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

EDCI 510.6F4 – Linguistics PreK-12 ESOL Teachers
3 Credits, Spring 2017
CRN 22316
March 11th-April 22nd   Select Saturdays (9 A.M.-3:30 P.M.)
Plum Center for Lifelong Learning—Room 141
6815 Edsall Rd
Springfield, VA 22151

Faculty

Name:	Michelle Abrams-Terry, Ph.D.
Office Hours:	Available for real-time chat by appointment through email
Office Phone:	804-337-8004
Email Address:	mabrams5@gmu.edu

Prerequisites/Corequisites

EDRD 515: Language and Literacy in Global Contexts and EDUC 537: Introduction to Culturally and Linguistically Diverse Learners

University Catalog Course Description

Examines language as a system, with particular focus on teaching culturally and linguistically diverse students in grades PreK-12. Considers teaching implications of phonology, morphology, syntax, semantics, and pragmatics. Requires 20 hours of PK-12 classroom fieldwork.

Course Overview

This course is required for students pursuing an initial teacher licensure in English as a Second Language (ESL/ESOL) education. This graduate course provides an introduction to language as a system, with a particular focus on teaching English as a second language to students in public schools, Grades Pre K-12. Among the topics addressed are: English phonology, morphology, lexicon, syntax, pragmatics and semantics. Using a discourse approach, we will connect the four language skills (listening, speaking, reading and writing) in teaching content-specific language (math, science, and social studies). In addition, ESOL teacher candidates will be introduced to major grammatical structures that pose difficulty for English language learners, including verb formation and verb tenses, modals and auxiliary verbs, phrasal verbs, articles, reference and possession, mass and count nouns, prepositions, conditionals, and relative clause formation. Candidates will employ frameworks, strategies and activities to raise intercultural and critical

language awareness and incorporate additive approaches to the teaching of English to build upon home heritage languages of students in multilingual, multicultural schools and communities.

Course Delivery Method

This hybrid course is designed to model the effective elements of teaching English as a second language. Therefore, we will engage in a wide variety of learning opportunities including but not limited to the following: discussions, mini-lectures, demonstrations, videos/online learning, and reflection both in writing and orally. As a result of the dynamic nature of the class, all participants are expected to actively participate.

Parts of this hybrid course will be delivered online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available by March 6, 2017 at 1 P.M. EST.

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

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because the asynchronous component of this course does not have a "fixed" meeting day or time, the online portion of our course will start on the Sunday following our

in-person class and finish on the Fridays before our next in-person class. Please note that the modules for the online portion of the course will be made available by 8.M. on Sundays.

- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week (i.e., especially when "online" class is noted on the course schedule).
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:
1) [Describe language and its components (i.e., phonology, morphology, lexicon, syntax, pragmatics and semantics) and examine implications for teaching PreK-12 ESOL students;

2) Use knowledge of linguistics to connect and integrate the teaching of the four language skills (i.e., listening, speaking, reading, and writing);

3) Identify errors that are developmental, meaningful, and systematic and plan appropriate instructional activities;

4) Compare and contrast languages to analyze linguistic difficulties for ELLs in comprehending written text used in math, science or social studies and to design lesson plans and make instructional recommendations which address student needs and incorporate the heritage languages of students;

5) Use knowledge of rhetorical and discourse structures and readability formulas to analyze text structures and make specific recommendations for activities and strategies to address specific difficulties that students may encounter in a content-area text;

6) Identify linguistic and culturally-based background knowledge needed to comprehend a content-area reading text; and utilize funds of knowledge from students' heritage languages and cultures to support student academic achievement, especially students who have had interrupted schooling;

7) Analyze a content-area reading passage to identify elements of linguistic and cultural bias, (e.g., gender, racial or ethnic stereotyping) and identify socially just instructional resources to support critical literacy and design lessons which incorporate more inclusive classroom practices to support learners from diverse backgrounds; and

8) Make professional, meaningful and engaging presentations to identify grammar problems in context, using media, and designing hands-on, interactive and experiential activities to foster learning in community.

Professional Standards

Upon completion of this course, students will have met the following professional standards:
TESOL/NCATE Standards Addressed:

Domain 1. Language - Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (ELLs) develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. language as a system and 1.b. language acquisition and development do not prescribe an order.

Standard 1.a. Language as a System - Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

Domain 2. Culture - Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

Standard 2. Culture as It Affects Student Learning - Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Domain 3. Planning, Implementing, and Managing Instruction - Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

Standard 3.a. Planning for Standards-Based ESL and Content Instruction - Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction - Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction - Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Domain 5. Professionalism - Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the communities to improve the learning environment, provide support, and advocate for ELLs and their families.

Standard 5.a. ESL Research and History - Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

Standard 5.b. Professional Development, Partnerships, and Advocacy - Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

EDCI 510 primarily addresses the following standards of the Interstate New Teacher Assessment and Support Consortium (InTASC) and the International Society for Technology in Education (ISTE). EDCI 510 also addresses the following Core Values from the College of Education and Human Development. Visit the appropriate links for complete descriptions and examples of each standard and/or value.

InTASC	ITSE	Core Values
Standard #1 Learner Development	Standard #1 Facilitate & Inspire Student Learning and Creativity	Value # 1 Collaboration
Standard #2 Learning Differences	Standard #2 Design & Develop Digital-Age Learning Experiences & Assessments	Value #4 Research Based Practice
Standard #4 Content Knowledge	Standard #3 Model Digital-Age Work and Learning	Value #5 Social Justice
Standard #5 Application of Content	Standard #4 Promote & Model Digital Citizenship & Responsibility	
Standard #6 Assessment	Standard #5 Engage in Professional Growth & Leadership	
Standard #9 Professional Learning and Ethical Practice		
http://www.ccsso.org/intasc	http://www.iste.org/standards	http://cehd.gmu.edu/values/

Required Texts

Celce-Murcia, M. & Larsen-Freeman, D. (2015). *The grammar book: Form, meaning, and use for English language teachers* (3rd ed.). Independence, KY: Heinle ELT Cengage Learning.

Recommended Texts:
Bear, D.R., et. al. (2011). *Words their way with English learners: Word study for phonics,*

vocabulary, and spelling. Upper Saddle River, NJ: Pearson.

Biber, D., Conrad, S., & Leech, G. (2010). *Longman student grammar of spoken and written English*. Edinburgh Gate, England: Longman.

Conrad, S., Biber, D., & Leech, G. (2010). *Longman student grammar of spoken and written English Workbook*. Edinburgh Gate, England: Longman.

Freeman, D. & Freeman, Y. (2014). *Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, and grammar*. Heinemann, NH.

Ganske, K. (2014). *Word Journeys: Assessment-Guided Phonics, Spelling and Vocabulary Instructions* New York, NY: Guilford Press.

Luria, H. & Seymour, D. M. & Smoke, T. (2006). *Language and linguistics in context*. Mahwah, NJ: Lawrence Erlbaum Associates.

Note: Additional readings may be posted on Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

TK20 Performance-Based Assessment (PBA) Submission Requirement

There are 3 PBAs for EDCI 510: 1) Field Experience Record and Evaluation (S/U) no points; 2) Lesson Plan & 3) Linguistic Textbook Analysis Project. Every student registered for any CEHD course <u>with a required performance-based assessment</u> (PBA) is required to submit the assessment to Tk20 through Blackboard (i.e., regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessments by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment through Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester. In addition, the Lesson Plan and the Linguistic Textbook Analysis Project are to be submitted to the instructor in a paper copy.

- **Assignments and/or Examinations**

Assignment Description	Grade %	Standards Addressed
*Field Experience Record, Evaluation, & *Optional* Reflection (PBA)	S/U	Requirement for licensure/endorsement
Class Participation (i.e., including Blackboard discussions, activities, and journal reflections, etc.)	20	*TESOL/NCATE Standards: 1a, 2, 3a, 3b, 3c, 5a, & 5b*
Teaching Demonstration	20	*TESOL/NCATE Standards: 1a, 2, 3a, 3b, 3c, & 5b*
*Lesson Plan (PBA)	20	*TESOL/NCATE Standards: 1a, 2, 3a, 3b, 3c & 5b*

*Linguistic Text Analysis Project (PBA) & Presentation	20	*TESOL/NCATE Standards:1a, 2, 3a, 3b, 3c, & 5b*
Quizzes and Midterm/Final Exams	20	*TESOL/NCATE Standards:1a, 2, & 5b*

*This assignment is a required performance-based assessment for the ESOL Portfolio and must be submitted to Tk20 in Blackboard for a secondary evaluation.

- **Other Requirements**
  N/A

- **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 Graduate School of Education

EDCI 510 is comprised of class participation and a series of course products and assessments aimed toward providing evidence of meeting the course objectives. It will include hands-on learning projects where you will work collaboratively with your classmates understanding the components of English language and language as a system. Included in this syllabus are the specific descriptions and evaluation criteria for each of the course requirements.

Class Participation: There are three types of participation: 1) classroom engagement in whole class and small group discussion; 2) online Blackboard participation in activities and discussions –as assigned; and 3) in-depth, personal reflections that may be included in papers or on on-line or class discussions. Candidates are expected to complete all required readings prior to class, attend 100% of the face to face class sessions, arrive on time, and be prepared to actively engage in thoughtful and respectful dialogue with their peers, professor, or guest lecturers. If for reasons beyond your control, you are unable to attend or be late for a class, you should notify the instructor at the earliest opportunity and contact a classmate to record the class and take notes for you. Three late arrivals will be counted as an unexcused

absence. If you anticipate difficulties in consistently arriving on time (e.g., due to job or family commitments, etc.) please discuss your situation with the professor early in the course. Absences are considered excused at the instructor's discretion, for reasons such as illness, accident, professional conferences, or family crisis. Students with excused absences may arrange an alternative assignment in lieu of class participation (e.g. a 30 min. presentation on the week's readings may be decided).

The professor reserves the right to modify or alter assignments, tasks, due dates, and other requirements during the duration of the course to maximize the learning experience.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

Date Class	Topics	Readings	Assignments Due
March 11 Class 1	• Introductions • Pre-course Survey • Syllabus Reminders —————————— • Introduction to the role of grammar in ELT —————————— • What is linguistics? • What is grammar? • Ethical, cross-cultural and pedagogical dimensions of plagiarism	• Luria, Seymour, & Smoke (L, S, & S): Introduction to Unit I (Smoke) • Celce-Murcia & Larsen-Freeman (C&L) Ch. 1 & 36 • Freeman & Freeman (F & F) Ch. 1 —————————— • L, S, & S: Ch. 1 (Gleitman) and Ch. 2 (Kuhl) • Pennycook, A. (1996). *Borrowing Others' Words: Text, Ownership, Memory, and Plagiarism* TESOL Quarterly, 30(2), pp. 201-230. (Available electronically: http://library.gmu.edu/ click on E-Journals)	• Pre-course Survey—**Due March 12th**
March 12-24 online	• First language acquisition • Grammatical Metalanguage —————————— • Second Language Acquisition • Yes/No Questions • Errors, Mistakes & Correction	• C&L Ch. 2 • F & F Ch. 2 —————————— • L, S, & S Ch. 3 (Gass) and Ch. 10 (Kubuta) • C&L Ch. 11 F&F Ch. 3	
March 25 Class 2	• Review & Discussion of Online Topics ——————————	• C&L Ch. 13 & 14 • F&F Ch. 4	• Sign up for Group Teaching Demonstration

	• Contrastive Analysis • Native and Non-Native Speaker Competencies and Collaboration • Phonology • Phonemes and phonemic awareness • Phonology and teaching L2 Reading • *Wh*-Questions • The Copula and Subject Verb Agreement • Teaching Implications: Phonology • Lexicon & Complements • Language Change	• Wong-Fillmore, L. (1993) Learning a language from learners • C&L Ch. 3 & 31 • L, S, & S: Introduction to Unit II (Seymour) • F&F Ch. 5	
March 26-April 7 online	• Discourse Analysis • Reference & Possession • Orthography • Articles • Language Families • Partitives, Collectives and Quantifiers • Adjectives • Teaching Implications: Orthography • Countability	• C&L Ch. 15 & 16 • L, S, & S: Ch. 12 (Green) & Ch. 13 (Trask) • F&F Ch. 6 • C&L Ch. 4, 17, & 20	• Midterm Exam—**Due April 7th**
April 8 Class 3	• Review & Discussion of Online Topics • Morphology • Subordination • What is literacy? • Teaching Implications: Morphology • Focus and Emphasis • **Group Teaching Demonstrations**	• C&L Ch. 26 & 27 • L, S, & S: Introduction to Unit III (Luria) • F&F Ch. 7 • C&L Ch. 23 & 30 • F&F Ch. 8	• Sign up for Linguistic Text Analysis Project Presentation
April 9-16	Spring Break		
April 17-21 online	• Syntax • Passive and Double Object • Teaching Implications: Syntax	• C&L Ch. 18 & 19 • F&F Ch. 9 • C&L 28 & 29	• End-of-Course Survey—**Due April 21st**

	• Relative Clauses ——————— • Negation, Tense, & Aspect • Modals ——————— • Phrasal Verbs • Synthesis ——————— • End-of-Course Survey	• F&F Ch. 10 ——————— • C&L 7, 8, & 10 ——————— • C&L 21 & 22	• Final Exam Due—**April 21st**
April 22 Class 4	• Review & Discussion of Online Topics • Materials Release Forms ——————— • **Linguistic Text Analysis Project Presentations** ——————— • Final Thoughts • Online GSE Course Survey		• Field Experience log, Evaluation, & Optional Reflection—**Due April 30th-May 6th** ==SUBMIT TO Tk20 in Blackboard== • Linguistic Text Analysis Project—**Due May 6th** ==SUBMIT TO Tk20 in Blackboard== Lesson Plan— **Due May 6th** ==SUBMIT TO Tk20 in Blackboard==

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

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).

- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

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

DETAILED ASSIGNMENT INFORMATION

1. **Class Participation-Discussion Board, Activities, and Journal Reflections** (20%)-Ongoing

   This class is based upon informed and active participation. Students are expected to come to class prepared to discuss the assigned content using examples from the text or other readings and previous courses to support classroom experiences and knowledge about effective elements of teaching English as a second language. While your current knowledge as a teacher is important to your understandings, finding evidence and research-based support is critical to expanding your knowledge as a practitioner. Further, students are expected to actively participate in in-class activities, be supportive of their classmates and conduct themselves in a professional manner during the course. Finally, students are expected to arrive to class on time and be mindful of breaks and departure times from class. Any departure from the above expectations will result in a deduction of points in the participation grade (i.e., simply "being" in class is insufficient to obtain full participation points).

   In addition, this course addresses a subject area that is very complex and class participation and homework will be critical to your success. Effective participation in this class includes reading the chapters and completing assigned exercises from the text before each class; sharing resources and perspectives with each other on Blackboard; participating fully, speaking and listening in discussions; and providing each other with substantive feedback (e.g., on writing and teaching demonstrations). It is expected that for a 3 credit graduate course that you will devote six hours a week in reading and completing assignments for this course, including the 20 hours field experience.

   Criteria for Blackboard Discussions

   Discussion board is particularly important in a class such as this as it provides us with a forum for discussion of the topics we will be exploring and an open space to work through our own thoughts and ideas. Some of the richest and most robust discussions I have ever heard (seen) have taken place on a discussion board, and it is my hope that you will actively engage your colleagues in this medium. To provide a bit of a framework for participating in discussion board, please see the general "criteria for Blackboard Discussions" below.

   1. Responses to the *initial questions* that I post to start the discussion should be a minimum of one short paragraph.
   2. Postings should be distributed during the discussion period (i.e., not concentrated all on one day or at the beginning and/or end of the period). The instructor with explicitly state the dates of a discussion period.
      > *Please note that it is acceptable to post your responses to my initial questions at the same time. **However, your responses to your colleagues should be distributed throughout the course of the discussion period and not done in one fell swoop.**

3. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a post then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.

> *Please note: it is perfectly fine to send "agree" or "great idea" responses with a brief comment on why you agree (or perhaps disagree). These responses do **not** have to be a paragraph in length.

4. Address the questions as much as possible (don't let the discussion stray).
5. It is a **good idea** to use quotes from the articles that support your postings. Include page numbers when you do quote.
6. Bring in related prior knowledge if/when you can (work experience, prior coursework, readings, etc.). This greatly adds to the richness of the conversation.
7. Use proper etiquette (proper language, typing, etc.). Please avoid using "text" talk (such as "C U," "B4," "cuz," etc.). It is a graduate level course, so it is important that, while the discussion board is meant to be an open and safe space for discussion and exchanges, we should aim to maintain appropriate adherence to grammar and style.

The rubric that will be used to provide your scores for class participation is found under "Assessment Rubrics" at the end of this syllabus.

from Master Syllabus: The following is adapted from Anthropology 567 University of Washington Dr. Rachel Chapman's syllabus:

Lively, Respectful Dialogue

1) Be willing to share your ideas and experiences with others, even though you may feel your ideas are "different."

2) Don't ever think that what you have to say is stupid, dumb or silly. Many others probably share your question.

3) If you are a reserved person who finds conversing in a group difficult, force yourself to join the dialogue.

4) If you are an outgoing person, who finds conversing in a group relatively easy, hold back a little and give others a chance to speak

5) Don't assume that because people are quiet they have nothing to say and that you have to "fill the gap" by speaking. The best way to fill an uncomfortable gap is to ask others what they think.

2. **Field Experience Requirement** (PBA) (S/U)—Due April 30th-May 6th

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of 20 hours in field experience for this course. Documentation of your field experience using the Fieldwork Evaluation & Log is required which

includes a signature from your field experience teacher(s) or supervisor(s). An example of the Fieldwork Evaluation & Log is included at the end of this syllabus.

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of English language learners required for the Linguistic Textbook Analysis project. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf . You will check the box indicating that: *"I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace."* The deadline to submit your field experience placement was February 15 (Spring). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of the *international* cohort program (FAST TRAIN), please indicate "international cohort" on your request form. All other cohorts will indicate their licensure/endorsement area as the program.

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours.   You must request a fieldwork site using the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf . You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement was February 15 (Spring). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of the *international* cohort program (FAST TRAIN), please check "international cohort" as your program on your request form. All other cohorts will indicate their licensure/endorsement area as the program.

2. **Group Teaching Demonstration** (20%)—Due April 8th

Candidates will complete a group teaching demonstration that shows implications of linguistics for teaching English phonology, morphology, or syntax to students at a beginning or intermediate level of English proficiency in Grades PreK-3, 4-6, 7-9, or 10-12. This assignment helps candidates examine implications of English linguistics to the teaching of English as a second or additional language for students in PreK-12 settings.

Each presentation should answer the following questions:

1. What is the syllabus topic or linguistic/grammar point(s) your group is demonstrating? (Your audience is fellow teachers supporting ELL students. You should address the question: What are the most important areas that ESOL teachers need to know about linguistics?)
2. Why is it difficult for ESL/EFL learners? Describe level of challenge, learning difficulty. Address the appropriateness of your selected topic for the students you are working with (specify elementary, middle, high school). (Provide examples from student writing or contrastive analysis.) What are the **implications** for teaching PreK-12 English language learners?
3. How can we **contextualize** the teaching of the particular linguistic topic using grade-level textbooks and/or literature? Demonstrate either (a) a simulation of one or more teaching activities

for your topic or (b) a description of one or more teaching activities that address the learning difficulty. Create a presentation/demonstration/video that uses charts and hands-on materials. Show us some meaningful activities or exercises (using realia, multi-media, children or adolescent fiction and non-fiction literature, student- or teacher- produced materials, etc.).
4. What are the best resources? Look at the way that various grammar reference books, textbooks and electronic resources handle the topic. Include an annotated bibliography and critique of at least 3 references (e.g., teacher references, online resources, and grammar books for students) that address your topic in your presentation/demonstration.

Categories selected for assessment include knowledge of:

- Language as a system and of its components
- Phonology, morphology, syntax, semantics, and pragmatics
- Rhetorical and discourse (text) structures
- Effects of racism, stereotyping, and discrimination
- Interrelationship between language and culture and prior knowledge

Scoring Range – Four (4) levels of achievement for accomplishing this assessment task have been defined on the scoring rubric:

- 4 - Exceeds Standard
- 3 - Meets Standard
- 2 - Approaches Standard
- 1 - Does Not Meet Standard

Four levels have been selected to allow for clear discrimination between those who go above and beyond the standard, those who meet the standard, and those who are close to or do not meet the standard.

3. **Linguistic Textbook Analysis Project** (PBA) (20%)—Due May 6th

This is performance-based assessment (PBA) and is required for this course and is to be submitted to Blackboard. In this assessment, you will use your knowledge of language as a system and culture to analyze the linguistic demands of two grade level texts to support ELL's acquisition and use of English for social and academic purposes. The purpose of the assignment is to show that you can apply principles of English linguistics to analysis of a grade-level textbook required for use in Grades 3-5, 6-9, or 10-12. You will summarize your analysis and recommendations in a paper of no more than 25 pages (excluding appendices).

This assessment task requires that graduate students:

1. Spend time either observing in an ESL classroom with cooperating teacher (pre-service) or with a content teacher in your school (in-service). You should interview your collaborator about textbook challenges and observe ELLs learning subject area concepts and vocabulary (math, science or social studies). Your field experience will help you understand the institutional context of the school and be able write a clear description of the language backgrounds of the students in the classroom and countries of origin and the challenges that ESL students face in literacy achievement, including poverty and interrupted schooling within

your field experience site. Register for field experience on line. The deadline for registration was February 15th. The link is: **https://cehd.gmu.edu/endorse/ferf**

2. Select a content area textbook in cooperation with your collaborator. Identify a reading passage in the selected content area textbook (such as social studies) of about 500 words and analyze it determining readability levels using one or more readability formulas at the links below. Apply your knowledge of rhetorical and discourse structures to support ESOL learning and to help students increase their comprehension of the text. The Fry Readability Formula must be one of the formulas you apply, and you are encouraged to use 2 or more readability formulas:

> http://school.discovery.com/schrockguide/fry/fry.html (Fry Readability Formula)
> http://www.readabilityformulas.com/fry-graph-readability-formula.php (Fry and others)
>
> http://www.readabilityformulas.com/free-readability-formula-assessment.php

3. Demonstrate knowledge of language as a system by analyzing the reading passage with respect to multiple components of the language system that may cause difficulty for English Language Learners including: *phonology* (the sound system), *morphology* (the structure of words), *syntax* (phrase and sentence structure), *semantics* (word/sentence meaning), and *pragmatics* (the effect of context on language) to help ELLs develop oral, reading, and writing skills (including mechanics) in English.

4. Identify background knowledge that is necessary to comprehend the text and cross-cultural issues that may make the textbook challenging to English Language Learners and develop instructional activities that activate prior knowledge and support students' home language and culture.

5. Examine textbook bias, stereotyping and discrimination with respect to gender, race and ethnicity and make suggestions so that instruction can be more culturally inclusive of learners from diverse linguistic, cultural and educational backgrounds.

6. Recommend *specific instructional activities* to help students meet the linguistic demands in the categories of *phonology, morphology*, *syntax and rhetorical or discourse structures* to help students increase their comprehension of the text. *Propose teaching strategies and activities* for ESL students that will help address the *patterns of linguistic difficulty*, *text structure*, and *cultural bias* identified in the categories listed above. *REMEMBER: Propose teaching activities for dealing with the textbook in the classroom, not for rewriting the textbook itself.*

7. Make references to *textbooks and other readings used in this graduate course (EDCI 510) in order* to support the analysis and synthesize the points raised with respect to common grammatical trouble spots for English Language Learners.

8. Share analysis, findings and recommendations to another individual: a colleague, content teacher, or school administrator. Ask the person to review the materials and provide feedback to you.

You are strongly encouraged to work with a partner on this assignment. Each person must write a separate 2-3 page first-person narrative—a critical analysis reflecting on your contributions to the project and what you learned from collaboration on this project and implications for future teaching. Your final paper should be no more than 25 pages excluding appendices. See the end of this syllabus for assessment rubric.

The overall purpose of the assignment is to demonstrate your knowledge of English linguistics to analyze a grade-level textbook that is required for use in grades 3-5, 6-8, or 9-12.

You will need to do the following:

1. Spend 3-6 hours in an ESL classroom to observe ELLs learning content area concepts and vocabulary and interview a teacher about textbook challenges.
2. Identify a reading passage in the selected content area textbook and analyze it using the Fry Readability Formula and at least one other readability formula (e.g., Dale-Chall, Flesch Grade Level, Flesch Reading Ease, FOG, SMOG, FORCAST, Powers-Somner-Kearl, and Spache). Apply your knowledge of rhetorical and discourse structures to support and increase ELLs' learning and their comprehension of the text.
3. Demonstrate knowledge of language as a system by analyzing the reading passage with respect to multiple components of the language system that may cause difficulty for ELLs. Make sure that you include phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to help ELLs develop oral, reading, and writing skills (i.e., including mechanics) in English.
4. Recommend specific instructional activities to help students meet the linguistic demands in the categories of phonology, morphology, lexicon, syntax, and rhetorical or discourse structures to help students increase their comprehension of the text.
5. Identify background knowledge that is necessary to comprehend the text and cross-cultural issues that may make the textbook challenging to ELLs and develop instructional activities that activate prior knowledge and support students' home languages and cultures.
6. Examine textbook bias, stereotyping, and discrimination with respect to gender, socio-economic status, race and ethnicity, etc. and make suggestions so that instruction can be more culturally inclusive of learners from diverse linguistic, cultural, and educational backgrounds.
7. Include references to textbooks and other readings used in this course in order to support the analysis and synthesize the points raised with respect to common grammatical challenges that ELLs face.

You will use the Textbook Analysis Form in Blackboard to begin your analysis. It will need to be included as part of your paper. This assignment is a **PBA and the paper should be submitted to Tk20 (Blackboard).**

Written Report for Textbook Analysis Project

Your written report should be **less than 25 pages** (i.e., not including the pages from the textbook, nor appendices), double spaced, and size 12 Time or Times New Roman font with 1-inch margins.

A. **Title Page**
B. **Introduction and Background-**Provide an introduction to the assignment. Describe the institutional context of the school, general characteristics of the students their native languages, countries of origin, literacy levels, special needs (e.g., gifted and talented-GT or learning disabled-LD) and other pertinent information.
C. **Analysis (three to five examples per category)/Discussion-**Explain why the examples that you selected in the categories of phonology, morphology, lexicon, syntax and discourse pose challenges to the ELLs in terms of SLA and the native languages and cultures of the learners.
D. **Suggestions and Rationale**-Propose teaching strategies and activities for ELLs that will help address the patterns of linguistic difficulty, text structure, and cultural bias. Along you're your, include pedagogical strategies and resources that incorporate community languages and cultures. Make sure that you propose teaching activities that deal with the textbook in the classroom (i.e., not rewriting the textbook itself).
E. **References**-Reference textbooks and other reading used in this course in order to support the analysis. All references must conform to APA specifications. Also, make sure that you include appropriate references for any student resources (e.g., materials, texts, etc.).
F. **Appendices**-Include the Textbook Analysis Form and copies of the passages that you analyzed.

*from Master Syllabus***: Guidelines**

- Put your name and G number on the cover sheet only, not on every page. This helps maintain anonymity and fairness in the rating process.
- Use APA for citation format and writing style.
- Page Length: 25 pages max (not including the pages from the textbook, nor appendices) , with page numbers inserted into your document, appendices labeled.
- In addition to providing a paper copy of your project to the instructor, ***upload your project to Tk20 in Blackboard*** for program documentation.

4. **Lesson Plan** (PBA) (20%)—Due May 6th

   This is a performance-based assessment and is required for this course. It is to be submitted to Blackboard as noted in the Tk20 explanation above. The Lesson Plan and Textbook Analysis Projects are companion projects. The Lesson Plan Project will describe how the textbook analyzed will be utilized in a teaching delivery. The Textbook Analysis will point out strengths and weaknesses of the text, and the Lesson Plan Project will demonstrate the strategies needed to support student learning with relation to the strengths and weaknesses of the textbook. The lesson plan itself will be shared with class members at the last class. The format for the lesson plan is included at the end of the syllabus.

Lesson Planning Assessment

Assessment Objective

> The candidate will develop a research-supported lesson plan that effectively meets the needs of a specific population of students.

Research base/Rationale

It is important that teacher candidates demonstrate their ability to design an effective lesson plan with specific, performance-based learning objectives that meet the learning needs of their students. Lesson planning can be guided by four basic questions: (adapted from Spencer, 2003, p. 251).

1. Who am I teaching? The number of learners, their academic level and prior knowledge, etc.
2. What am I teaching? The content or subject, the type of learning (knowledge, skills, behaviors), etc.
3. How will I teach it? Teaching models, learning strategies, length of time available, materials, technology resources, differentiation/modifications, etc.
4. How will I know if the students understand? Informal and formal assessments, formative and summative, higher order questioning techniques, feedback from learners, etc.

You might also want to ask:

- What do students know already?
- Where have students come from, and what are they going on to next?
- How can I build in sufficient flexibility to cope with emergent needs?

A lesson plan must be developed for each teaching session. During the internship and when teaching new content or grade levels, your lesson plans will be detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:

- list content and key concepts, (research more if needed)
- define your aims and identify specific learning outcomes or objectives
- create assessments that are aligned to your specific objectives
- think about the structure of the lesson, pacing, and transitions
- identify adaptations/modifications/extensions needed to meet student needs
- determine "best practice" and learning strategies aligned to the learning outcomes
- identify learning resources and support materials

Assessment Task

Develop a lesson plan using the template attached. Review the rubric to guide the development of your lesson plan.

NOTE: Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics.

Submit your lesson plan to Tk20 in Blackboard.

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

<div align="center">

Advanced Professional Dispositions

Division of Advanced Professional Teacher Development and International Education

</div>

Preamble:

All candidates are expected to demonstrate dispositions that embody the Core Values of the College of Education and Human Development of George Mason University: *social justice, research based practice, ethical leadership, collaboration*, and *innovation.* Through reflective and critical educational practice, professionalism, leadership, advocacy and action, all candidates are expected to demonstrate their commitment to being an agent of change.

Specific areas of commitment that embody these dispositions include:

I. Commitment to the Profession and Continuous Improvement through
      Exemplary practice
      Excellence in teaching and learning
      Advancing the profession
      Engagement in partnerships
      Commitment to being a being a member of diverse learning communities
      Collective, inclusive, and purposeful dialogue
      Critical reflective practice
      Collaboration

II. Commitment to Democratic Values and Social Justice through
      Understanding systemic inequities that prevent full participation
      Practices that promote equity and access
      Respect for the perspectives and dignity of others
      Appreciation and integration of multiple perspectives
      Advocacy and action toward social change

III. Commitment to Honoring Professional Ethical Standards through
      Fairness and equity for all
      Honesty and integrity
      Respect for confidentiality
      Responsibility and trust
      Respect for the diverse talents, abilities, perspectives, languages, and cultures of
           colleagues, fellow candidates, K-12 students, families and communities

IV. Commitment to Key Elements of Professional Knowledge and Skills through

    Discipline specific, inter-disciplinary and trans-disciplinary approaches
    Belief that all individuals have the potential for growth and learning
    Persistence in helping all individuals succeed
    High standards for all
    Safe and supportive learning environments
    Thoughtful planning and instruction
    Contextually responsive, critical, and culturally relevant pedagogy
    Formative and summative assessment practices
    Technology-supported teaching and learning
    Research-based practices

V. Commitment to International Mindedness and Global Citizenry through

- Promoting world languages, language equality, and indigenous languages and cultures
- Global consciousness for justice and peace
- Universal human rights
- Ecological sustainability
- Intercultural competence
- Multiliteracies approach [multimodal, multilingual]
- Transformative education
- Expanded curriculum that includes world knowledge and perspectives, including those historically excluded from textbooks or educational materials

Adapted and updated May 2014 by the faculty of the Division of Advanced Professional Teacher Development and International Education.

I acknowledge the above professional statements and understand my responsibility to develop and maintain professional behaviors and dispositions that are associated with career professionals in education who effect change and strive for equity and excellence in all I do. I also understand that my ongoing development toward the acquisition of such professional dispositions will be part of the assessment process as I proceed through coursework and related learning experiences.

_____ _____
Signature   Date

ASSIGNMENT RUBRICS:

Scoring Rubric for Class Participation

Meets or Exceeds Standards (A) 20-19 points	Partially Meets Standards (B) 18-16 points	Attempts Standards (C) 15-14 points
Consistently demonstrates strong determination in the pursuit of solutions; monitors his/her level of involvement; develops and uses a number of strategies to keep self on track.	Consistently shows determination in the pursuit of solutions and uses strategies to keep self on track.	Sporadically shows determination in the pursuit of solutions and rarely uses strategies to keep self on track.
Often cites from readings; uses readings to support contributions/ often associates readings with the topics being discussed.	Occasionally cites from readings; sometimes uses readings to support contributions; occasionally associates readings with topics being discussed.	Rarely able to cite from readings; rarely uses readings to support contributions; rarely associates readings with topics being discussed.
Always actively participates; responds frequently to questions/comments; contributes insightful point of view.	Often actively participates; occasionally responds to questions/comments; occasionally shares point of view.	Rarely actively participates; rarely able to respond to questions/comments; rarely shares point of view.
Always hands in assignments on time and posts/responds to discussions in a timely manner.	Most assignments are on time and posts/responds to discussions.	Assignments handed in after the due date and/or posts/responds to discussions late or not at all.
Always demonstrates commitment through preparation (e.g., readings, research, postings, journal reflections, etc.).	Generally prepared.	Generally unprepared.

Analytic Scoring Rubric for Teaching Demonstration

Names of Team Members: **Date:**

Score:

Domain SCORE POINTS	Topic	Contextualization	MATERIALS	REFERENCES
4	Accurately explains topic and difficulty level posed to language learners.	Contextualizes linguistic feature in grade-appropriate reading materials and meets learning needs.	Uses handouts and hands-on materials that clearly demonstrate the usefulness of the topic.	Makes appropriate references to assigned and/or outside readings to support topic selection and teaching activities used.
3	Needs elaboration to explain topic and difficulty level posed to language learners.	Contextualizes linguistic feature in grade-appropriate reading materials and but may not meet learning needs.	Uses handouts and hands-on materials that leave some questions unanswered.	Makes few or incorrect references to assigned and/or outside readings to support topic selection and teaching activities used.
2	Needs elaboration and/or clarity to explain topic and difficulty level posed to language learners.	Does not contextualize linguistic feature in grade-appropriate reading materials and may not meet learning needs.	Uses handouts and hands-on materials that do not demonstrate usefulness of the topic.	Makes few AND incorrect references to assigned or outside readings to support topic selection and teaching activities used.
1	Does not explain topic and difficulty level posed to language learners.	Does not contextualize linguistic feature in grade-appropriate reading materials OR meet learning needs.	Does not use handouts or hands-on materials.	Does not make references to assigned or outside readings.

Analytic Scoring Rubric for Text Analysis

Names of Team Members: **Date:**

Score:

Score Point TESOL Standard Indicator	1 Does Not Meet Standard	2 Approaches Standard	3 Meets Standard	4 Exceeds Standard	Scores
1.a.1. Demonstrates knowledge of the components of language and language as an integrative system.	Does not use the components of language to make appropriate instructional recommendations for ELLs.	Uses the components of language to make recommendations for teaching ELLs, but some of these may be inappropriate or inaccurate.	Uses the components of language to make appropriate recommendations for teaching ELLs.	Uses the components of language to draft appropriate instructional tasks for teaching ELLs.	
1.a.2 Applies knowledge of *phonology* (the sound system), *morphology* (the structure of words), *syntax* (phrase and sentence structure), *semantics* (word/sentence meaning), and *pragmatics* (the effect of context on language) to help ELLs develop oral, reading, and writing skills (including mechanics) in English.	Does not analyze text for phonological, morphological, syntactic, semantic, and pragmatic challenges for teaching ELLs.	Analyzes text showing phonological, morphological, syntactic, semantic, and pragmatic challenges for teaching ELLs, with many omissions or inaccuracies.	Accurately analyzes text showing phonological, morphological, syntactic, semantic, and pragmatic challenges for teaching ELLs, with some omissions or errors.	Accurately and comprehensively analyzes text showing phonological, morphological, syntactic, semantic, and pragmatic challenges for teaching ELLs.	

1.a.3. Demonstrates knowledge of rhetorical and discourse structures as applied to ESOL learning.	Does not accurately identify rhetorical or discourse structures or design appropriate instructional activities.	Identifies rhetorical and discourse structures with some omissions or inaccuracies or makes inappropriate recommendations for learning.	Accurately identifies rhetorical and discourse structures and makes recommendations to promote learning.	Applies research on content-specific text structures and uses a variety of readability formulas to accurately analyze difficulty level of text and design instructional activities that promote learning.	
2.a. Apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.	Does not identify elements of racism, stereotyping, or discrimination in the selected text.	Identifies few or inaccurate examples of language of racism, bias, stereotyping, and/or discrimination in selected text.	Accurately identifies language of racism, various forms of bias, stereotyping, and/or discrimination in selected text.	Accurately and comprehensively identifies language of racism, various forms of bias, stereotyping, and/or discrimination and develops instructional activities to promote an inclusive classroom.	
2.e. Apply concepts about the interrelationship between language and culture.	Does not identify elements of language that require prior cultural knowledge not familiar to ELLs.	Identifies some elements of language that reflect prior cultural knowledge but with some inaccurate interpretations or omissions.	Accurately identifies many examples of prior cultural or linguistic knowledge or relationships between language and culture that may be problematic for ELLs.	Develops instructional activities that activate prior knowledge of cultural meanings in language and support students' home language and culture.	

Quality of Writing as a Reflective Practitioner	Does not describe the target population, nor provide a rationale for the text selected. Little description of what the author learned linguistically or culturally. Writing lacks clarity, clear organization and contains errors in grammar, spelling, AND mechanics. Does not refer to assigned course readings.	Describes the target population, but leaves out key information or omits rationale for selected text. Some description of what was learned either linguistically or culturally, but not in both areas. Writing lacks clear organization and contains errors in grammar, spelling, AND mechanics. Uses few citations based assigned course readings.	Describes the target population and provides descriptions of a learner or learners with the text. Provides a rationale for the text selected based on interviewing a professional at the school. Reflects on what the author learned w/respect to linguistic and cultural analysis of text difficulty. Writing may lack clear organization or contain fundamental errors in grammar, spelling, or mechanics. Uses citations inappropriately or omits some references.	Clearly describes the specific population for whom the text is intended within the context of the school and provides a clear rationale for the text selected for analysis with supporting evidence from teachers and or observations of students. Reflects on what was learned from the project linguistically, culturally and discusses pedagogical implications. Writing is well-organized and contains minor errors in grammar, spelling, and mechanics. Uses citations appropriately to refer to assigned course readings.	

Lesson Plan Rubric

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
LESSON PLANNING				
The candidate identifies performance-based objectives and appropriate curriculum goals that are relevant to learners. *InTASC 7(a)*	The candidate **does not** identify performance-based objectives and appropriate curriculum goals that are relevant to learners.	The candidate identifies objectives and curriculum goals but they **are not** performance-based **or** appropriate for subject and/or grade level.	The candidate identifies performance-based objectives and appropriate curriculum goals and they are appropriate for subject and/or grade level.	The candidate identifies **well-developed,** performance-based objectives, appropriate curriculum goals that are appropriate for subject and/or grade level; **correctly formulated; and addressed all domains.**
The candidate identifies national/state/local standards that align with objectives and are appropriate for curriculum goals and are relevant to learners. *InTASC 7(g)*	The candidate **does not** identify national/state/local standards that align with the objectives or the standards **are not** appropriate for curriculum goals or are not relevant to learners.	The candidate identifies national/state/ local standards but the standards **are not** aligned with the objectives and/or **marginally** relevant to learners.	The candidate identifies national/state/ local standards that are aligned with the objectives **and** relevant to learners.	The candidate identifies national/state/ local standards that are **clearly** aligned with the objectives **and** relevant to learners.
The candidate continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs. *InTASC 6(i)*	The candidate **does not** identify appropriate technology to engage learners even though it was available.	The candidate identify technology to engage learners though it would be ineffective to teach the content and address learner needs.	The candidate identifies appropriate technology to engage learners more fully and assess and address learner needs.	The candidate identifies effective, creative and appropriate technology to engage learners more fully and assess **and enhance** student learning needs.

The candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts. *InTASC 5(c)*	The candidate's plans **do not** provide evidence of opportunities for learners' use of current tools (technology) **nor** resources to maximize content learning in varied contexts.	The candidate's plans provide evidence of opportunities for learners' use of current tools and resources **that are ineffective** to maximize content learning in varied contexts.	The candidate's plans **provide evidence** of opportunities for learners' use of current tools and resources **that are effective** to maximize content learning in varied contexts.	The candidate's plans provide **substantial** evidence of **multiple** opportunities for learners' use of current tools and resources **that are creative and effective** to maximize content learning in varied contexts.
The candidate plans how to achieve each student's learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners. *InTASC 7(b)*	The candidate's lesson plan **does not** provide evidence of accommodations to differentiate instruction for individuals and groups of learners. .	The candidate's lesson plan provides evidence of **an effort** to meet student's learning goals, and **attempts** accommodations to differentiate instruction for individuals and groups of learners.	The candidate's lesson plan provides evidence of **successfully** meeting **each** student's learning goals, and **successfully** makes accommodations to differentiate instruction for individuals and groups of learners.	The candidate's lesson plan provides evidence of successfully meeting **each** student's learning goals, and **successfully** makes **a variety of accommodations** to differentiate instruction for individuals and groups of learners.
The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill. *InTASC 7(c)*	The candidate **does not** plan for appropriate sequencing and pacing of learning experiences. Tasks, methods, strategies **are not** stated.	The candidate plans for appropriate sequencing and pacing of learning experiences; but tasks, methods and strategies are **not stated and/or not appropriate** or effective for the lesson.	The candidate plans for **appropriate** sequencing and pacing of learning experiences; and **all** tasks, methods, and strategies are **stated and/or are appropriate** and **effective** for the lesson.	The candidate plans for **appropriate** sequencing and pacing of learning experiences; tasks, methods and strategies include **a variety of creative, active learning, instructional strategies** that address learner differences to maximize learning.

PLANNED INSTRUCTIONAL STRATEGIES

The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. *InTASC 4(d)*	The candidate **does not** plan an opening activity that stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, **nor** makes connections to learners' experiences.	The candidate plans an opening activity that used learner prior content knowledge, **but does not** link new concepts to familiar concepts, **or** make connections to learners' experiences.	The candidate plans an opening activity that stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, **and** makes connections to learners' experiences.	The candidate plans an opening activity that **actively** stimulates learner reflection on prior content knowledge, **effectively** links new concepts to familiar concepts, and **creatively** makes connections to learners' experiences.
The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. *InTASC 6(e)*	The candidate **does not** use assessment as closure to check for comprehension and student knowledge and skills.	The candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension **but** they are **inappropriate and/or ineffective**.	The candidate uses **appropriate assessment strategies** as closure to demonstrate knowledge and skills to check for understanding.	The candidate uses **creative appropriate assessments** for closure to demonstrate knowledge and skills to check for comprehension.
ASSESSMENTS				
The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill. *InTASC 7(d)*	The candidate **does not** plan instruction based on pre-assessment data, prior learning knowledge **or** skills.	The candidate plans instruction based on pre-assessment data, prior learning knowledge and skills but it was **not effective.**	The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill. Pre-assessment strategy/method **appropriate** and **effectively** assess student prior knowledge.	The candidate plans instruction based on pre-assessment strategy/method that are **creative and effective** way to assess student prior knowledge and skills and **to guide instruction**.
The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. *InTASC 6(b)*	The candidate's lesson design **does not** include post-assessments strategies or methods.	The candidate's lesson design includes post-assessments strategies or methods but the strategies/methods were **not effective.**	The candidate's lesson design includes post-assessments that were appropriate to **effectively** assess student learning.	The candidate's post-assessment **matches learning objectives** and includes **creative strategies** to **effectively** assess student learning.

Optional Lesson Plan Format

Name:	Date:
School:	Subject/Grade level:
Lesson Title:	

LESSON PLANNING	*Optional* Teaching Points/ Cues/Time
Performance-based Objective(s):	
Local/State/National Standards:	
Materials:	
Technology:	
Accommodations:	
Extensions	

Field Experience Record

To the Mentor Teacher/Supervisor:

The Teaching Culturally, Linguistically Diverse & Exceptional Learners graduate program at George Mason University requires all students complete a minimum of 20 hours of field experience in an appropriate K-12 classroom for each course. Field experience goes beyond observations of the classroom to include hands-on experience implementing teaching & learning activities required for professional educators. Your Mason student will provide a copy of the course syllabus indicating what is required to complete fieldwork, such as interviews with students, teachers or family members; lesson-planning; small group instructional activities; whole-class teaching or co-teaching; implementing or evaluating assessments; and other activities. Please verify the time and activities completed, as well as evaluate as best you can the students' dispositions for a career educator, by filling out and signing the document below.   We appreciate your willingness to mentor our Mason students into the profession and support their growth and learning. If you have questions about the program or the goals of fieldwork, please contact dvrtch@gmu.edu.

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

Date	Grade	Activity Related to Performance Based Assessment	Number of Hours
1/23/16	5th Grade	Met with teacher to co-plan lesson	1

Student's Signature:_____ Date:_____

Mentor/Supervisor Signature:_____ Date:_____

Field Experience Evaluation Form

Student Name		Mentor Teacher/ Supervisor Name	
Gnumber		Title	
Course		Years of Experience	
Semester		Degree/License	

PERSONAL AND PROFESSIONAL QUALITIES	Consistently Evident (4)	Frequently Evident (3)	Sometimes Evident (2)	Seldom Evident (1)	Not Applicable (N/A)
Open to Feedback Is receptive to constructive criticism/growth-producing feedback Self-regulates and modifies professional behavior based on feedback Seeks opportunities for professional growth to improve practice					
Collaboration & Teamwork Exhibits teamwork for school/organizational improvement Collaborates well with others Is caring, empathetic and respectful to others					
Cultural Responsiveness Treats individuals in an unbiased manner Embraces differences Views diversity as an asset					
Continuous Improvement/ Change Orientation Takes initiative appropriately Seeks evidence for use in decision making Is willing to take appropriate risks/try new things					
High expectations for learning Holds high expectations for all learners Monitors and assesses student learning to provide feedback and alter instruction to improve learning					
Advocacy Seeks to understand and address student issues and challenges Shows a genuine interest in others' well-being Seeks to direct students and/or families to needed resources					

Professionalism Is punctual and well prepared with appropriate dress & appearance Demonstrates respect for students, families, colleagues, and/or property Uses technology & social media appropriately					
Legal & Ethical Conduct Exhibits integrity and ethical behavior Maintains privacy and confidentiality of sensitive information Demonstrates fairness and consistency in applying and enforcing rules, policies, and regulations					

Comments:

_____
_____
_____
_____