Marjorie Hall Haley, PhD

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Multilingual/Multicultural Education
EDCI 519
METHODS OF TEACHING MULTILINGUAL STUDENTS
SPRING 2012
TUE: 7:20 PM – 10:00 PM
ROB A – RM 106

-I- INSTRUCTOR INFORMATION

PROFESSOR:

DR. Marjorie Hall Haley
TELEPHONE: (703) 993-8710
Office: Thompson 1504
Office Hours: By Appt
E-MAIL: mhaley@gmu.edu

-II- COURSE DESCRIPTION FROM GMU CATALOGUE

Examines approaches, methods, and techniques for teaching English as second language (ESL) in bilingual and ESL classrooms, as well as resources available in field. Participants critically analyze and demonstrate teaching approaches based on second language acquisition research, including teaching language through content.

    A. Prerequisite: EDCI 516
    B. Catalog description: Course examines past and present approaches, methods, and techniques for teaching English as a Second Language.

NATURE OF COURSE DELIVERY

This course is highly interactive by design. It is predicated upon **learning by doing** and **discovery learning**. Assessment is based on performance-based assignments. This class will be engaged in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, student-led micro teaching simulations, guest speakers, peer feedback, videos, multimedia, and reflection.

-III- LEARNER Outcomes
This course is aligned with TESOL/NCATE Standards for PK-12 Teacher Education.
This course is designed to enable students to…..

(1.) Examine second language teaching methods/approaches, past and present, and relate them to teaching in a second language setting.
(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.

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(3.) Plan and demonstrate 2 mini lessons: based on a method/approach or on an instructional strategy.

(4.) Locate and examine multimedia resources in the field of bilingual/ESL education.

PROFESSIONAL STANDARDS

Course Student Outcomes (above)	TESOL/NCATE Standards Domain	INTASC Principles
1	1a 1b	P1
2.	2a 2b	P2 P3
3.	3a 3b 3c	P4 P7
4.	3a 3b 3c	P4 P6 P7 P9
5.	3c	P6
6.	4a 4c	P8
7.	5c	P10

Key: TESOL/NCATE Standards and Domains
        INTASC = Standards for Licensing Beginning Teachers, where P = principles

EDCI 519 relationship to the GSE program goals include:

1. ***Knowledge base for teaching in the second language classroom***. 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. ***Utilization of research***. EDCI 519 students should be able to understand and critically evaluate second language learning theories and engage in systematic investigation of the knowledge base to inform their own or others teaching practices.

3. ***Classroom teaching***. EDCI 519 students should be able to 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. 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. ***Curriculum***. Students will develop the skills needed to design, implement second language teaching strategies.

The *EDCI 519* relationship to National and State Standards include:
ESL Standards for P-12 Teacher Education Programs
The ESL Standards for Pre-K-12 Students
Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
National Board for Professional Teaching Standards (NBPTS)
Virginia Standards of Learning (SOLs)

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The EDCI 519 relationship to professional organizations include:
EDCI 519 follows the guidelines and recommendations made by the *Teachers of English for Speakers of Other Languages* (TESOL), the *American Council on the Teaching of Foreign Languages* (ACTFL), the *National Association for Bilingual Education* (NABE), and the *National Association for Multicultural Education* (NAME). ACTFL and TESOL, along with NABE and NAME, are the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations. They embrace and celebrate cultural and ethnic diversity as a national strength that enriches a society and rejects the view that diversity threatens the fabric of a society. TESOL and ACTFL have the more specialized mission of developing the expertise of their members and other educators involved in teaching world languages, to help them foster an effective learning environment while accomplishing the goal of effective communication in diverse settings and oral and written language proficiency while respecting individuals' rights and needs.

REQUIRED TEXTS:

(1) Hall Haley, M. (2010). Brain-Compatible Differentiated Instruction for English Language Learners. Allyn & Bacon. Boston, MA.
Textbook Companion website: www.pearsonhighered.com/educator

(2) Hall Haley, M. & Austin, T. (2004). Content-based Second Language Teaching and Learning: An Interactive Approach. Allyn & Bacon. Boston, MA.
Textbook Companion website: http://www.ablongman.com/hallhaley1e

(3) Vogt, M.E., & Echevarria, J.(2008). 99 Ideas and Activities for Teaching ELLs with the SIOP Model: Allyn & Bacon. Boston, MA.

(4) Herrera, S., & Murry, K. (2011). Mastering ESL and Bilingual Methods. Allyn & Bacon. Boston, MA.

(5) TESOL, PreK-12 English Language Proficiency Standards. ISBN: 978-193118531-8.
Telephone: 703-836-0774. Fax 703-836-6447. Email: tesol@tesol.org http://www.tesol.org

(6) WIDA Standards Booklet: must ordered through the WIDA consortium. www.wida.us
You may call them toll free at: 866-276-7735

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

 (8) How to teach students who don't look like you: culturally relevant teaching strategies. Bonnie Davis.
-IV- COURSE ASSIGNMENTS/REQUIREMENTS:

1.   *Field experience and paper   **20 points**
2. Two teaching simulations - one based on a particular method/strategy and one on a
     specific technique/skill   **25 points**
3. *Tech Project – Mid Term   **20 points**
4. *Final Project – Unit Lesson Plan   **20 points**
5. Class attendance and Participation   **15 points**

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* These projects must be submitted both in paper copy <u>and</u> on either CD/DVD/Diskette

Using the designated ratings scale, requirements 1-5 will be added to calculate a final course grade.

GRADE	SCORE
A	93-100 points
A-	90-92 points
B+	88–89 points
B	83-87 points
C or below	Unsatisfactory

Students will be expected to...

1. Attend all class sessions, **_arriving on time_**, and actively participate during large and small group discussions and activities. **Three or more absences and/or tardies will result in one letter grade reduction.**
2. Complete all assignments on time.
3. Purchase and maintain a three-ring binder which will be used for all course materials and should be brought to class every day.

G. GSE Syllabus Statements of Expectations
The Graduate School of Education (GSE) expects that all students abide by the following:
Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
Students must follow the guidelines of the University Honor Code. See
http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing.
See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Resources
Haley website http://cehd.gmu.edu/people/faculty/mhaley/exemplars
PowerPoints for Haley text, Brain-Compatible: www.pearsonhighered.com/educator
Haley research http://gse.gmu.edu/research/mirs
Pearson Webinars: http://www.pearsonpd.com/webinars/archive/
http://www.pen.k12.va.us/VDOE/Instruction/Language
Fairfax County Public Schools Program of Studies (POS):
http://www.fcps.edu/dis/OMSI/esol/esolpos.html
http://www.tesol.org
http://www.ncbe.gwu
http://discoveryschool.com/teachingtools.html
http://www.quia.com
http://www.cal.org/ericcll

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ESL/Language Arts
ESL Café Web Guide (http://www.eslcafe.com/search/index.html)
Schackne Online – Language Teaching (ESL-EFL Resources)
(http://www.schackne.com/Languageteaching.htm)
History/Social Studies
History/Social Studies Web Site for K-12 Teachers
(http://www.execpc.com/~dboals/boals.html)
Science/Mathematics
TheExploratorium'sTenCoolSites
(http://www.exploratorium.org/learning_studio/sciencesites.html)
FCPS Elementary Science Curriculum Resource Guide
(http://www.fcps.edu/DIS/OEIAS/esscience/eslcires.htm)

-V- GMU POLICIES AND RESOURCES FOR STUDENTS

College of Education and Human Development Core Values

COLLABORATION

ETHICAL LEADERSHIP

INNOVATION

RESEARCH-BASED PRACTICE

SOCIAL JUSTICE

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

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

Campus Resources

- The George Mason University 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 George Mason University Writing Center staff 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/].

GSE faculty may add at the conclusion:
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

RHT faculty may add at the conclusion:
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See http://rht.gmu.edu].

George Mason University Policies and Resources for Students
   a. Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
   b. Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301ge.html].
   c. Counseling and Psychological Services – The George Mason University 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/].
   d. Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester http://ods.gmu.edu/].
   e. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
   f. The Writing Center (Optional Resource) – The George Mason University Writing Center staff 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/].

g. University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].

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.

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Project	Goal	Points	Due Date
Field Experience: <u>Pre-Service</u> <u>Teachers</u> – Field Experience Logs <u>In-Service Teachers</u> – Videotape and written commentary	**Pre-Service:** To observe the application of Bilingual/ESL teaching strategies and methods embodied in the classroom procedures of the cooperating teachers. To learn and become familiar with innovative practices. **In-Service:** Videotape should portray how you apply various strategies and give a glimpse of the learning environment. Videotape is to provide as authentic and complete a view of your teaching as possible. A videotape is an indication of how you interact with students, the climate you create in the classroom, the ways in which you engage students in learning.	**20 Points**	**17 Apr**
Two Teaching Simulations	Simulate a teaching method/approach and one instructional strategy, using lesson plan template provided.	**25 Points**	**Dates selected**
Mid Term **Tech Project**	**Option A:** to use the World Wide Web as a primary resource for locating and analyzing materials and activities to be used with English Language Learners. **Option B**: to create a multimedia resource that will inform teachers about its implications for teaching. **Option C:** See Professor Haley	**20 Points**	**20 Mar**
Final Project	Create a unit lesson plan covering 5 days. Plan must include *preparation, presentation, practice, evaluation, and expansion*. **Note: This project is required for the licensure portfolio.**	**20 Points**	Last Class
Class Attendance, Homework, and Participation	Attend all class sessions with homework completed, arriving on time, and actively participate during large and small group discussions and activities.	**15 Points**	Every class

Proposed EDCI 519 Spring 2012 Schedule

Jan 24	**Introduction/Orientation – Domain 1: Language**

Week (1)

Orientation. Review Course Outline. Bios collected. Readings' partners selected.
PowerPoint – *Brain-Compatible Differentiated Instruction*
Assignment # 1 for next class:
(1) Read Haley pp. xi – xvi.
(2) Read Haley/Austin xv – xix and Chapter 1 (PowerPoint available online)

JAN 31 LANGUAGE ACQUISITION – DOMAIN 1 : LANGUAGE DOMAIN 2 : CULTURE DOMAIN 3 : PLANNING INSTRUCTION

Week (2)
How to plan for Brain-Compatible Differentiated Instruction. Review assignments. Read aloud Haley pp. 1-5. Introduce National, State, Local Standards, and WIDA. TESOL Levels of Proficiency, p. 23. PowerPoint – *Standards-Based Planning.* Writing objectives. Haley, pp. 111-112. Video, *Victor.* Starting Off The School Year – To Do Lists.

Guest Presenter: Camille (MiMi) Fallow – Fairfax County Pub Schools
Assignment #2 for weeks 3 & 4:

(1) Read Chapter 3 (Haley/Austin), and PowerPoint "Planning for the Standards-based Classroom" and answer questions on pp. 87 (Reflect and Respond), 357. Must be typed and handed in to Dr. Haley.
(2)Using a set of national, state or local standards, create two content and two language objectives.
(3) Read Haley, pp. 7-39.
(4) Read Vogt/Echevarria, Chapters 1 &2
(5) Read Herrera/Murry, Chapter 4

Feb 7 and Feb 14 – The Planning Process – Domain 3: Planning Instruction

Weeks (3 & 4)   Section II – Herrell & Jordan Book
Planning effectively and advocating for ELLs.
The Lesson Plan Template: Haley 111-112, Demographics. 2/7
The Lesson Plan Template: Haley 111-112, Objectives. 2/14
PowerPoint, *Differentiating Instruction.* Review assignments: objectives and Chapter 3 reading. Comprehension activity on Chapter 3. Teachers Survey. Levels of ESL proficiency. PowerPoint, Second Language Acquisition Research. Haley, pp. 111-112.
Week 3: SIGN UP FOR INFORMAL TEACHING DEMOS – See Guidelines p. 15.
Assignment #3 for week 5:

(1) Read Chapter 2 (Haley/Austin), "A Critique of Methods and Approaches in Language Teaching."
(2) Read (Haley) pp. 41-48. (3) Read Herrera/Murry Chapter 6

Don't forget to look for all the PowerPoints on Dr. Haley's exemplars site: THERE ARE POWERPOINTS FOR BOTH THE HALEY AND HALEY/AUSTIN BOOKS!

http://cehd.gmu.edu/people/faculty/mhaley/exemplars

Feb 21-   Assessment – Domain 4: Assessment

(Week 5) SITE VISIT AT BATTLEFIELD HS IN PRINCE WILLIAM COUNTY 4:00 PM!!
 Recap Methods and Approaches for comprehension.
The Lesson Plan Template: Haley 111-112. Materials & Lesson Outline
 Review assignments. Introduction to **Assessment**. Reasons for assessment. Alternative assessment/performance-based tasks. Focusing on interactive oral language assessment. Haley, pp. 111-112. Preview midterm assignment on technology.
PowerPoint: *Assessment for ELLs.*
Informal Teaching Demonstration # 1

Assignment # 4 for next class: **The following must be typed and handed in to Dr. Haley: Use one of the objectives written in Assignment # 2 and create an assessment activity. Scaffold this assessment for the five proficiency levels. Preview PowerPoint on *Scaffolding* for reference. Also, use the CAN DO Descriptors in Haley, pp. 129-137 and/or WIDA book.**

FEB 28 – LESSON DELIVERY – DOMAIN 1: LANGUAGE   DOMAIN 2: CULTURE

Week (6) Section V in Herrell & Jordan Book
Review assignments. Creating standards-based, differentiated activities. In-class, Vogt & Echevarria, Chapter 8.
The Lesson Plan Template: Haley 111-112, Warm-Up & Transition
PowerPoint: *Creating Transitions*
Preview mid-term assignment on technology.
Informal Teaching Demonstration # 2

Assignment #5 for next class:
(1) Chapter 9 (Haley/Austin), "Integrating Technology in an Interactive Content-based Classroom."
(2) Mid Term technology projects are due after spring break. See Guidelines/Rubric in syllabus.
(3) Read Vogt/Echevarria Chapter 4.

MAR 6 - INTEGRATING TECHNOLOGY

Week (7) Technology Overview – The role and impact of technology in today's classroom. Review assignments. Integrating Technology. Pedagogical implications for using technology. Technology in an interactive content-based classroom. Traditional technologies. Multimedia. Internet Scavenger Hunt. Technology Preview
Guest Presenter: Delia Racines

The Lesson Plan Template: Haley 111-112, Differentiating Instruction

Informal Teaching Demonstration # 3 (if needed).
Assignment # 6 for next class: Mid Term Technology Project

MAR 13

WEEK (8)

NO CLASS. SPRING BREAK.

MAR 20 – INTEGRATING TECHNOLOGY – DOMAIN 3: PLANNING/MANAGING INSTRUCTION

Week (9) Section IV in Herrell & Jordan Book

MID TERM PROJECT DUE – ONE SEGMENT TO BE PRESENTED IN CLASS.

Students Sign up for Formal Teaching Demonstration!!!
Assignment #7 for next class – Create a one day lesson plan. Must be typed! Use page 1 on the lesson plan template, p. 111 in Haley.

Mar 27 – Oral Communication Skills – Domain 1: Language
Domain 2: Culture

Week (10) Writer's Workshop to Critique One Day Lesson Plan
Examining communicative diversity.
The Lesson Plan Template: Haley 111-112, Assessment
Theories of oral communicative development. Implications from research for the language classroom. Focusing on oral communication in content-based language learning. Review one day lesson plans.
Guest Presenter: Maricelis Pimental

Discuss field experience and reports. PowerPoint: *Demographic Changes.*
Assignment #8 for next class: (1) Chapter 1, Herrera/Murry, Answer any 5

questions on p. 27. Must be typed!

APR 3 – WORKING WITH DIVERSE LEARNERS – DOMAINS 2, 3, 4

Week (11) Section V in Herrell & Jordan Book
Learner-centered instruction.
The Lesson Plan Template: Haley 111-112, Closure and Homework
Pedagogical implications for working with diverse learners. Working with Diverse
Learners: Culturally & Linguistically Diverse Students
Video, *Valuing Diverse Learners*. Review Chpt 8 and article.
**Assignment # 9: Read Haley, Lesson 6, pp. 77-93 & Answer questions on p.
93. Must be typed and handed in to Dr. Haley.**

APR 10 – WORKING WITH DIVERSE LEARNERS – DOMAINS 2, 3, 4

Week (12) Culturally relevant pedagogy. Planning for sustained teaching.
Review Lesson 6 and questions.
Providing for an inclusive classroom.
Assignment: Field Experience Reports

**APR 17 – FIELD EXPERIENCE REPORTS AND VIDEOTAPES ARE DUE
TODAY!**

WEEK (13)

**FINAL PREPARATION FOR FORMAL TEACHING DEMONSTRATIONS AND
UNIT LESSON PLANS**

**Begin Creation and Construction of Professional Development Portfolio.
Students should bring a laptop!**

APR 24

Week (14)

Formal Teaching Demonstrations # 1

MAY 1

Week (15)
Formal Teaching Demonstrations # 2
Course Evaluations
Assignment # 10: Unit Lesson Plans due

<u>ESL PROFESSIONAL DEVELOPMENT PORTFOLIO</u>

Go to the BlackBoard site and access the word document with the Guidelines for the portfolio, "TESOL NCATE Professional Development Portfolio"

<u>GUIDELINES, TEMPLATES, & RUBRICS</u>

FORMAL TEACHING DEMONSTRATIONS

Note: Instructions will be given in class for "informal" teaching demonstrations.

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

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

GUIDELINES FOR *METHODS* AND STRATEGIES TEACHING DEMONSTRATIONS

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

2. You will work in groups or pairs for your teaching demonstration. You have **30 minutes**. Plan your time carefully. You have a maximum of 15-20 minutes to teach. You may take another 5-10 minutes to provide background information about the method/approach/strategy and discuss your handout. The class will take 10 minutes at the end of your demonstration to give you feedback and ask questions.

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

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

5. Try to spend less time talking about the method/approach/strategy, more time demonstrating it. You may decide to introduce your lesson by describing the method first or you may wish to immerse us in the experience and explain after the demonstration.

6. We will be your students. You may assign us whatever roles and ages you wish.

7. As a team, you may try any combination of team teaching, or each of you may demonstrate a separate activity. If you wish, you may divide teaching responsibilities by proficiency level of students. Remember that you do not have a lot of time (maximum 30 minutes).

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

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

REFLECTION PHASE – To be sent electronically to Dr. Haley within one week of the teaching demonstration.

Efforts to Accommodate:
    Visual learners_____
    Auditory learners_____
    Tactile learners_____
    Specials needs learners_____

What worked well?_____

What didn't work well?_____

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

How might this lesson be improved?_____

One important thing I learned was_____

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<u>**Sample Lesson Plan Template**</u>
<u>**ENGLISH AS A SECOND LANGUAGE**</u>

Teacher_____**School**_____
Grade(s)_____ **Proficiency Level(s)**_____**Program Model**_____
Content:_____

PLANNING PHASE

CONTENT AND/OR LANGUAGE OBJECTIVES – AS A RESULT OF THIS LESSON, STUDENTS WILL BE ABLE TO:

1.
2.
3.

<u>**Vocabulary**</u>

<u>**Materials Needed**</u>

<u>**Lesson Outline:**</u>

NATIONAL/STATE/LOCAL STANDARDS:_____

TEACHING PHASE SEQUENCE

Warm-up Activity:_____

Transition:_____

Activities

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

Activity # 1
    Transition

Activity # 2
    Transition

Activity # 3
    Transition

Differentiated Instruction
Starting Up
Beginning
Developing
Expanding
Bridging

Assessment

Closure
Review of this lesson:

Preview for next lesson:

Home Work

REFLECTION PHASE

Efforts to Accommodate:
　　　　Visual learners_____
　　　　Auditory learners_____
　　　　Tactile learners_____
　　　　Specials needs learners_____

What worked well?_____

What didn't work well?_____

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

How might this lesson be improved?_____

One important thing I learned was_____

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<u>EDCI 519 -- Methods of Teaching in Multilingual Settings</u>

FORMAL TEACHING DEMONSTRATION

Presenter(s)_____

_____

Method/Strategy_____ **Date**_____

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

*Comments:*_____

_____

*Recommendations:*_____

_____

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Guidelines for Informal Teaching Demonstration

1. Using Lessons 1-5 in the Haley book, you and your partner(s) will prepare and present a **20-30 minute** content-based lesson in class. At the end of your demonstration the class will take 5 minutes to ask questions and give feedback.
2. You and your partner(s) will sign up for a specific date to prepare and present your lesson. It will be your responsibility to bring the necessary materials (markers, pens, transparencies, sentence strips, poster paper, etc), visuals, and manipulatives for your demonstration.
3. When preparing your lesson, you will need to consider students' diverse learning styles, multiple intelligences and proficiency levels. How can you differentiate instruction so that all students' diverse needs and proficiency levels are accommodated?
4. You and your partner(s) may choose one, two or any combination of methods/approaches/strategies to present your lesson.
5. We will be your students. You and your partner(s) can assign us different proficiency levels and ages.
6. Teaching responsibilities can be divided, or you may wish to team teach.

EVALUATION of your teaching demonstration will be based upon the following criteria:

- ❑ Evidence of differentiated instruction
- ❑ Efficient use of time
- ❑ Class rapport, warmth, and enthusiasm of teacher
- ❑ Creativity

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GUIDELINES FOR FIELD EXPERIENCE – <u>PRE-SERVICE TEACHERS</u>
COURSE TITLE: Methods of Teaching Multilingual Students (EDCI 519)
INSTRUCTOR: Dr. Marjorie Hall Haley

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For EDCI 519 you are required to complete a minimum of 10 hours of field experience. You have two options to complete this requirement: (1) you may choose to have your placement made for you by GMU; and (2) you may participate in a designated site experience with Prince Williams County Public Schools – Battlefield High School (Arrangements made by Dr. Haley). Note: This visit will not satisfy the full 10 requirement. See the following instructions:

(1) The online Field Experience Presentation discusses the registration process for students. The presentation and the registration website can be accessed from this location:
http://cehd.gmu.edu/teacher/fieldexperience/

Please inform students about this website, either showing them the presentation during class time or asking them to view it from home. It is important that all students completing field experience register by the deadline.

If you have questions, contact Lauren Clark at <u>lclarkg@gmu.edu</u>

(2) Dr. Haley will provide all necessary information for the site visit to Battlefield HS in Haymarket, VA on Tuesday, 21 Feb at 4:00 PM. We will still have class that evening!

COURSE DESCRIPTION:
Study of theories and methods of Bilingual/ESL teaching, with practical application to the classroom. Field experience required for those seeking initial teacher certification.

FIELD EXPERIENCE OBJECTIVES: <u>PRE-SERVICE TEACHERS</u>
1. To observe the application of Bilingual/ESL teaching strategies and methods embodied in the classroom procedures of the cooperating teachers at K-16 levels.
2. To select <u>one</u> of the recommended *Field-based Experiences* listed in each chapter of the text.
3. To learn and become familiar with successful and innovative practices.
4. To gain valuable insight into student responses to each type of activity.
5. To get to know students at a given age and grade, areas of strength and weakness, and general learning pace.
6. To become familiar with special Bilingual/ESL resources and activities in the particular school:
(a) computer laboratory (where used), its functioning, specific tapes (or software) available for use;
(b) films, tapes, slides, records, or any other multimedia relating to language; (c) special Bilingual/ESL classrooms, i.e., electronic, transition immersion, self contained, as well as those decorated with posters, interactive bulletin boards, and learning centers.

Method: As a requirement of the GMU Graduate School of Education, participants will engage in an on-site school-based field experience. Students will engage in observations, interactions with students and in teacher interviews in the school setting. A short written report, **due by the end of the semester** should consist of **three principle parts** and be a **total of 3-4 pages, double-spaced, 12 pt font, in length**. Guidelines and suggested report format are listed below

Part I -- INTRODUCTION – Use this section to introduce where you observed, demographics of the school community, etc. Follow the list below as a guidepost for things you may wish to observe. <u>It is not necessary to try and cover all 20 items.</u>

Marjorie Hall Haley, PhD

1. Observe how the teacher handles multiple learning styles
2. Seating arrangements
3. Discipline problems
4. Daily routine
5. What percentage of time is devoted to each of the 4 skills?
6. Describe the way the teacher began the class. Did it lead into the lesson effectively? Why or why not?
7. Combined classes
8. Homework – how was it assigned and checked?
9. Amount, if any of students' L1 used
10. Variety of activities
11. Use of daily lesson plan
12. Use of visuals and/or technology
13. Works with accelerated and slower students
14. Use of textbook(s)
15. Classroom appearance
16. How the teacher creates a community of learners
17. Were the objectives of the day's lesson given to the students? If yes, what were the objectives and how were they given?
18. Was the atmosphere conducive to motivating students to participate actively? Explain.
19. How did the teacher keep the students on task?
20. Describe the rapport between teacher and students

PART II – INTERVIEWS WITH TEACHER(S) – plan to conduct at least one interview with a teacher. Use the following questions as guides (add your own as appropriate).

1. What instructional approaches work well for this age group?
2. In terms of classroom management, what strategies are most effective for your students?
3. What are some effective methods/strategies/assessments for working with students from many different countries?
4. What are the areas of weakness or difficulty for students at your grade level and what do you do to overcome these difficulties?
5. In what ways do you assess student progress?
6. How would you describe your teaching style?
7. How has your teaching style changed since your started your career?
8. What do you (or your school) do to build partnerships with the ESOL students' families
9. How would you go about establishing better communication with the parents of ELLs?

PART III – REFLECTION - Summarize your learning from each observation and interview. This provides you the opportunity to connect **theory to practice.** As you think and write about these school-based experiences, refer to the course content, readings, and discussions. Synthesize this information and apply it to the class content as well as your future (or current status) as an ESL or Bilingual teacher.
****
SUGGESTED ACTIVITIES FOR FIELD EXPERIENCE:

1. Work with individual students or small groups to gain confidence and make some initial contact with students.

Note: Pay strict attention to the above guidelines. Remember, you are a guest in these schools and classrooms. Appropriate attire and conduct are mandatory. Professional courtesy is essential. If you must cancel a scheduled visit, call as soon as possible to let the teacher know.

These teachers are **not** on display. They have willingly agreed to make themselves available to you. Try to be helpful and lend assistance where possible. This is to be an **interactive** experience - not passive.

Marjorie Hall Haley, PhD

GEORGE MASON UNIVERSITY
Graduate School of Education

<u>Field Experience Reporting Form</u>

<u>Name:</u>   **<u>Semester/Year</u>** Spring 2012

<u>School:</u>

<u>Course:</u> EDCI 519

<u>Professor:</u> Dr. Marjorie Hall Haley   **<u>Clockhours:</u>** 10

<u>School site/class/grade</u>	**<u>Teacher</u>**	**<u>Date</u>**	**<u>Hours on site</u>**

Use this form as a way of keeping track of your required 10 hours of field experience.
Return this form when you submit your written report.

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Analytic Scoring Rubric – PRE-SERVICE Teacher Field Experience and Report
EDCI 519 – Spring 2012

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
18-20 points A	15-17 points B	12-14 points C	0-11 points F
Part I - Introduction_____			
Includes school site(s) description(s), demographics, & school community. Addresses at least 15 out of 20 items listed in syllabus.	Includes school site description and demographics. Addresses at least 10 out of 20 items listed in syllabus.	Includes school site description. Addresses at least 5 out of 20 items listed in syllabus.	Does not include school site description, demographics, and/or school community. Addresses fewer than 5 out of 20 items listed in syllabus.
Part II: Interviews With Teachers_____			
Interview (s) conducted			
Part III: Reflection_____			
Connects Theory to Practice			
Hours of Field Experience requirements_____			
Completes 10 hours of field experience	Completes 8-9 hours of field experience	Completes 6-7 hours of field experience	Completes fewer than 5 hours of field experience
Familiarity with student cognitive, linguistic and social development and needs_____			
Illustrates a clear familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Illustrates a partial familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Illustrates a limited familiarity with students at a given age and grade, areas of strength and weakness and general learning pace	Does not illustrate a familiarity with students at a given age and grade, areas of strength and weakness and general learning pace
Written Analysis_____			
Organizes paper in a thoughtful manner Clearly describes resources and activities in a bilingual/ESL classroom Provides a clear description of application of bilingual/ESL teaching strategies and methods and student response to those strategies and methods	Paper lacks some clarity Partially describes resources and activities in a bilingual/ESL classroom Provides a partial description of application of bilingual/ESL teaching strategies and methods and student response to those strategies and methods	Paper is not well-organized Provides a limited description of resources and activities in a bilingual/ESL classroom Provides a limited description of application of bilingual/ESL teaching strategies and methods and student response to those strategies and methods	Paper is not well-organized. Does not describe resources and activities in a bilingual/ESL classroom Does not provide a description of application of bilingual/ESL teaching strategies and methods and student response to those strategies and methods

Student name:_____   **Score:_____**

Comments/Feedback:

In-Service Teachers Field Experience

Guidelines for Videotaping
IN-SERVICE TEACHERS ONLY

In-service: Videotape - - two 15-minute clips of you and your class during a period of instruction. The videotape should portray how you apply various strategies and give a glimpse of the learning environment. Of particular importance is that you demonstrate the following: instructional strategies, classroom management, assessment, differentiated instruction, and how to accommodate multiple proficiency and literacy levels.

It is important to remember that the purpose of the videotape is to provide as authentic and complete a view of your teaching as possible. A videotape is an indication of how you interact with students, the climate you create in the classroom, the ways in which you engage students in learning. A picture is "worth a thousand words" in conveying to others how you practice your profession, the decisions you make, and your relationships with students.

It is normal to find the initial experience with a video camera uncomfortable. We do not see ourselves quite the way others see us, and the difference can be a shock. It takes some getting used to, and practice is the only remedy. The same can be said of students; only multiple opportunities with a video camera will enable students to behave naturally in its presence. Therefore, it is highly advisable to practice with a video camera. Place the camera and tripod where the camera will receive a good picture of the entire classroom. Tape several lessons and watch them alone. You will become accustomed to how you look and sound and you will begin to notice what the students are doing and how their learning could be improved.

Practical matters
Permission You will need a parental permission slip for each student who might appear on your tape. You may ask your school for such a form or use the one provided. If possible, you should secure a blanket permission slip from the parents or legal guardians of all your students to cover taping as needed. Explain to the parents or legal guardians that you are using the tapes for discussions with other teachers about the best ways to teach and that the students will never be identified by their full names in the tape. Try and help them understand that the videotape is not about the student, but is intended for professional discussion. If, for some reason, a student's parents refuse to grant permission, you will have to take care that he or she is seated out of the camera's range.

Equipment - - Use the best videotaping equipment available when making your videotape. This also includes your choice of videotape. Previously used tapes from home may be worn or may contain other material and will not provide the best quality for you. Make sure that the equipment has a sensitive microphone so that all voices are easily discernible.

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Analysis of Videotape: Answer <u>no fewer than 12</u> of the following questions:

1. What connections with prior experience were visible in the video?
2. What kinds of activities did you use to help students discover and explore connections to other academic disciplines and to their own lives?
3. What were any unexpected changes that you had to make to your planned instruction during this lesson? What prompted the change(s)?
4. What instructional challenge(s) are presented for achieving your goals for this lesson?
5. How did you provide appropriate feedback to these students throughout the sequence of instruction?
6. What is the extent of classroom involvement (e.g., are the same students doing all the talking?
7. Are the students engaged in the lesson? How can you tell? What do students' facial expressions and body language tell you about your instruction?
8. What kinds of questions do you ask? Can all questions be answered with a single word? How long do you wait for responses? Do you ask students to explain and/or defend a particular answer? Do you ask students to compare or evaluate alternative interpretations or strategies?
9. Were there any opportunities for students to ask questions? How would you categorize the students' questions (e.g., did they indicate confusion and a need for clarification or understanding and extension)?
10. What roles (e.g., expert, facilitator, co-learner) did you play in the videotape? Was each role appropriate for the situation?
11. What kinds of tasks did you ask students to do? Did you capitalize on their previous knowledge and experiences?
12. What instructional opportunities did you take advantage of? Why?
13. What evidence did you see of the students taking intellectual risks? Does the class look safe as an environment for getting something wrong? Do students talk to each other as well as to you?
14. Do you push students to task risks, to speculate, to offer conjectures about possible approaches, strategies, and interpretations?
15. Were the learning goals for the lesson achieved? Did you adjust the lesson so your goals could be achieved by every student? What are the evidences for your answers, both in the videotape and from other sources?
16. Explain how your design and execution of this lesson affected the achievement of your instructional goals. (Your response might include – but is not limited to – such things are the anticipation and handling of student misconceptions, the unexpected questions from students, the unanticipated opportunity for learning that you captured, or your planned strategy and its outcomes in the lesson.)
17. What do you do to include parents?
18. What do you do to educate your colleagues?

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Reflection on the Videotape: Answer the following questions:

1. What in the instructional sequence worked well in advancing student learning? If anything did not work as well as you expected, how would you change it? Cite specific evidence from the videotape.
2. What would you do differently, if you were given the opportunity to teach this particular lesson again with these students, and why?
3. How does this segment reflect a classroom climate that supports language learning?

Videotape: Your videotape must
1. Have voices that are audible
2. Be no longer than 30 minutes.
3. Be either digital or standard VHS format, CD, or DVD
****

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RELEASE FORM

Graduate School of Education
George Mason University
Spring 2012

Permission to Use Student Materials and Image in Videotape

As a student in the Graduate School of Education at George Mason University I am requesting permission to use student materials and image in a videotape that will be used for discussion about the best ways to teach foreign/second languages. Students will never be identified by their names in the tape. This videotape is not about the students, but is intended for professional development.

_____
Teacher's Signature

Student's Name_____

Parent(s) or Legal Guardian(s) Signature_____

Marjorie Hall Haley, PhD
Professor of Education
mhaley@gmu.edu
(703) 993-8710

Marjorie Hall Haley, PhD

Analytic Scoring Rubric – In-Service Teacher Video
EDCI 519 – Spring 2012
IN-SERVICE Teachers Field Experience Report

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
18-20 points A	15-17 points B	12-14 points C	0-11 points F
Fulfillment of requirements_____			
Meets all requirements	Meets most requirements	Meets some requirements	Does not meet requirements
Video requirements_____			
Videotape is not longer than 20 minutes, is in the proper format and voices are audible	Videotape is not longer than 20 minutes, is not in the proper format and/or voices are not audible	Videotape is longer than 20 minutes, is not in the proper format and/or voices are not audible	Videotape is longer than 20 minutes, is not in the proper format and/or voices are not audible
Written Analysis_____			
Provides an in-depth analysis of videotape (answers at least 12 questions) Provides an in-depth reflection of the videotape (answers all questions)	Provides a partial analysis of videotape (answers 9-11 questions) Provides a partial reflection of the videotape (answers most questions)	Provides a limited analysis of videotape (answers 5-8 questions) Provides a limited reflection of the videotape (answers some questions)	Does not provide an analysis of videotape by answering questions Does not provide a reflection of the videotape and does not answer questions

Student name:_____   **Score:**_____

Comments/Feedback:

Marjorie Hall Haley, PhD

<div align="center">

GUIDELINES FOR MID-TERM PROJECT
</div>

Option A:
Using Technology to Enhance Learning Experiences for English Language Learners

Begin by viewing this You Tube: http://www.youtube.com/watch?v=Fnh9q_cQcUE

The following was retrieved on 16 Jan 2010 from: http://en.wikipedia.org/wiki/Digital_native

Marc Prensky is acknowledged to have coined the term *digital native* in his work *Digital Natives, Digital Immigrants* published in 2001. In his seminal article, he assigns it to a new breed of student entering educational establishments.[1] The term draws an analogy to a country's natives, for whom the local religion, language, and folkways are natural and indigenous, over against immigrants to a country who often are expected to adapt and assimilate to their newly adopted home. Prensky refers to *accents* employed by digital immigrants, such as printing documents rather than commenting on screen or printing out emails to save in hard copy form. Digital immigrants are said to have a "thick accent" when operating in the digital world in distinctly pre-digital ways, for instance, calling someone on the telephone to ask if they have received a sent e-mail.

Not everyone agrees with the language and underlying assumptions of the *digital native*, particularly as it pertains to the concept of their differentiation. There are many reasonable arguments against this differentiation. It suggests a fluidity with technology that not all children and young adults have, and a corresponding awkwardness with technology that not all older adults have. It entirely ignores the fact that the digital universe was conceived of pioneered, and created by the *digital immigrants.* In its application, the concept of the digital native preferences those who grow up with technology as having a special status ignoring the significant difference between familiarity and creative application.

Crucially, there is debate over whether there is any adequate evidence for claims made about *digital natives* and their implications for education. Bennett, Maton & Kervin (2008), for example, critically review the research evidence and describe some accounts of *digital natives* as an academic form of a moral panic.

Your Task:
You will select an educational technology that can be utilized in today's classrooms with English Language Learners. This can be something you currently use or would like to learn to use. You will plan a demonstration on how to use this technology in a content (math, science, social studies, English Language Arts) standards-based lesson activity. Dr. Haley can help in providing some technologies. However, most can be obtained online. Your tech project will consist of demonstrating "how" to use the technology you've selected. You will submit a paper copy and CD/DVD detailing the activity. You may select from the following or choose a technology with which you are already familiar:
Wikis
Blog
Electronic grade book

Marjorie Hall Haley, PhD
Digital camera
EPals
Facebook
Twitter
Skype
Smartboard
MySpace
Flickr

Additional technologies:
iPod, Flip Cameras, iClickers, IPods, Pod-cast, Webinar, BlackBoard, PhotoStory, Hot Potato, Flash Media, Kindle, Wii, Mimio, Video tape, Multimedia, PowerPoint, MOOs and MUDs, You Tube, Teacher Tube, Web Quest, Picasa, Jing, Wordle, Wikispaces, Animoto, Voxopop, Toondo, Voicethread, or Other Technologies

Procedures/Steps to Follow:
1. Prepare a 30-minute technology-based project to be taught in a standards-based math, science, social studies or ELA classroom and apply it to a teaching setting. The purpose of the project is to focus on one technology and inform teachers about its implications for working with ELLs.

2. Describe the teacher/student population and their needs.

3. Prepare a printed guide to your product to help a novice use it.

4. Refer to course topics to add support to this project. For instance, describe how you can scaffold and differentiate instruction for multiple proficiency levels students working along side mainstream English-only students.

5. Submit your project on either DVD/CD/diskette **and** in paper format.

Option B:
If you have other ideas for ways to increase your knowledge of successfully implementing technology, please see Dr. Haley for permission to pursue another option.

Marjorie Hall Haley, PhD

Analytic Scoring Rubric – Mid Term Project Option A
EDCI 519 – Spring 2012

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
18-20 points A	15-17 points B	12-14 points C	0-11 point F
Fulfillment of task_____			
Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology-based project	Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology-based project	Prepares a 30 minute videotape, electronic game/grammar book, presentation or other type of technology-based project	Does not prepare a 30 minute videotape, electronic game/grammar book, presentation or other type of technology-based project
Completion of task requirements_____			
Project is based on a course outline topic Projects applies to a teaching setting Submits project on both CD and in paper format	Project is partially based on a course outline topic Projects partially applies to a teaching setting Submits project on both CD and in paper format	Project is not based on a course outline topic Projects seldom applies to a teaching setting Submits project on either CD or paper format	Project is not based on a course outline topic Project does not apply to a teaching setting Does not submit project on either CD or paper format
Appropriateness and usefulness of materials selected_____			
Describes the teacher/student population and their needs	Partially describes the teacher/student population and their needs	Does not clearly describe the teacher/student population and their needs	Does not describe the teacher/student population and their needs
Analysis_____			
Prepares a printed guide of the product to help a novice use it Refers to course topics to add support to project	Partially prepares a printed guide of the product to help a novice use it Partially refers to course topics to add support to project	Partially prepares a printed guide of the product to help a novice use it Does not refer to course topics to add support to project	Does not prepare a printed guide of the product to help a novice use it Does not refer to course topics to add support to project

Student name:_____   **Score:**_____

Comments/Feedback:

Dr. Marjorie Hall Haley – EDCI 519 – Spring 2012

<u>FINAL PROJECT</u>
This project is <u>required</u> for the licensure portfolio!
<u>Must be turned in on either DVD/CD/Diskette and paper copies.</u>

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

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

Process: Follow the outline below for planning a unit/lesson plan that is <u>specific to your own *current or future* teaching circumstance</u>. This plan should cover 5 days (1 separate lesson plan for each day) and each day's plan must include *preparation, presentation, practice, evaluation, expansion, and scaffolded (multilevel) instruction.* Use the lesson plan template pages 1-2 provided in the syllabus. Choose one theme or topic and the level/age/grade/content you want to teach. Include this in the title. Define the program model, i.e., pull out, push in, sheltered, immersion, etc. Provide a scenario of the school and class setting for whom this unit plan is intended.

TESOL/NCATE Standard 3a: Know, understand and apply concepts, research, and best practices to plan instruction in a supporting learning environment for ESL students. Serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

TESOL/NCATE Standard 3b: Know, manage and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum.

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TESOL/NCATE Standard 3c: 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.

Assessment Criteria: The five assessment criteria used will be

1. Concepts, research, and best practices
2. A descriptive scenario of the school, class composition, and time of year (similar to those provided in the Brain Compatible book
3. Multilevel instruction
4. Standards, content, and theme-based
5. Five separate lesson plans and includes all 4 skills: listening, speaking, reading and writing. Use lesson plan template: Planning Phase, Teaching Phase Sequence, pp. 13-14. Do not include Reflection Phase.
6. Standards-based materials, resources, and technologies

Analytic Scoring Rubric -- Unit Lesson Plan
EDCI 519 – Spring 2012
TESOL Standard 3a., 3b., 3c.
Required for Portfolio and TESOL NCATE

TESOL Standard	Does Not Meet Standard	Approaches Standard	Meets Standards	Exceeds Standard
	0-11 points	**12-14 points**	**15-17 points**	**18-20 points**
3.a. Planning for standards-based ESL and content instruction _____/4 points	Candidate provides a five- day unit plan not based on standards-based ESL and content objectives. Objectives are inappropriate for age and educational background level of students. The unit plan is not designed for a classroom with multilevel learners from diverse backgrounds.	Candidate provides a five-day unit plan with some standards-based ESL and content objectives. Objectives are inappropriate for age of students but appropriate for educational background level of students. The unit plan is designed with some focus on multilevel learners from diverse backgrounds.	Candidate provides a five-day unit plan with standards-based ESL and content objectives. Objectives are appropriate for age and educational background level of students. The unit plan is designed for a classroom with multilevel learners from diverse backgrounds.	Candidate provides a five-day unit plan with standards-based ESL and math, science, social studies, and English language arts objectives. Objectives are appropriate for age and educational background level of diverse learners. The unit plan is designed for a classroom with multilevel activities to meet the needs of diverse learners. Candidate plans ESL and content instruction that is student centered.
3.b.1. Organize learning around standards-based subject matter and language learning objectives _____/4 points	Candidate shows little understanding of and ability to organize learning around effective standards-based ESL and content instruction. Unit plan does not include appropriate language learning objectives. Candidate does not create objectives that sometimes support state standards (SOLs) in an engaging, interactive manner. Candidate does not use students' prior knowledge in planning ESL and content instruction.	Candidate shows some understanding of and ability to organize learning around effective standards-based ESL and content instruction. Unit plan does not clearly support language learning objectives. Candidate creates objectives that sometimes support state standards (SOLs) in an engaging, interactive manner. Candidate sometimes uses students' prior knowledge in planning ESL and content instruction.	Candidate shows an understanding of and ability to organize learning around effective standards-based ESL and content instruction. Unit plan clearly supports appropriate language learning objectives. Candidate creates objectives that support state standards (SOLs) in an engaging, interactive manner. Candidate uses students' prior knowledge in planning ESL and content instruction.	Candidate shows a high level of understanding or and ability to organize learning around effective standards-based ESL and content instruction. Unit plan clearly supports and integrates appropriate language learning objectives. Candidate creates objectives that support state standards (SOLs) while providing scaffolding techniques throughout the unit plan. Candidate uses students' prior knowledge to plan activities that integrate skill and content areas through thematic-based topics.
3.b.3. Provide activities and materials that integrate listening, speaking, reading, and writing _____/4 points	Candidate provides activities that integrate one of the four language skills: listening, speaking, reading, or writing. Candidate shows no awareness that integrated learning activities build meaning through practice.	Candidate provides activities that integrate at least two of the four language skills: listening, speaking, reading, and writing. Candidate shows little awareness that integrated learning activities build meaning through practice.	Candidate provides activities that integrate all language skills: listening, speaking, reading, and writing. Candidate shows awareness that integrated learning activities build meaning through practice.	Candidate provides activities that integrate all language skills: listening, speaking, reading, and writing in content areas through thematic and discovery-learning activities. Candidate shows high- level awareness that integrated learning activities build meaning through practice.
3.c. Use resources effectively in ESL and content instruction _____/4points	Candidate uses few, if any, instructional tools and resources effectively to support ESL and content instruction. Unit plan does not include evidence of candidate's knowledge of ELLs various approaches to learning. There is no evidence of adaptation or use of resources to support ESL and content instruction.	Candidate uses one or two instructional tools and resources effectively to support ESL and content instruction. Unit plan includes candidate's limited knowledge of ELLs various approaches to learning. There is no significant adaptation or use of resources to support ESL and content instruction.	Candidate uses three or more instructional tools and resources to effectively support ESL and content instruction. Unit plan includes candidate's knowledge of ELLs various approaches to learning. There is evidence of adaptation and use of resources to support ESL and content instruction.	Candidate uses 8-10 instructional tools and resources to effectively support ESL and content instruction. Unit plan includes candidate's high level of knowledge of ELLs various approaches to learning. There is strong evidence adaptation and use of resources to support ESL and content instruction. of materials, resources, and technologies. Candidate uses supplementary materials to a high degree making activities clear and meaningful. Candidate adapts content to all levels of student proficiency in a supportive classroom environment.
Descriptive Scenario _____/4 points	Candidate does not provide description of school, class composition or time of year.	Candidate provides some background information on class composition.	Candidate provides description class composition and time of year.	Candidate provides thorough description of school demographics, class composition, and time of year.

Student Name:_____   **Score:**_____

Marjorie Hall Haley, PhD

EDCI 519 – Analytic Rubric for Class Attendance, Homework, and Participation

Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	No Evidence Little or No Evidence
15 points A	13-14 points B	11-12 points C	0-10 points F
Class Attendance_____			
Attended all classes or missed 1 class, arriving on time	Missed 2 classes. Arrived late.	Missed 3 classes Arrived late	Missed more than 3 classes. 3 or more late arrivals.
Homework_____			
Complete assignments on time	Completed most assignments on time	Completed few assignments on time	Did not complete assignments on time
Participation_____			
Engaged in meaningful class discussions	Engaged in class discussions	Rarely engaged in class discussion	Did not engage in class discussions
Participated actively in class activities	Participated in most class activities	Rarely participated in class activities	Did not participate in class activities
Provided constructive feedback to class members	Provided some constructive feedback to class members	Rarely provided constructive feedback to class members	Did not provide constructive feedback to class members

Student name:_____   **Score:**_____

Comments/Feedback:

Materials Release Form for

EDCI 519
Spring 2012
Dr. Marjorie Hall Haley

In this course, I will be electronically collecting and storing work samples of your projects and/or papers as performance evidence for program accreditation, which is conducted every seven years by the National Council for the Accreditation of Teacher Education (NCATE) programs. If you agree to let me use your materials for this purpose, please sign below. Pease note that every precaution will be taken to protect your anonymity.

1. I, _____, give permission for

       (please print your name)

materials produced to meet the requirements of this course **to be used as work samples for the NCATE** review process.

2. Please replace my name with a code on my papers and projects.

    YES   NO

_____ _____

 Signature   Date

Tel. No. _____ (Home or cell phone)

Email address _____

Marjorie Hall Haley, PhD

<u>STUDENT BIOGRAPHICAL INFORMATION</u>

Please Print <u>clearly!</u>

Name:_____

E-mail address:_____

Home phone:_____ Work phone:_____

Home
address:_____
_____

GMU Program:_____ Academic Advisor_____
Year admitted:_____ Expected completion year_____

Currently teaching?_____ If yes, where, what, and for how long?
_____

Language(s) you speak/read/write_____
Level(s) of proficiency_____

Travel experience?_____ Where?_____
For how long?_____

Career goals:_____

What you hope to gain from this
class:_____
_____
_____

Favorite leisure/pastime
activities:_____
_____