage with supplementary content (see Canvas)** *Reminders:* Micro-Teaching assignment (lesson/lesson segment implementation between Nov. 6th and Nov. 15th and due Nov. 19th—end of Week 12). **Begin to develop lessons 4 &5 of 5-Lesson Unit plan (All 5 lessons and**	Complete all activities in Weekly Module #10 Work on Micro-Teaching assignment

	paper due by or before midnight on Tues. Dec. 10th)	Continue to develop 5-Lesson Unit Plan and paper—**due by end of Week 15**
Week 11 Wed. Nov. 6th to Tues. Nov. 12th	**Main Topic:** Expanded Learning on Digital & Multiliteracies **Read assigned texts/engage with supplementary content (see Canvas)** Micro-Teaching assignment (lesson/lesson segment implementation between Nov. 6th and Nov. 15th and due Nov. 19th—end of Week 12). **Continue development of lessons 4 &5 of 5-Lesson Unit plan (All 5 lessons and paper due by or before midnight on Tues. Dec. 10th)** **NOTE**: Dr. Ramos will be at away at a conference Nov. 7th to 13th.	Complete all activities in Weekly Module #11 Work on Micro-Teaching assignment (due next week) Continue to develop 5-Lesson Unit Plan and paper—**due by end of Week 15**
Week 12 Wed. Nov. 13th to Tues. Nov. 19th	**NO READINGS** **Please use time this week to:** ***Finalize and submit** Micro-Teaching assignment—you will share through a DB link with critical friends AND with instructor through Canvas Assignment link; *Continue development of lessons 4 &5 of 5-Lesson Unit plan (All 5 lessons and paper due by or before midnight on Tues. Dec. 10th); * **Complete Self-Assessment of Dispositions** (see VIA link under "Assessments" tab on Canvas)	**There will not be a Discussion Board or other online application activities this week.** **Micro-Teaching assignment DUE through DB AND Canvas Assignment links.** Continue to develop 5-Lesson Unit Plan and paper—**due by or before**

		midnight on Dec. 10th
Week 13 **Wed. Nov. 20th to Tues. Nov. 26th**	**Main Topic:** Advocacy for Student & Teacher Empowerment Chapter 9 by H. Linville (DB = Qs 1-4 p. 255 and share links re organization engaged in advocacy for racial/educational equity. **Read assigned texts/engage with supplementary content (see Canvas)** **chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.wested.org/wp-content/uploads/2023/06/CISELSS_Engaging-Students-as-Leaders-to-Reimagine-School-Safety_FINAL-ADA.pdf** **chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.wested.org/wp-content/uploads/2022/01/School-Climate-Essentials_A-Call-to-Action.pdf** *Reminders:* Complete development of lessons 4 & 5 of 5-Lesson Unit plan & begin to write paper (All 5 lessons and paper due by or before midnight on Tues. Dec. 10th)	Complete all activities in Weekly Module #13 **Be sure that you have completed Self-Assessment of Dispositions** (see VIA link under Assessments tab on Canvas) **Begin to finalize** 5-Lesson Unit Plan and paper—**due by or before midnight on Dec. 10th**
Week 14 **Wed. Nov. 27th to Tues. Dec. 3rd**	**Thanksgiving Recess** *Please be sure to complete anonymous Student Evaluations of Teaching!* *Reminders:* **Finalize** 5-Lesson Unit Plan and paper-- **due by or before midnight on Dec. 10th**	**NO** readings or online activities this week. 5-Lesson Unit Plan and paper—**due by or before midnight on Dec. 10th**
Week 15 **Wed. Dec. 4th to Tues. Dec. 10th**	5-Lesson Unit Plan and Paper—**due by or before midnight on Tues. Dec. 10th**	*Please be sure to complete anonymous Student Evaluations of Teaching!* **5 Lesson Unit Plan and Paper due as ONE document**

		through BOTH Via link and Canvas Assignment Link. **THANK YOU!**

George Mason University
College of Education and Human Development

Council for the Accreditation of Educator Preparation Common Assessment

Lesson Planning Assessment

Assessment Information

The Lesson Planning Assessment is completed at the mid-point or internship of the program and is assessed by the course instructor or University Supervisor/Clinical Coach. The candidate must earn a score of 2 to be successful on this assignment. If a candidate does not earn a 2 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practices and gaps in the candidate's instructional cycle (planning, instruction, and assessment).

Standards Addressed in This Assessment
Council for the Accreditation of Educator Preparation (CAEP) 2022 Standards
Interstate Teacher Assessment and Support Consortium (InTASC) 2013 Standards
Virginia Board of Education Uniform Performance (VUPS) 2021 Standards for Teachers
International Society for Technology in Education (ISTE) Standards for Educators
Virginia Standards of Learning and the Virginia Essentialized 2022 Standards of Learning

Assessment Objectives

The candidate will develop a lesson plan that incorporates research-based best practices in planning, instruction, and assessment to meets the needs of diverse learners. Candidates will explain how they and their students use technology in the lesson.

Rationale

As a teacher candidate, it is important that you demonstrate your ability to design an effective lesson plan with specific, performance-based learning objectives that meet the learning needs of your learners. Lesson planning can be guided by four basic questions (adapted from Spencer, 2003):

1. *Who are my learners?* (Consider the number of learners, their academic readiness levels and cultural backgrounds, their prior knowledge, etc.)
2. *What do I want my learners to learn?* (Consider the content or subject [and interdisciplinary connections], the type of learning [knowledge, skills, behaviors], how to integrate college- and career-ready standards, etc.)
3. *How will I know what the learners understand?* (Consider informal and formal assessments, formative and summative assessments, higher order questioning techniques, feedback from learners, etc.)
4. *How will my learners learn best?* (Consider the teaching models, learning strategies, length of time available, materials, technology resources, differentiation, modifications, etc.)

You might also want to ask:

- What knowledge, skills, and understandings do my learners already have?
- What knowledge or prerequisite skills do I need to access, activate, or build in this lesson? How will I access those prerequisite skills or activate that prior knowledge?
- Where have learners come from and what are they going on to next?

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- How can I build in sufficient flexibility to respond to emergent needs, indicated by ongoing observation and formative assessment?
- What technology resources will enhance this lesson?

During clinical experiences and the internship, a lesson plan must be developed for each teaching session. For novice teachers, lesson plans are developed for each instructional episode (whole group lesson, one-to-one instruction, and small group activity). When teaching new content or grade levels, your lesson plans will be more detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:

- List content and key concepts (research more if needed).
- Define your goals and identify specific learning objectives/outcomes aligned to appropriate curriculum standards, Virginia Standards of Learning (SOL), Virginia Essentialized Standards of Learning (VESOL), and ISTE Standards for Students or Virginia Digital Learning Integration Standards of Learning.
- Create assessments that are aligned to your specific learning objectives/goals/outcomes.
- Think about the structure of the lesson, pacing, transitions, and use of technology.
- Identify the strengths and needs of all learners.
- Identify adaptations/modifications/extensions/accommodations needed to meet learner needs.
- Determine "best practices" and learning strategies aligned to the learning objectives/goals/outcomes.
- Identify learning resources and support materials, including technology.

Directions for Completing this Assessment Task

Develop a lesson plan that incorporates research-based best practices in planning, instruction, and assessment to meets the needs of diverse learners. Use the template and rubric to guide the development of your lesson plan. **Include technology as part of the lesson.**

This assignment will be the development of the FIRST lesson in your 5-Lesson Unit Plan. For THIS Lesson Planning Assessment assignment, you must use the Lesson Plan Template provided below.

Thus, to complete this assignment, you must first take these steps which are part of the 5-Lesson Unit Plan assignment:

➢ Identify a group of learners from your field experience site in a grade level and content area for whom you will design your 5-lesson unit plan.
➢ Choose a theme or topic for your 5-lesson unit plan (must connect to VA Standards of Learning—SOL, VA Essentialized Standards of Learning—VESOL, AND WIDA English Language Development (ELD) Standards (2020). https://wida.wisc.edu/teach/standards/eld

Submission Directions

You will submit a detailed lesson plan using the lesson plan template for this assignment that addresses each of the sections described below.

Section 1: Classroom Context (InTASC 1)

Classroom decisions are made based upon your learners' strengths and needs. Your plan may vary based upon your knowledge of students, the timing of the lesson in the academic year and unit of instruction, etc. In this section, you will provide information about your learners and the classroom—including their academic abilities, social, emotional developmental needs, cultural and linguistic backgrounds, readiness, and prior knowledge. In addition, previously gathered assessment data will guide your planning. Make certain to describe how your knowledge of your learners and your understanding of assessment data will affect your planning.

Section 2: Planning for Instruction & Assessment (InTASC 2, 3, 4, 5, 6, 7, 8, ISTE Standards for Educators 2.5, 2.6, 2.7)

Before you teach a lesson, you must determine, where appropriate, the learning objectives/goals/outcomes and connection to Virginia Standards of Learning (SOL), Virginia Essentialized Standards of Learning (VESOL), and ISTE Standards for Students or Virginia Digital Learning Integration Standards of Learning. You should include a rationale for why you selected these objectives and subsequently the instructional approaches you would be using (e.g., gradual release, explicit instruction, concept attainment, cooperative learning, etc.) to teach the lesson to your specific group of learners. Your decisions should be based upon learner needs, current research, and pre-assessment data and should be aligned to appropriate curriculum standards.

After you have identified *what* your class will learn, you will begin to describe specifically *how* you would teach the lesson. When completing this section of the lesson plan, you will identify the procedures that you would use from the opening of the lesson through the lesson closure. Script this section of the plan, noting what you would say and do and what you are asking learners to do. Be certain to include appropriate assessments (formative or summative) that would inform your instruction during and following the lesson.

Using your knowledge of your learners, your lesson plans should also include the necessary modification/ accommodations and/or differentiated strategies to meet the needs of all learners in your classroom. Then, with an informed understanding of your students, the content and instructional approach, you will identify the learning materials needed to teach the lesson, including any technology you and/or your learners will use in this lesson. Virginia Standards of Learning (SOL), Virginia Essentialized Standards of Learning (VESOL), ISTE Standards for Students or Virginia Digital Learning Integration Standards of Learning, and any content specific objectives should be included in lesson plans.

Section 3: Reflecting on Instructional Planning (InTASC 9, 10)

Reflection is a critical skill in effective teaching. In this section you will reflect on your learning in regards to instructional planning using the prompts below as a guide.

If you implemented your lesson plan:
- What were strengths of your instruction? What are areas for growth?
- What was your impact on learning? Were your learners able to meet the lesson objectives/goals/outcomes? How do you know? (Be specific here and use formative/summative assessment results to guide your response.)
- What instructional strategies or activities were the most successful? What could have made the lesson stronger?
- Was the use of technology effective in the lesson? If not, how could the use of technology be improved?

- What did you learn about teaching, learners, and learning that will affect your next instructional experience?

NOTE: N/A for EDCI 519 as you will implement this lesson plan. If you did not implement your lesson plan:

- What did you learn about the planning process?
- What would you do differently in planning instruction in the future?
- How do you intend for this lesson to impact student learning? How would you know if your lesson had the intended impact?
- Why did you choose the technology that you did for this lesson?

<u>**References**</u>

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

Lesson Plan Template:

Section 1: Classroom Context
Grade level: **Number of students:**
Content Area: **Name of Unit:**
Lesson planned for _____ minutes
Circle when this lesson occurs in the unit: _ beginning   middle   __end
Narrative including any additional contextual information that will impact planning. Describe a warm-up activity that starts the lesson. In your narrative include relevant knowledge you have gained about Multilingual Learners' (MLs') cultural, linguistic, background knowledge, experiential knowledge that reflects their strengths/assets in relation to this lesson):
Section 2. Planning for Instruction
Performance-based Objective(s) (Please include both content and language objective(s) or integrated content-language objective(s)   Virginia Standards of Learning (SOL), Virginia Essentialized Standards of Learning (VESOL), ISTE Standards for Students or Virginia Digital Learning Integration Standards of Learning   **WIDA English Language Development (ELD) Standards**
Lesson Rationale (What research base did you use to make instructional decisions? Why have you selected these objectives and these specific strategies?)   Include how your instructional decisions are culturally and linguistically responsive/sustaining).
Culturally and Linguistically Responsive/Sustaining Differentiation and Accommodations (Be sure to clarify the way that any differentiation/accommodations still reflect the same grade-level content learning goals and grade-appropriate higher-order thinking).
Materials/Technology (including multimedia/digital texts/tools)

Section 3. Instruction and Assessment
Instruction Context: describe purpose of the lesson
Lesson Procedures: detail the sequence of the lesson, including the Opening/Strategies/Assessments/Closure activities. (The reader should be able to teach the lesson from this plan.) Please include introducing the content and language objective(s) to students in student-friendly language in the lesson opening. Include and explain **any/all scaffolds** used during the lesson. Please revisit the content and language objective(s) with students in the closure). You should also include any Extension (at home) activities here. Describe how you accommodate special needs students, e.g., those who may be dual-identified.
Assessments: include explanation of assessment choices (formal/informal and formative/summative assessments) and alignment of assessments to lesson objectives.

Section 4. Reflection: Impact on Student Learning
Narrative reflection on the lesson and the impact on student learning. Include any changes you would make to the lesson based upon your reflection. Think about whether you could strengthen aspects of the lesson to make your instruction even more culturally and linguistically responsive/sustaining to deepen learning of content concept(s) and strengthen language/literacy development at the same time. (For example, were there opportunities for connecting more meaningfully to MLs' cultures/interests/experiences, for opening translanguaging spaces, for integrating a multiliteracies approach to create multiple access points to the content, for increasing age-appropriate higher-order/critical thinking, for strengthening student-to-student interaction, or for adjusting scaffolds to amplify rather than simplify learning tasks?)

REFLECTIVE PAPER

You will include a brief reflective paper (5-7 double-spaced pages) with your lesson plan.

Section 1: Classroom Context

Classroom decisions are made based upon your learners' strengths and needs. Your plan may vary based upon when, in a unit of instruction, the lesson takes place, and even the time of the lesson. In this section, you will provide basic information about your learners and the classroom— including their academic abilities, social, emotional developmental needs, cultural and linguistic backgrounds, readiness, and prior knowledge. In addition, previously gathered assessment data will guide your planning. Make certain to address how your knowledge of your learners will affect your planning. (**1 page**).

Section 2: Planning for Instruction

Before you teach a lesson, you must decide the learning objectives/goals/outcomes and connection to Virginia Standards of Learning (SOL), Virginia Essentialized Standards of Learning (VESOL), and ISTE Standards for Students or Virginia Digital Learning Integration Standards of Learning. You will share why you have selected these objectives and specific strategies to teach the lesson to your specific group of learners. You make these decisions based upon learner needs, current research, prior knowledge or pre-assessments of learning, aligned to appropriate curriculum standards. While planning your lesson, using your knowledge of your learners, you will make decisions as to the modification/differentiation and/or accommodations you will need to meet the needs of all learners in your classroom. Then, with an informed understanding of your audience and your content, identify the learning materials needed to teach the lesson and any technology you and/or your learners will use in this lesson. **In this section**, be sure to detail all of these planning elements, including how you will assess learner mastery of lesson content— using both formative and summative (if applicable) assessments throughout the lesson. **Your focus here will be to share rational for the instructional and <u>formative</u> assessment components of your lesson plan. (1-2 pages).**

Section 3: Instruction and Assessment

After you have identified *what* your class will learn, you will begin to chart out specifically *how* you will teach the lesson. When completing this section of the lesson plan, you will identify the procedures that you will use from the opening of the lesson through the lesson closure. Script this section of the plan, noting what you will say and do and what you are asking learners to do. Be sure to include how you use technology in the lesson and why you chose the tech tool(s) that you included. Be certain to include formative assessments and guided practice activities and any independent practice or summative assessments you will have learners complete. **Your focus here will be to illuminate what YOU will say and do to teach your lesson and guide learners through learning tasks. (2-3 pages).**

Section 4: Reflection: Impact on Learning

John Dewey noted that without reflection, there is no learning. In this section, reflect upon the lesson and consider whether your learners were able to meet the learning objectives/goals/outcomes for the lesson (Dewey, 1933). How do you know learners were able to successfully meet the lesson objectives/goals/outcomes? (Be specific here and use formative/summative assessment results to guide your response.) What was your impact on learning? (That is, how did your instructional decisions seem to affect learning? Again, be specific.) What strategies or activities were the most successful? What could have made the lesson stronger? What did you learn about teaching, learners, and learning that will affect your next instructional experience? **Your focus here will be to reflect on implementation of the instruction that you planned. (1 page)**

NOTE: Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; whether there was an appropriate match between the assessment of learning and learning objectives; coherence of writing, and mechanics. Additionally, plans should include the Virginia Standards of Learning (SOL), Virginia Essentialized Standards of Learning (VESOL), and ISTE Standards for Students or Virginia Digital Learning Integration Standards of Learning.

Council for the Accreditation of Educator Preparation Common Assessment

Lesson Plan Rubric

Instructions

The target score for all candidates is "Proficient," Level 2. The candidate must earn a score of 2 to be successful on this assignment. If a candidate does not earn a 2 on the assignment, they must meet with the

course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practice and gaps in the candidate's instructional cycle (planning, instruction, and assessment).

GENERAL SCORING GUIDELINES

3 =   *Highly Proficient:* Rich, sophisticated, exemplary in all aspects of quality (including both mechanics of writing and clarity/insightfulness of thinking), thoroughly accurate and developed, exceeds expectations for a candidate at this stage of development, integrates thorough understanding of relevant professional literature/research**.**

2 =   *Proficient:* Well-developed, good quality (may include very few errors in mechanics, and shows clarity of thinking), fully meets expectations for a candidate at this stage of development, shows understanding of relevant professional literature/research. **This is the TARGET score.**

1 =   *Not Proficient:* Superficially developed, minimally acceptable quality (Written work/plans may include a few errors in mechanics and inconsistent clarity in thinking), lags behind expectations for most candidates at this stage of development. May show beginning/weak understanding of the relevant professional literature/research**.**

Lesson Plan Rubric

Section 1: Classroom Context

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
The Candidate uses their understanding of the classroom context and their learners' developmental levels (cognitive, linguistic, social, emotional, and physical) to plan developmentally appropriate learning experiences. *InTASC 1* *CAEP R1.1* *VUPS 1*	◯ The evidence indicates that the Candidate demonstrated a partial understanding of learners' developmental levels and/or planned instruction that aligned to the developmental levels of some (but not all) of the learners.	◯ The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels by planning varied instruction appropriate to support learning goals, actively engaging learners in learning that aligned with overall subsets of learner's developmental levels.	◯ The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.

Section 2: Planning for Instruction & Assessment

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
The Candidate identifies national/state/local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners. *InTASC 7* *CAEP R1.3* *VUPS 2* *SOL and VESOL Content-specific* *ISTE 2.5*	◯ The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with national/state/local standards that are aligned with appropriate curriculum goals. Candidate did not consider digital tools and resources in an effective manner for instruction.	◯ The evidence indicates that the Candidate planned challenging activities, leveraging digital tools and resources, as appropriate, and using learner- appropriate and measurable objectives closely aligned with national/state/local standards that are aligned with appropriate curriculum goals to address learner needs and build on prior knowledge.	◯ The evidence indicates that the Candidate planned challenging activities, leveraging digital tools and resources, as appropriate, using learner appropriate and measurable objectives closely aligned with national/state/local standards and included appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge.
The Candidate constructs performance-based objectives and/or appropriate curriculum goals/outcomes that are relevant to learners.	◯ The evidence indicates that the Candidate did not construct learner-appropriate and measurable objectives aligned with standards and/or use of prior knowledge.	◯ The evidence indicates that the Candidate constructed learner-appropriate and measurable objectives that used appropriate scaffolds and differentiation that address learner needs and build on prior knowledge.	◯ The evidence indicates that the Candidate constructed learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs, build on prior knowledge, and use pedagogical content

InTASC 7 *CAEP R1.3* *VUPS 2*			knowledge/teaching strategies.
The Candidate uses pre-assessment data and/or prior knowledge of skills to plan instruction. *InTASC 7* *CAEP R1.3* *VUPS 2*	◯ The evidence indicates that the Candidate did not use pre-assessment data and/or prior knowledge to construct learner-appropriate and measurable objectives and activities.	◯ The evidence indicates that the Candidate used pre-assessment data and/or prior knowledge to plan challenging activities using learner- appropriate and measurable objectives that address learner needs.	◯ The evidence indicates that the Candidate used pre-assessment data and prior knowledge, in addition to knowledge of pedagogical content and effective teaching strategies to plan challenging activities using learner-appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs.
The Candidate differentiates instruction to accommodate the needs of individuals and groups of learners in meeting the learning objectives. *InTASC 2* *CAEP R1.1* *VUPS 3*	◯ The evidence indicates that the Candidate did not differentiate instruction based on knowledge of learners' backgrounds, readiness, and interests of all learners; instruction was inappropriate and/or inaccessible for groups of learners.	◯ The evidence indicates that the Candidate differentiated instruction based on knowledge of learners' backgrounds, readiness, and interests of all learners and used appropriate scaffolds and that aligned with overall subsets of learner's developmental levels making learning accessible and challenging for the classroom.	◯ The evidence indicates that the Candidate differentiated instruction based on an accurate understanding of learners' backgrounds, readiness, and interests of all learners, and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.
The Candidate sequences and paces a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways. *InTASC 8* *CAEP R1.3* *VUPS 3* *ISTE 2.6*	◯ The evidence indicates that the Candidate used limited instructional strategies that did not appropriately sequence and/or pace learning to create differentiated, engaging, and challenging learning opportunities. Candidate did not consider the use of technology in an effective manner for instruction.	◯ The evidence indicates that the Candidate appropriately sequenced and paced a variety of instructional strategies, including available technologies, as appropriate, to create differentiated, engaging, and challenging learning situations.	◯ The evidence indicates that the Candidate appropriately sequenced and paced a variety of instructional strategies including available technologies, as appropriate,, to create differentiated, engaging, and challenging learning situations that foster learner ownership of their own learning.
The Candidate creates learning experiences that make content	◯ The evidence indicates that the Candidate did not demonstrate knowledge of the content and used	◯ The evidence indicates that the Candidate displayed knowledge of the important content in the discipline by	◯ The evidence indicates that the Candidate displayed extensive knowledge of the important concepts in the

accessible and meaningful for learners to ensure content mastery. *InTASC 4* *CAEP R1.2* *VUPS 1* *SOL and VESOL Content-specific*	explanations that were not always accurate and clear.	using content-related strategies that clearly identify how concepts related to one another, using developmentally appropriate terminology/ language to build an understanding of content for all learners.	discipline by using multiple representations, multiple formats, and appropriate content-related strategies and developmentally appropriate terminology/language, including varied levels of questioning, a wide variety of opportunities to build a higher-level of understanding of content for all learners.
The Candidate facilitates learners' use of appropriate tools and resources to maximize cross-curricular content learning in varied contexts. *InTASC 5* *CAEP R1.2* *VUPS 3*	◯ The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of tools appropriate for the content being learned.	◯ The evidence indicates that the Candidate used a variety of appropriate tools, including available technology, to explore content that includes learner-led learning activities including cross-curricular learning opportunities, with clear connections between content and other disciplines.	◯ The evidence indicates that the Candidate used a variety of appropriate tools, including available technology, and collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities including real-world and cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking.
The Candidate organizes the learning environment to support individual and collaborative learning. *InTASC 3* *CAEP R1.1* *VUPS 5*	◯ The evidence indicates that the Candidate transitions inefficiently between learning activities with some loss of instructional time, monitoring and responding to learner behavior (both positive and negative) in a way. that is inconsistent, inappropriate and/or ineffective for meeting classroom and individual learner needs, including in virtual environments.	◯ The evidence indicates that the Candidate transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations that includes monitoring and responding to learner behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs; including in virtual environments.	◯ The evidence indicates that the Candidate demonstrates respect for and interest in individual learner's experiences, thoughts and opinions and uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners, including in virtual environments.
The Candidate assesses learners' knowledge and skill in multiple ways *InTASC 6* *CAEP R1.3* *VUPS 4* *ISTE 2.7*	◯ The evidence indicates that the Candidate provided limited opportunities for learners to demonstrate learning and did not have opportunities for feedback or analysis of learner data to inform future instruction and did not consider incorporation of the use of technology in an effective manner for assessment..	◯ The evidence indicates that the Candidate provided effective feedback to learners on multiple instances of formative, summative, informal, and/or formal assessments and analyzed data to inform instruction and incorporated the use of technology, as appropriate, to provide feedback that accommodated learner needs.	◯ The evidence indicates that the Candidate provided multiple opportunities for learners to demonstrate learning by using formative, summative, informal, and/or formal assessments. Assessments were differentiated to match a full rating of learner needs and abilities, and incorporated the use of technology, as appropriate, to provide feedback that accommodated

			learner needs.

Section 3: Reflection: Impact on Learning

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
The Candidate uses a variety of self-assessment and reflection strategies to analyze and reflect on his/her impact on student learning and to plan for future instruction/ adaptations. *InTASC 9* *CAEP R1.4* *VUPS 6*	◯ The evidence indicates that the Candidate did not use ethical and responsible self-reflection to identify personal needs or participate in professional development relevant to personal needs to plan for future instruction/ adaptations and personal learning goals.	◯ The evidence indicates that the Candidate used self-reflection to identify professional development opportunities relevant to learning needs and applied activities in their teaching in an ethical and responsible manner to plan for future instruction/ adaptations, and personal learning goals.	◯ The evidence indicates that the Candidate consistently used self-reflection to identify professional development opportunities relevant to improving teaching and learning for specific groups of learners and successfully made systematic application of activities in their teaching in an ethical and responsible manner to plan for future instruction/ adaptations, and personal learning goals.
The Candidate engages in collaborative relationships to meet learners' needs and develop their professional expertise. *InTASC 10* *CAEP R1.4* *VUPS 7*	◯ The evidence indicates that the Candidate did not collaborate with others to plan, revise, implement and/or reflect on instruction to meet learners' needs and/or develop their professional expertise.	◯ The evidence indicates that the Candidate collaborated with peers and /or mentors to plan, revise, implement and/or reflect on instruction to meet learners' needs and develop their professional expertise	◯ The evidence indicates that the Candidate collaborated with peers and mentors to plan, revise, implement and reflect on instruction to differentiate for learners' needs and set goals for developing their professional expertise.

Performance-based Assessment: 5-Lesson Unit Plan & Reflection Analysis Paper

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

Purpose: Designing a thematic 5-Lesson Unit Plan will allow you to put the methods, strategies, and techniques that you have learned into practice! Planning rigorous, standards-aligned, appropriately scaffolded instruction that supports ELs in accessing and learning grade-level content and strengthening language and literacy skills in tandem is the foundation of effective teaching with CLD learners!

Please see the rubric for this assignment at the end of this syllabus-- **Performance-based Assessment Unit Lesson Plan and Paper.** This rubric delineates the criteria based on TESOL/CAEP Standards and richly describes the performance expectations that educators of PK-12 emergent bilingual children must strive to master. **The specific evaluation tool for this assignment can be found on Canvas**.

Resources for this Project:

Throughout this course, you will have had access to, engagement with, and discussion around a wide variety of resources that will serve to deepen your knowledge for designing, implementing, and reflecting on research-based, culturally responsive, effective instruction and assessment for PK-12 ELs. **You should draw upon these resources as you create your 5-Lesson Unit Plan!** Strive to apply what you have learned in this course and others to create optimal instruction for PK-12 emergent bilinguals!

Important resources include:
*Your textbooks – all of them offer a plethora of considerations, strategies, and techniques for effective lesson design;
*WIDA (2020) English Language Development Standards Framework and tools for PK-12 multilingual learners:
https://wida.wisc.edu/teach/standards/eld;
*WIDA (2019) Guiding Principles of Language Development: https://wida.wisc.edu/sites/default/files/resource/Guiding-Principles-of-Language-Development.pdf
*Virginia Department of Education (VDOE) resources for English Learner Education: https://www.doe.virginia.gov/instruction/esl/index.shtml;
**TESOL's 6 Principles for Exemplary Teaching of English Learners: https://www.tesol.org/the-6-principles/;
*Practitioner articles about teaching ELs in content classrooms across grade levels;
*Many education websites shared on Canvas with lesson ideas, digital tools, and resources for instruction for CLD learners;
*Your peers and your instructor! ☺

Process for the 5-Lesson Unit Plan:

➢ From your field experience site, identify a group of learners in a grade level and content area for whom you will design your 5-lesson unit plan.

- ➢ Choose a theme or topic for your 5-lesson unit plan (must connect to VA Standards of Learning—SOLS) https://www.doe.virginia.gov/testing/sol/standards_docs/ and WIDA (2020) ELD Standards Framework https://wida.wisc.edu/teach/standards/eld
- ➢ Carefully plan 5 consecutive days of *detailed* instruction using the Lesson Planning template provided in this syllabus for the Lesson Planning Assessment assignment (**one template for each lesson plan**). **Remember, the Lesson Planning Assessment Assignment represents the FIRST lesson in your 5-Lesson Unit Plan.**
- ➢ Share a solid draft of two of your lesson plans (see due date in syllabus) with a Peer Partner (instructor determined) and instructor to receive formative feedback.
- ➢ Write a Reflective Analysis paper to accompany your 5-Lesson Unit Plan.
- ➢ **SAVE** your **5-Lesson Unit Plan**, **AND Reflective Analysis paper AS ONE DOCUMENT (Word or PDF)** and upload to **BOTH** the **VIA link AND** the **Canvas Assignment Link** by the due date in the course schedule.

Criteria for Lesson Design:

- ➢ Lessons are standards-aligned (e.g., VA SOLS; WIDA ELD), include content and language objectives, and represent rigorous, grade-level instruction;
- ➢ Learning tasks must be student-centered, focused on meaning-making, and include cooperative learning and flexible grouping;
- ➢ Lessons include integrated reading, writing, listening, and speaking activities and multiple active learning tasks for accessing/engaging with content;
- ➢ Lessons reflect research-based best practices for culturally and linguistically responsive teaching;
- ➢ Lessons clearly include appropriate scaffolds for ELs at varied levels of English language proficiency who are learning in inclusive classrooms with their English-only peers;
- ➢ Lessons include a wide range of age-appropriate materials, resources, and technologies;
- ➢ Formative assessments are embedded throughout lessons;

Writing the Reflective Analysis Paper and Putting It Together with Your 5-Lesson Unit Plan:

Please be sure that your paper is <u>double-spaced</u> with 1" margins using Times New Roman 12-point font. Your 5-Lesson Unit Plan and Reflective Analysis Paper will be saved as ONE document in the order below. **Please save as: LAST NAME 5-Lesson Unit and Paper Fall 2024.**

Title Page – Include your first and last name, title of this course, assignment title, instructor's name, and date.

5-Lesson Plans – Follow the title page with the 5 detailed lesson plan templates.

Paper:

Part I – Introduction: Based on knowledge that you have gained in your field experience placement, write a brief description of the cultural context, school and class setting. This description should include age/grade level, content area, classroom environment, and resources available. **(1.0-2.0 pages)**

Part II – Explain the way that your unit plan reflects culturally and linguistically responsive student-centered, developmentally appropriate learning activities, strategies, and formative assessments that promote optimal learning for ELs. *(TESOL Standard 3a, 3b)* **(2.0-3.0 pages)**

Part III – Describe the importance of inclusion of classroom-based formative assessment in your unit plan and how these inform both English language and content assessment. Describe any diagnostic and summative assessments if applicable. *(TESOL Standard 4b)* **(1.0-2.0 pages)**

Part IV – Select at least two methods or instructional strategies included in your 5-Lesson Unit Plan and explain how they can be useful in gaining insights into ELs' funds of knowledge and can be used to develop effective individualized instructional and assessment practices. *(TESOL Standard 2c)* **(1.0-2.0 pages)**

Part V – Share your thinking about how you would adjust instructional decisions after a critical reflection on individual EL's learning outcomes. Which lesson components do you expect you may need to adjust based on individual learner outcomes? *(TESOL Standard 3c)* **(1.0-2.0 pages)**

Part VI – Explain why it is important that your Unit Plan demonstrate knowledge of English language structures or patterns to promote acquisition of reading, writing, speaking and listening skills across the content area? *(TESOL Standard 1a)* **(.5-1.0 pages)**

Part VII – Describe how you chose relevant materials and resources, including digital resources, to plan lessons for ELLs. *(TESOL Standard 3e)* **(1.0-2.0 pages)**

Part VIII – Share in what ways have you practiced self-assessment and reflection throughout this project? How are you planning for self improvement and continuous professional development in the field of English language learning and teaching? *(TESOL Standard 5c)* **(1.0-2.0 pages)**

Performance-based Assessment Unit Lesson Plan and Paper

EDCI 519: Methods of Teaching CLD Learners
Unit Plan

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points
Describe cultural context, school and class setting	Candidate did not describe the cultural context, school and class setting for whom the plan is intended.	Candidate described the class setting including cultural context but not the school for whom the plan is intended.	Candidate described the cultural context, school and class setting for whom the plan is intended.	Candidate described the cultural context, school and class setting, including program model, class composition, class composition, and resources available.

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points
Demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. *TESOL Standard 1a*	Candidate does not demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas.	Candidate demonstrates some knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas.	Candidate demonstrates knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas.	Candidate demonstrates knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidate provides activities that integrate all language skills: listening, speaking, reading, and writing in content areas through thematic and discovery-learning activities. Candidate demonstrates high-level integrated learning activities that build meaning through practice.
Demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning. *TESOL Standard 1b*	Candidate does not demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.	Candidate demonstrates some knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.	Candidate demonstrates knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.	Candidate demonstrates knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning. Candidate's plans provide strong evidence of a clear understanding of second language acquisition theory and developmental process that scaffolds instruction for all levels of ELLs.

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points
Devise and implement methods to understand each ELLs academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for ELLs. *TESOL Standard 2c*	Candidate does not provide evidence of implementing methods to understand ELLs academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for ELLs.	Candidate provides some evidence of implementing methods to understand ELLs academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for ELLs.	Candidate provides evidence of implementing methods to understand ELLs academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for ELLs.	Candidate provides evidence of implementing methods to understand ELLs academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for ELLs. Candidate uses her/his knowledge of the field of ESL and best teaching practices to make instructional and assessment decisions and design appropriate instruction for students.
Plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning *TESOL Standard 3a*	Candidate does not demonstrate evidence of plans for culturally and linguistically relevant environments that promote ELLs' learning.	Candidate demonstrates some evidence of plans for culturally and linguistically relevant environments that promote ELLs' learning.	Candidate demonstrates plans for culturally and linguistically relevant environments that promote ELLs' learning.	Candidate demonstrates plans for culturally and linguistically relevant environments that promote ELLs' learning. Plans include scaffolded instruction of language and literacies.

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points
Plan for ELL instruction using evidence-based, student-centered, developmentally appropriate interactive approaches. *TESOL Standard 3b*	Candidate's plans do not include instruction using evidence-based, student-centered, developmentally appropriate interactive approaches.	Candidate's plans include some instruction using evidence-based, student-centered, developmentally appropriate interactive approaches.	Candidate's plans include instruction using evidence-based, student-centered, developmentally appropriate interactive approaches.	Candidate's plans include instruction using evidence-based, student-centered, developmentally appropriate interactive approaches. Candidate provides a five-day unit plan with standards-based, student-centered ESL and math, science, social studies, and English language arts objectives. Objectives are appropriate for age and educational background level of diverse learners and include descriptions of scaffolded support.
Demonstrate how to adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content. *TESOL Standard 3c*	Candidate does not demonstrate how to adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.	Candidate approaches demonstrating how to adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.	Candidate demonstrates how to adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.	Candidate demonstrates how to adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content. Candidate demonstrates the impact of reflection on how to organize learning in a variety of ways that support ELLs in both content and language.

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points
Demonstrate how to use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs. *TESOL Standard 3e*	Candidate does not demonstrate how to use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs.	Candidate partially demonstrates how to use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs.	Candidate demonstrates how to use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs.	Candidate demonstrates how to use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs. Candidates use a variety of tools with a focus on hands-on, visual, and multimedia means of instruction. Candidates use a variety of resources to obtain and create materials that promote language, literacy, and content development in English and whenever possible the students' L1s.
Demonstrate an understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. *TESOL Standard 4b*	Candidate does not demonstrate an understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment.	Candidate demonstrates some understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment.	Candidate demonstrates an understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment.	Candidate demonstrates an understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidate understands and can effectively use a variety of assessments to plan instruction that is scaffolded appropriately for all levels of ELLs.

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points
Practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching. ***TESOL Standard 5c***	Candidate does not provide well-written and detailed self-reflection and critical analysis. Candidate does not make connections to overall teaching practice or provide for continuous professional development in the field of English language learning and teaching.	Candidate provides limited self-reflection and critical analysis. Candidate partially draws connections to overall teaching practice but does not provide plans for continuous professional development in the field of English language learning and teaching.	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching and plans for continuous professional development in the field of English language learning and teaching.	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice and plans for continuous professional development in the field of English language learning and teaching.

Professional Dispositions

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

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 (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 http://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 or https://cehd.gmu.edu/aero/assessments.
- Questions or concerns regarding use of your LMS should be directed to:
    - Canvas: https://its.gmu.edu/service/canvas/
- 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, 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 (https://universitypolicy.gmu.edu/policies/sexual-harassment-policy/). If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student

Support and Advocacy Center (SSAC) https://ssac.gmu.edu/)at 703-380-1434 or Counseling and Psychological Services (CAPS) (https://caps.gmu.edu/) 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 .

Student and Faculty Names and Pronouns

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use she/her/hers for myself and you may address me as Dr. Ramos in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: https://registrar.gmu.edu/updating-chosen-name-pronouns/

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Land Acknowledgement Statement

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.