EDCI 516.6F1
BILINGUALISM AND LANGUAGE ACQUISITION RESEARCH
August 27, 2013—Dec. 6, 2013

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Office Hours: Because of the online nature of this course, there are no official office hours.
Email me at any time with concerns, questions or comments.

Course Description

This course provides students with knowledge of first and second language acquisition, including the interaction of a bilingual's two languages, with implications for the classroom. This is a required course for Virginia State PK - 12 ESL licensure and for FAST TRAIN Elementary Masters program teachers. Students will examine research on the cognitive and linguistic achievements of bilingual children and will acquire knowledge about the consequences of bilingualism for children's cognitive development, school achievement, and linguistic processing.

Required Texts:

Baker, C. (2011). *Foundations of bilingual education and bilingualism* (5th ed.). Clevedon, UK: Multilingual Matters.

Thomas, W.P. & Collier, V.P. (2009) *Educating English language learners for a transformed world.* Fuente Press. DLeNM

Recommended Books:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (**6th ed**.). Washington, DC: American Psychological Association.

Nieto, S. (2002). *Language, culture, and teaching: Critical perspectives for a new century.* Mahwah, NJ: L. Erlbaum.

Course Delivery

The online format of EDCI 516 requires the active participation of all students. As an experiential course, it is structured around virtual discussions and projects. Therefore, it is critical that students actively participate on Blackboard, and keep up with the readings. Students should be prepared to discuss and reflect on Blackboard or VoiceThread the content readings in relation to teaching culturally and linguistically diverse students in grades PK-12, as well as to ask questions for clarification, exploration, or discussion.

Course delivery is accomplished in a combination of ways in order to meet the needs of

all learners and learning styles. Instruction includes:
- *Presentations* (found in the weekly learning modules)
- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Cooperative learning* (i.e., small online groups guided learning interactions emphasizing learning from and with others);
- *Video presentations; webcasts, audiofiles*
- *Blackboard 9.1 ™* web-based course management system.
- *Hands on Field Experience:* 20 hours of field experience in a K-12 setting as needed for the completion of the Performance Based Assessments (PBAs)

Course Outcomes

Participants in this course will identify and review educational theories/theorists, examine topics related to first and second language acquisition, and the history of language teaching. Some theorists include Vygotsky, Skinner, Chomsky, Krashen, Cummins, Collier, and Schumann. At the conclusion of EDCI 516, candidates will be able to demonstrate:

1. Understanding of first language (L1) and second language (L2) acquisition processes, research, and developmental stages as well as their applicability to classroom instruction.
2. Knowledge of various definitions and theories on bilingualism, language proficiency, and language acquisition.
3. Understanding of the developmental stages of L2 acquisition.
4. Ability to identify and discuss the social, cultural, affective, and cognitive factors playing a role in L2 acquisition.
5. Familiarity with the concepts of code-switching, language borrowing, and the role of L1 and L2 acquisition and foreign/world language acquisition.
6. Familiarity with the relationship of standard languages and dialects and the implications for teaching.
7. Understanding of the relationships among teaching practice and second language acquisition (SLA) research, methods of teaching foreign/world/second languages and language assessment practices.
8. Use of technology to assist in their understanding of SLA and an understanding of its use to support learning in the WL/SL classroom.

EDCI 516 is not a methods course. It is not a "how to" on language acquisition classroom practice. In fact, it is an introductory foundations course aimed at developing awareness about bilingualism and the language acquisition process. The course aims to help candidates develop the knowledge and competencies needed to work with culturally and linguistically diverse student populations.
Language is the most human form of behavior, and the investigation of what research shows us about how language is acquired and the study of how language interacts with culture are essential areas of information that individuals seeking to teach world languages must know and understand. Exploring how languages are acquired and the link between culture and communication will help develop a knowledge base appropriate for individuals teaching in today's multicultural world. Emphasis will be on understanding second language acquisition research and the social, cultural, affective, and cognitive factors playing a role in L2 acquisition.

<center>**Relationship to Program Goals and Professional Organizations**</center>

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.

Standard 1.b. Language Acquisition and Development - Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

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 community 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.

GMU College of Education & Human Development Expectations and Resources

- The University Catalog, http://catalog.gmu.edu is the central resource for university policies affecting candidates, faculty, and staff in university academic policies.

- Other policies are available at http://universitypolicy.gmu.edu . All members of the university are responsible for knowing and following established policies.

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].
- 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/policies/responsible-use-of-computing/].
- 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.
- 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/].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].
- The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

Additional Course Policies

GMU E-mail & Web Policy: Mason uses electronic mail (https://masonlivelogin.gmu.edu/login) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog). All communication with the instructor will be through the Mason e-mail system.

Course Withdrawal with Dean Approval: For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.(http://fasttrain.gmu.edu/)

Plagiarism: Avoid plagiarism, which is using an author's words without citing the author in your paper. Follow APA (6th edition) writing and citation guidelines in order to correctly cite your sources. Plagiarism is unethical and illegal and violates the GMU Honor Code. It is grounds for dismissal from the program and from GMU.

Course Requirements

EDCI 516 is comprised of on-line class meetings and a series of course products and assessments aimed toward providing evidence of meeting the course objectives (see Schedule). It will include a hands-on learning project where you will spend time working and interacting with a language learner analyzing his/her language acquisition and presenting an exploratory action plan to ensure growth, development, and academic success.

Attached to this syllabus are the specific descriptions and evaluation criteria for each of the course requirements.

Students are *expected to complete all weekly Blackboard sessions during the week where they are listed,* to participate actively on the Blackboard discussion board, and take part in all on-line activities. Because this course is interactive in nature, your active participation on Blackboard provides performance-based opportunities for sharing your reading and preparation for class and will be a strong component of your final class participation points. Students are expected to spend the same amount of time for an on-line course session as they would a face to face class. Time should be spent going over lecture notes, answering discussion questions and completing assignments on Blackboard. Since a large portion of your grade is based on class participation,

students will be expected to, first, respond to all discussion questions/activities, **and then** engage in discussing **3-6** other student answers per Blackboard session (according to instructions in the weekly lesson module).

Weeks run from Thursday to Wednesday. All assignments for the week must be completed by Wednesday. After that, some discussion forums will become unavailable and therefore not accessible. Students should complete all assignments on time and be aware that points will be taken off assignments that are submitted past the deadline (0.5/day), unless special arrangements have been made with the professor in advance. If you believe you will have difficulty meeting course requirements in a timely manner, please discuss your situation with the instructor as soon as possible.

Course assignments, goals and due dates

Class Assignments			
Project	**Goal**	**Percentage of Grade**	**Due Date**
Participation in Blackboard Discussion	Candidates are expected to actively participate on-line in every class session by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class. Reflection on learning and on application of new knowledge is expected. *TESOL/NCATE Standards: 1b, 3a, 4a, & 5a* *ACTFL/NCATE Standards: 3a, 4a, 6a*	20 percent	**Each week on Wednesday**
Philosophy of Teaching *(Professionalism, Theory,& Research)*	Based on personal beliefs and growing professional knowledge about SLA theory and research, language learning, and learners, candidates will write an opening Philosophy of Teaching statement. This will include reflections on the role of culture, instructional practices, & assessment. It will be reviewed and updated in later coursework. ***The Philosophy of Teaching paper is a PBA and it must be uploaded on Taskstream.*** *TESOL/NCATE Standards2a, 2b, 4a, 5c* *ACTFL/NCATE Standards2a, 2b, 6b*	15 percent	**Week Six** **Oct. 3-9** **Please submit before midnight Oct. 9 for full credit.**
Critical Journal	Using traditional and on-line sources, candidates will demonstrate an understanding of the course objectives by reviewing		**Week 9 Oct. 24-30.**

Response *(Theory & Research)*	connections between selected readings (juried articles or short book/monograph), class activities, and its connection to their own personal/ professional classroom experiences. *TESOL/NCATE Standards 1b, 2a & 2b* *ACTFL/NCATE Standards 3a, 5a, 6a*	25 percent	**Please submit before midnight Oct. 30 for full credit.**
Language Acquisition Case Study and Presentation *(Theory, Research, Professional Collaboration & Practice)*	Candidates will work individually to collect, record and analyze oral and written language samples from a language learner in their current teaching environment. You will provide a written commentary connecting this experience to course readings, SLA research and theory. Students will also be expected to present their findings to a colleague or family member of the learner and provide personal reflection of the entire experience. References as well as examples of the data collection are required. *TESOL/NCATE Standards - 1a, 1b, 2a, 2b, 4a, 4b, and 5a, 5b*	30 percent	Paper due to Instructor Thursday Dec. 12 No late papers will be accepted.
Field Experience Project	Candidates will complete a minimum of 20 hours of school-based field experiences. ***The Field Experience is a PBA and the Fieldwork Log and Evaluation Form must be uploaded on TaskStream.*** The Fieldwork Log of Hours Form and the Evaluation Form are available on the FAST TRAIN website http://fasttrain.gmu.edu/licensure/fieldwork	10 percent	End of course

Evaluation Criteria are listed with each assignment.

GRADING http://catalog.gmu.edu/
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 |
| F* | <69 | 0.00 | application of the basic elements of the course |

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

Incomplete (IN): This grade may be given to students who are in good standing but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including the summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Register's Office by the faculty deadline, the grade of IN is changed by the registrar to an F. (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

Taskstream Requirements

Every candidate registered for any Curriculum and Instruction course with a required PBA is expected to sumit it to TaskStream (regardless of whether the course is an elective, a one time course or part of an undergraduate minor). Evaluation of the PBA by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN), even if the candidate has submitted the assessment as a hard copy or via email.
All FAST TRAIN licensure courses have required Performance Based Assessments (PBA). The required PBAs for this course are the **Philosophy of Teaching** paper and the **Language Acquisition Case Study.** **All students** must post these to TaskStream, where they will be reviewed and graded. Please see the FAST TRAIN website for more information. (http://fasttrain.gmu.edu/)

The **Fieldwork** which you will do as part of your final project must also be posted to TaskStream.

Course Schedule & Assignments

Course Schedule for EDCI 516: Online Fall 2013

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week and used – Some supplemental readings TBA)	Assignments for This Date's Class
Week One **Aug.29-Sept. 4** **Each week runs from Thursday to Wednesday.**	Course Introduction: Overview of EDCI 516 Review Syllabus & Requirements Intro to Blackboard	***Part One****: Introduction to EDCI 516, Syllabus and Overview* ***Exploration of websites which give you background information***	*During this week,* please subscribe to The Office of English Language Acquisition (Dept of Ed)'s newsletter by going to (subscribe to the *NCELA-list*)**:** http://www.ncela.gwu.edu/listserv/ (Formerly the NCELA Newsletter, this is now the OELA Newsletter of the National Clearinghouse for English Language Acquisition) Post your introduction on Blackboard Follow the instructions in the weekly module found on https://mymasonportal.gmu.edu
Week Two **Sept 5-11**	Overview of key issues in Second Language Acquisition (SLA) Research Myths and misconceptions about second language learning	**Baker** (2011) text: Chapters 1 & 3 **McLaughlin, B.** (1992). "Myths and misconceptions about second language learning" found at: http://www.ericdigests.org/1992-1/myths.htm **Wiley, T.G.** (1997). "Myths about language diversity and literacy in the United States" found at: http://www.cal.org/caela/esl_resources/digests/myths.html **King, K. & Fogle, L.** (2006). "Raising bilingual children: Common parental concerns and current research" http://www.cal.org/resources/digest/RaiseBilingChild.html	Weekly Activity **Make sure that you are able to access VoiceThread and comment on the Week 2 panels.** Follow the directions on the weekly instruction sheet found in Weekly Module 2

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week and used – Some supplemental readings TBA)	Assignments for This Date's Class
Week Three **Sept 12-18**	Continuing: SLA Research and its implications for classroom practice\Definitions, & Measurement	**Baker (2011)-** Chapter 2 **Crandall, J**. (2003). They DO speak English: World Englishes in U.S. Schools. http://www.cal.org/resources/archive/news/2003summer/englishes.html	Weekly Activity **Watch Video: American Tongues (60 minutes) and use guide to take notes (PBS Documentary)** http://video.pbs.org/video/1553932059/ or see YouTube link in weekly instructions. Watch YouTube: For the Birds http://www.youtube.com/watch?v=dJ4Nnr0MXKY Follow the directions from Lesson Module 3
Week Four **Sept 19-25**	Standards for Teachers and P-12 Students: TESOL, ACTFL, NCATE	**Baker, C.** (2011). Chapter 2: reread ideas on measurement as we consider the role of Standards in teaching and learning **Additional Readings from Blackboard** The ESL Standards for Pre-K-12 Students -- http://www.tesol.org/s_tesol/seccss.asp?CID=95&DID=1565 The Foreign/World Language Standards for PK-12 Students http://www.actfl.org (from Home page, click on Publications, and then select Standards for Foreign Language Learning : Executive Summary) VA ELP SOLs: http://www.wida.us/standards/elp.aspx	Weekly Activity **Start to formulate your thoughts about teaching and learning in the second language classroom.** **This will help you to develop your emergent teaching philosophy. Use the readings to refine your opinion and support your ideas.** **When you read something in class that resonates, make a note of it. You will use those references in your Teaching Philosophy.** **Follow the instruction for Module 4**

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week and used – Some supplemental readings TBA)	Assignments for This Date's Class
Week Five **Sept 26-Oct 2**	L1 Research in Children L2 Research: Children and Second Language Acquisition	**Part I:** L1 & L2 Research and Children **Introduction to Critical Journal Response** **Readings: Baker** (2011). Chapter 5 Webcast : http://ColorinColorado.org choice of webcast to reflect the age that you teach. **YouTube:** http://www.youtube.com/watch?v=IqukbEigUtk&feature=related http://www.youtube.com/watch?v=NiTsduRreug&feature=related http://www.youtube.com/watch?v=vh6Hy6El86Q&feature=related	Weekly Activity **Explore: advantages of learning a language.** **Work on your Teaching Philosophy focusing on the theoretical framework building your ideas and practical work.** **Think of examples that can clarify your ideas.** **Follow the instructions for Module 5**
Week Six **Oct 3-9**	Adolescents/ Adults and Second Language Acquisition Intro to Language Analysis Case Study Project	**Teens in Between (iTunesU)** **Baker, C.** (2011). Chapter 6 **Thomas, W. P., & Collier, V. P.** (2002). Study Summary Report: http://gse.berkeley.edu/research/crede/pdf/rb10.pdf **Walqui, A.** (2000). Strategies for success: Engaging immigrant students in secondary schools: http://www.cal.org/resources/digest/0003strategies.html **Short, D & Fitzsimmons, S. (2007)** Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners. Read intro and executive summary: http://www.nwp.org/cs/public/download/nwp_file/9050/Double_the_Work.pdf?x-r=pcfile_d YouTube: The rest of Stephen Krashen's lectures. http://www.youtube.com/watch?v=ak3UrGCj71s&feature=related	**PHILOSOPHY of TEACHING Paper due (15%).** Weekly Activity **Review the description, requirements, and rubric from the syllabus in relation to the Critical Journal Response, and find an empirical research article. Send the title and a brief description, and the link to the article to the instructor.** . **Follow the instructions for Learning Module 6**

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week and used – Some supplemental readings TBA)	Assignments for This Date's Class
Week Seven **Oct 10-16**	Bilingualism & Cognition Cognitive Theories and the Curriculum	**Baker, C.** (2011). Chapters 7 & 8 **Genesee, F.** (2000). Brain research: Implications for second language learning. http://www.cal.org/resources/digest/0012brain.html/digest_pdfs/digest_pdfs/0012-genesee-brain.pdf Language and Learning on **YouTube:** **http://www.youtube.com/watch?v=hW_qpta6zb4&feature=relmfu**	Weekly Activity **Explore this website on brain research in the FL classroom:** http://www.flbrain.org/ **Follow the instructions for learning module 7**
Week Eight **Oct 18-24**	Affective, Social, and Cultural Perspectives SLA Models Bilingual Education The role of Comprehensible Input: The SIOP and the CALLA models.	**Baker (2011)** – Chapters 12, 13 and 18 Collier & Thomas	**CRITICAL JOURNAL RESPONSE** DUE (15%) Weekly Activity **LACS project: by now you should have decided on a student and have started getting background information.** Follow the instructions for Learning Module 8

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week and used – Some supplemental readings TBA)	Assignments for This Date's Class
Week Nine Oct 24-Oct. 30	Bilingualism, Biliteracy, and Language Learners	**Baker, C.** (2011). Chapters 9 & 10, skim 11 and 14 **Thomas, W. P., & Collier, V. P.** (2003). The multiple benefits of dual language. *Educational Leadership*, 61(2). **Rossell, Christine** (2004). Teaching English through English. Educational Leadership 62(4): 8-13. ***Recommended reading*:** **Armstrong, T.** (2004). Making the Words Roar, *Educational Leadership 61(6) 78-81.* Watch video and delve into the following website **Snow, C.** (2002). www.whyreadingishard.com	Weekly Activity **Links to the articles will be in the Weekly learning module** **Follow the instructions for Learning Module 9**
Week Ten Oct. 31-Nov. 6	Bilingualism and Special Needs	Baker (2011) - Chapter 15 and skim 16 ColorinColorado.org webcast on Learning Disabilities and English Learners	Follow the directions for Learning Module 10

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week and used – Some supplemental readings TBA)	Assignments for This Date's Class
Week Eleven Nov 7-13	Implications of Learner Similarities/ Differences for the Classroom Input and Interaction in SLA: A Brief Look at the Multiple Intelligences	**Amstrong, T.** Multiple Intelligences http://www.thomasarmstrong.com/multiple_intelligences.htm (Follow the links in the document for additional resources) **Gardner, H.** (2006). The Science of Multiple Intelligences Theory: (http://alliance.la.asu.edu/temporary/students/katie/MultipleIntelligencesGardner.pdf) See Gardner explain his MI theory. http://www.edutopia.org/multiple-intelligences-howard-gardner-video **Moran, S.; Kornhaber, M.; Gardner, H**. Orchestrating Multiple Intelligences. http://www.ascd.org/publications/educational-leadership/sept06/vol64/num01/Orchestrating-Multiple-Intelligences.aspx MI Inventory at: http://surfaquarium.com/MI/inventory.htm or http://www.spannj.org/BasicRights/appendix_b.htm **Recommended Book:** **Gardner, H.** "Multiple intelligences theory: Eight ways of knowing" at: http://www.multi-intell.com	Weekly Activity **In preparation for this week's work on multiple intelligences, you are requested to download the referenced MI Inventory. Please take the MI inventory, and score it yourself.** **LACS project. Go over the oral language assessment. Explore oral language rubrics. Work on analyzing your samples.** **Follow directions for Learning Module 11**
Week Twelve Nov 14-20	Assessment Policy & Politics of Bilingualism: The Socio-political Debate Classroom Discourse: The role of authentic communicative situations	**Baker, C.** (2011). Chapters 17 and 19.	Weekly Activity **Review NCLB & ESEA Reauthorization Crawford, J. Language Policy web site:** www.languagepolicy.net **Contrast this perspective with that of the English First web site at** http://www.englishfirst.org **Post your ideas on the socio-political debate in bilingual education.** **See instructions for this week in the weekly learning module.**

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week and used – Some supplemental readings TBA)	Assignments for This Date's Class
Week Thirteen Nov 21-27		Work on your final projects. There will not be any new material this week.	
Week Fourteen Nov. 28-Dec. 4	**Final 516 Class – Pulling It All Together** Review Course Synthesis	LACS Projects Due Course Synthesis and Evaluations.	Weekly Activity **Post your presentation and handout for the Language Analysis Project on Blackboard by the end of this week. And, make sure to upload to TaskStream**
December 11	**Language Analysis Project**	Reviews of projects and final papers with individual reflections due.	**A discussion board will be started for the projects. Review each of the presentations/handouts and post constructive questions for the groups to answer or general comments about what you found interesting. This is not an evaluation, but an analysis of the learners involved so that we can learn to analyze our own students. Complete the review by WEDNESDAY.** **Review the comments your classmates posted on your work and answer them as needed. Use this discussion to enrich your project. Each candidate must submit one paper plus one reflection compiled into one single file.**

Detailed Assignment Descriptions and Evaluation

Preparation and Participation (20%)
Bilingualism and Language Acquisition Research is based on a pedagogical philosophy of transformation and a social constructivist theory of learning that employs dialogical approaches to classroom interaction and learning. This means that learning occurs through human interaction, resulting in the construction of knowledge and the eventual transformation of learners through ongoing reflection and praxis. Within this approach, students' active participation and engagement in class and online forum is fundamental.

Expectations
During all forms of participation, please keep in mind the following ground rules (and others you and your colleagues may decide to add):
- Listen actively and thoughtfully – *consider perspectives different from your own*.
- Speak from your own experience or from the readings – *avoid interpreting for others*.
- Respectfully challenge others' ideas: if you disagree with something, respectfully disagree with the *idea – and please do not "attack" the person*.
- Diverse views are welcome and enrich the discussion.

For Online classes
To get full credit every week in an on-line version of the course, the following should be completed by 12am on the last day listed on the syllabus (on some instances work has to be completed by WEDNESDAY of that week. Please refer to timeline for specifics).

- Complete the readings at the beginning of the week and go back to them during the week and the rest of the course to back up your opinions and comments.

- Post or respond to a post from another student reacting critically and analytically to one of the readings.

- Review/work through powerpoint and any other posted readings/presentations.

- Comment on the activity(ies) based on what you are learning. The instructions and assignments will be in the Weekly Learning Module posted on Blackboard.

- Go over your classmates' answers and comments to questions and activities and respond as needed.

- You always have the opportunity of posting additional comments or questions on the discussion board.

- Send your assignments/reflections to me at the email address listed on the instructions sheet.

Preparation and Participation Evaluation Rubric

Criteria:	Beginning: Little or No Evidence 1	Developing: Approaches Expectations 2	Accomplished: Meets Expectations Adequately 3	Exemplary: Strongly Meets Expectations 4
Overall participation	Misses more than 4 online sessions; fails to contribute 3 time/week or posts responses in final hours of the discussion.	Misses 3-4 online sessions, and/or fails to contribute regularly or in a timely manner 3 times/week.	Misses 1-2 online sessions, or posts responses on final day during one or two weeks but otherwise contributes 3 time/week.	Attends all online sessions and contributes 3 time/week to discussions in weekly modules throughout the week.
Completion of Readings	No evidence of having read or prepared for class.	Somewhat prepared for thoughtful contribution to BB discussions.	Mostly prepared for thoughtful contribution to BB discussions in response to both questions and peers.	Fully prepared for thoughtful contribution to BB discussions in response to both questions and peers.
Participation in discussions of projects	Little to no participation in project discussions.	Participates with 1-2 peers in discussions on most peer project presentations.	Participates with 1-2 peers in discussions on every peer project presentation	Actively participates with at least 3 peers in discussion on every peer project presentation.
Quality of responses	Adds little other than agreement to postings by peers.	Adds comments to peers' postings that stimulate little discussion.	Adds comments to peers' posting which add to the discussion and encourage reflection	Adds comments to peers' postings which enhance the discussion, encourage reflection and present new views.
Participation in other forums	Participates in few to no assignments in VoiceThread or other websites.	Participates in some assignments in VoiceThread or other websites.	Participates in most assignments in VoiceThread and other websites.	Fully participates in all assignments in VoiceThread and other websites.

Philosophy of Teaching Statement (15%)

In this two-part assessment, you will use your personal beliefs and growing professional knowledge about TESOL to write or revise a Philosophy of Teaching statement. This is a two part assignment that begins in EDCI 516 or EDUC 537 and concludes in the alternate course.

Your paper will need to blend SLA theories and research and how they can shape your instruction and a vision of your classroom. You will need to incorporate the history of ESL as well as policy issues for reflection and clarification. Additionally, you need to define your professional staff development options (in a series of steps) based on your own personal reflections and analysis of student outcomes. Lastly, you need to build partnerships with colleagues and students' families as well as how you can be a community resource and advocate for your students. Keep the following questions in mind:
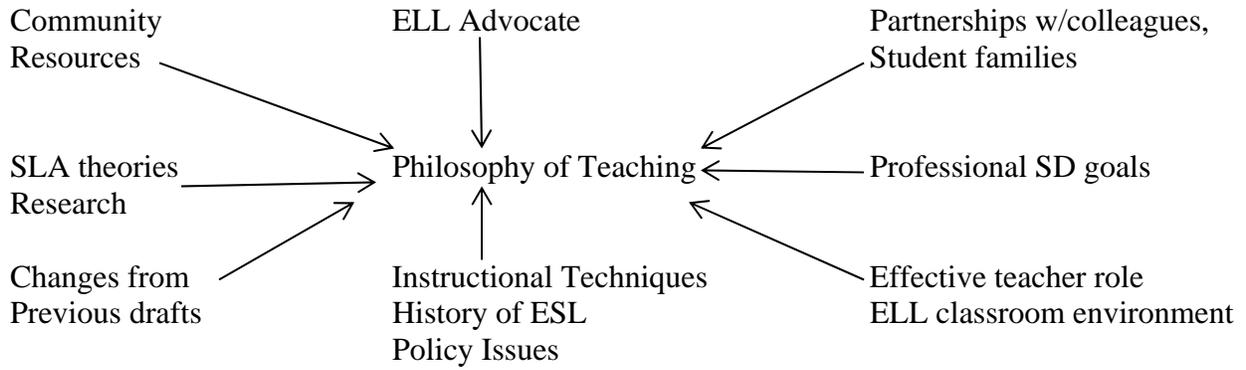
1) How will your understanding of theories related to language learning shape your teaching in the future?
2) What information about ESL history, research, public policy, and current practice will inform your instruction?
3) Reflect on your role as an educator and describe your goals for ensuring success of your students and yourself as a professional?
4) (If this is a revision of your previous paper in EDUC 537) How has your philosophy of teaching changed overtime? Give specific examples based on coursework, personal experiences, and, if applicable, your previous version of your philosophy of teaching.

The statement should be a cohesive, first-person narrative that provides a clear picture of your classroom and your role as a teacher. For some purposes, an extended description is appropriate, but length should suit the context. The statement should include detailed self-reflection that discusses the role and characteristics of an effective teacher and expands on your own beliefs about professional development as a teacher. Finally, your statement should reflect your understanding of and commitment to the critical issues to teaching second language learners. The paper should be no more than 5 pages, written in APA 6 style. Please check the rubric for more guidance.

The paper should be reflective. To be effective and constructive, reflective writing needs to go beyond descriptions of events, readings or personal experience. You need to step back, explore, analyze; consider different perspectives such as those found in your own teaching practice, discussions in class, or other materials you may have studied; make connections to relevant theories, supporting your ideas by references to other literature and to research; consider legal and organizational implications; show awareness of social and political influences; show what you have learned from your reading, this could include implications, predictions or conclusions you have drawn about your development as a career educator.

Most philosophy of teaching statements avoid technical terms and favor language and concepts that can be broadly appreciated. It may be helpful to have someone from your field read your statement and give you some guidance on any discipline-specific jargon and issues to include or

exclude. Use the Writing Center if you are unsure of your writing skills.

Community
Resources

ELL Advocate

Partnerships w/colleagues,
Student families

SLA theories
Research

Philosophy of Teaching

Professional SD goals

Changes from
Previous drafts

Instructional Techniques
History of ESL
Policy Issues

Effective teacher role
ELL classroom environment

Teaching Philosophy Statement Evaluation Rubric

Category	TESOL Domain	Score		
		2		**4**
		Approaches Standard	**Meets Standard**	**Exceeds Standard**
Understand and apply theories and research in language acquisition development to support their ELLs English language and literacy learning	1b	Candidate provides minimal connection between theory and research and philosophy of teaching. Incorporation of theories into practical applications in classroom not clearly articulated	Candidate demonstrates connections between theories and research in language acquisition to articulate a philosophy of teaching that will support language development appropriated. Includes few practical applications of theory into classroom vision	• Candidate shows clear connections between theory, research, and practice in language acquisition. • Provides multiple examples of ways to incorporate theories into philosophy of teaching and future classroom instruction. • Vision of classroom clearly supports language acquisition for all ELLs
Understand and apply knowledge about teacher's cultural values and beliefs and their effect on teaching and learning to the philosophy of teaching	2	Candidate demonstrates awareness that cultural values have an effect on ELL learning but does not address this in the philosophy of teaching	Candidate creates a philosophy that takes into consideration a variety of concepts of culture and provides limited ways to address bias and infuse cross-cultural appreciation in teaching practice.	Candidate consistently uses cultural knowledge throughout the philosophy of teaching to address his/her own biases and creates a plan of action to remove any and all bias in teaching. Supports cross-cultural appreciation in their classroom.
Use instructional techniques, research, history of ESL, and policy issues to reflect on and clarify their philosophy of teaching	5a	Candidate demonstrates a growing ability to use knowledge about ESL history, research, public policy, and current practice to inform future instruction	Candidate demonstrates the ability to make connections between ESL history, research, public policy, and current practice to inform future instruction	Candidate demonstrates a firm grasp on the ways that ESL history, research, public policy, and current practice inform future instruction.
Clearly establish professional goals that will help the candidate create supportive learning environments for ELLS	5b	Candidate provides only one professional goal; goal does not seem to provide ways to create a successful and supportive learning environment	Candidates creates a two or three of professional goals that are based on personal interest and clear self-reflection; goals are tailored to create positive outcomes for ELLs	Candidate creates several professional goals and include a serious of professional development options that will create cycle of continuous of professional development; goals are clearly informed by instructional reflections and analysis and tied directly with student outcomes

| Demonstrate ability to build partnerships with colleagues and students' families, serve as community resource and advocate for ELLs | 5b | Candidate demonstrates limited understanding of the importance of building partnerships to support ELLs. Few ideas or examples are provides for current or future partnerships. APA 6 missing | Candidate demonstrates understanding of the importance of building partnerships to support ELLs and provides examples of ways to engage partners effectively. Provides clearly articulated statement on the importance of advocating for ELLs. Some APA 6 mistakes. | Candidate provides multiple ways to engage partners effectively and clearly demonstrates an understanding of the importance in building and maintaining partnerships. Provides compelling statement on the importance for advocating for ELLs with specific examples. APA 6 used correctly |

Critical Journal Response (CJR) (25%)

Objective: To engage learners thoughtfully and meaningfully with current writings in the field of second language acquisition research and theory, and to apply their emergent analyses and reflections to classroom practices and application. The reading of current research is important for professional growth and development.

The Critical Journal Response engages students in a thoughtful process that will help them become critical consumers of the second language research literature, and will bring current course readings and additional research in the field together with emergent and ongoing classroom practice. CJRs will require that you formulate thoughts and connect those thoughts to current literature and research in the field. Your CJR should be **between 5-7 pages** in length. It should reflect what your readings *mean to you* as an educator, *how you relate to the ideas of the author,* and how and why you *can or cannot apply* these ideas into your current or future practice.

> The response should be comprised of three parts (or levels):
> 1) *Level One: description/article abstract,*
> 2) *Level Two: analysis, application, and interpretation,* and
> 3) *Level Three: reflection* on the content and its meaning to you in your current/future professional role and application to your classroom.

Level One – Description/Abstract: A short paragraph. This paragraph describes the article and captures its salient points. This tells briefly **what** the article is about, captures the central idea of the article, and provides an overview, or abstract, for your reader. Please do not plagiarize the abstract in the article but rather read the article and write the abstract from your own perspective.

Level Two - Analysis, **Application, and Interpretation** of the material is the focus of this section. This section is where you, the analyzer, apply your growing knowledge to comment on the theory(ies), core ideas, or research described and discussed in the article It concerns your interpretation of the material based on the readings we have done in class to date. In this section, utilize *__at least three supporting sources (references)__* from your readings, using APA style, 6th edition. Cite references at the end of your journal critique on a page entitled References. These citations may be taken from your text, other supporting articles read for class, or articles you may have read on your own or for another class.

Level Three - Reflection: This is a section where you will reflect on what the article means to you and how you connect to it. For example: Why did this article appeal to you, or why did you select this particular article? You should include a section that states what this research, or information in the article, means to you as an educator and how you might use it (or portions of it) in your (future) classroom. You might tell what you would do **similarly** or **differently,** and **why,** to help students learn. Or, you may want to talk about what you learned through the article that will help you in the future in your particular environment. This section personalizes the description, analysis, and interpretation to your individual situation.

Critical Response Journal Evaluation Rubric

Criteria:	Exemplary: Strongly Meets Expectations 5	Accomplished: Adequately Meets Expectations 4	Developing: Approaches Expectations 2	Beginner: Little or no evidence 1
Organization	Follows all requirements as explained in syllabus. Critique well organized with a clear description, a section for analysis, interpretation and connection to readings, as well as a personal reflection with classroom connections.	Has all the essential components, but is disorganized. Moves generally from generalities to the specifics	Has some of the essential components but is disorganized; no real movement from generalities to specifics	Thesis statement, introduction, body and close essentially indistinguishable
Interpretation	Asks insightful questions. Refutes bias Examines inconsistencies Connects to class materials various times	Asks insightful questions. Detects bias Recognizes context and refers to at least one course text or presentation	Identifies some questions Notes some bias Recognizes basic content States some inconsistencies.	Fails to question data Ignores bias Misses major content areas
Analysis and Evaluation (10 points)	Examines conclusions Uses reasonable judgment Synthesizes data Views information critically and refers to class materials	Formulates conclusions Recognizes arguments Evaluates data Seeks out information	Identifies some conclusions Sees some arguments Identifies some differences Assumes information valid	Fails to draw conclusions Sees no arguments Overlooks differences Repeats data Omits research
Mechanics/ Writing	Well written; no grammatical errors; insignificant number of punctuation errors; no spelling errors; clear evidence of regular revision and proofing, correct usage of APA 6	Reasonably well written; a few minor spelling, grammatical or punctuation errors; easy and interesting reading; evidence of regular revision and proof reading, a few mistakes using APA 6	Tolerably well written; a fair number of minor spelling, grammatical, and/or punctuation errors; no evidence of regular revision and proofing, little evidence of using APA 6	Poorly written with numerous spelling, grammatical, and / or punctuation errors; a number of major and minor grammatical mistakes. Essentially unreadable. No use of APA 6

Language Acquisition Case Study and Presentation (30%)

Objectives of Language Acquisition Case Study and Presentation (LACS): LACS of a language learner and Presentation is designed to engage candidates in a ***Performance Based Assessment (PBA)*** and task in which they will analyze second language learning patterns in ELLs. As a final course assessment, LACS requires candidates to apply all aspects of EDCI 516 course materials. This project requires candidates to think critically about teaching and learning in the context of the second language classroom. It enables them to connect theory, research and practice with language learners and to engage in the assessment of a language learner, analysis of

language acquisition and suggest an exploratory action plan for increasing language proficiency (speaking, listening, reading and writing). LACS is appropriate for all EDCI 516 candidates, whether currently teaching or not. It requires no prior knowledge of linguistics.

In this assignment you will use your knowledge of theories and research in language acquisition and development to conduct a case study in which you analyze second language acquisition patterns to support ELLs' English language and literacy learning and content-area achievement.

You will:
- select an ELL child (K-12) from your current class or teaching placement (provide a pseudonym to protect this child's anonymity in your report) and obtain permission from the family to complete the case study
- establish a relationship with the child's family and learn about the family (e.g. goals, primary language, culture, and individual characteristics). Your aim is to understand the cultural and linguistic influences on the child
- choose at least two authentic language samples from the child, one written sample and one oral sample. These samples could be collected in the natural classroom setting, however, the oral sample must be recorded to aid transcription later
- analyze the language samples for language acquisition and error patterns connecting the analysis with SLA theory and research
- provide an action plan that could help the child attain higher levels of language competence including recommendations and specific tasks to be completed in school and at home or in the community
- present your findings and recommendations to another individual either a colleague, content teacher, or family member (for Individual project)
- evaluate your experience, plan, and presentation and provide critical reflection and implications for teaching
- write a paper addressing the questions below and submit, along with your complete transcription of the oral sample, the written sample, any other data collected for this assignment and a copy of your presentation (or report) given to the colleague or family member.

Language Acquisition Case Study Instructions and Questions:

Step one: Identify and provide a brief context for child whom you have completed this case study.

1. Why did you choose this child for your case study?
    a. Be sure to provide an accurate description of your language learner based on several observations. Include basic information such as age, country of origin, primary language, language proficiency, educational background, and linguistic, cognitive, and sociocultural variables that influence the child's learning. *(TESOL Standard 2)*
2. How did you establish a relationship with the child's family?
    a. What approaches did you take to better understand the child's family, their community, values, and culture? If your initial approaches were unsuccessful, discuss how you modified your efforts to involve the family. *(TESOL Standard*

5b)

3. What did you learn about the child's family and their language and culture? How did you learn it?
    a. Provide a complete picture of the family and their culture. Be sure to include how the family communicates and what if any assumptions the may have about language acquisition or literacy. *(TESOL Standard 2)*

Step two: Obtain at least one written and one oral language sample from the child and analyze using SLA theory and research.

4. Based on your initial listening of the oral sample, what observations can you make about the learner? Does this sample tell you all you need to know about this language learner? Why, or why not?
    a. Identify phonemic acquisition (words and letters) and the relationship between L1 and L2. What components (phonology, morphology, sytax, semantics, pragmatics, discourse varieties) of L1 might be transferring to L2? What is the relationship between L1 and L2? Is the child translating from L1 to L2 or is there thinking or processing occurring in L1 to L2? What evidence can you provide for your analysis? (TESOL Standard 1a, 1b)
5. Based on a transcription of the oral sample, what additional observations can you make about the learner?
    a. Identify specific error patterns, hesitations, and transfer errors. Identify the level of proficiency of the learner using scoring rubrics referenced in class. Did the child complete any self-corrections? What evidence can you provide for your analysis? (TESOL Standard 1a, 1b)
6. Based on your review of the written sample, what observations can you make about the learner?
    a. Identify the grammatical error patterns. Are these predictable? Does the child apply grammar rules from L1 to L2 writing? What evidence can you provide for your analysis? (TESOL Standard 1a, 1b)

Step Three: Create an action plan that can help increase the child's language competence

7. What variety of activities, tasks, and assignments that develop authentic use of language and integrate listening, speaking, writing, and reading have you included in this unit?
    a. In your response to this question, be sure to explain why you selected specific activities and how they were used to create a multileveled plan for instruction. (TESOL Domain 3b)
8. In what ways was in necessary to adapt materials and activities to support ELLs in this unit?
    a. Identify specific student needs addressed through the adaptation of materials.

Explain how these materials are age appropriate, culturally responsive, and linguistically accessible. How could you enhance the unit by using technology to support student learning. *(TESOL Domain 3c)*

Step Four: Prepare a presentation which illustrates your findings and suggestions. Present findings and recommendations to an individual in the child's life who could support the child further. This could be a colleague teacher, family member, tutor or someone else.

9. Why did you choose this person to present your findings to? How did you present this information?
    a. Be sure address how you approached the person in the child's life. Did you invite participation in the recommendations? Did you seek feedback or otherwise attempt to build a partnership with this individual? *(TESOL Domain 5b)*
10. If you were the individual receiving your recommendations, what would be your next steps and why? Did you share this with your partner?
    a. Identify any next steps, weaknesses in the unit in addressing reading, speaking, listening and writing, and/or additional materials you would adapt to continue learning. *(TESOL Domain 3a, 3b, 3c, 5b)*

Step Five: Provide self-evaluation and critical reflection on the case study

11. Do you feel you presented your recommendations clearly? Do you believe your recommendations will be effective?
    a. Address specific feedback you received from your presentation and expand on their analysis. What might you have missed from your recommendations? Did you fail to take into account any cultural influences on the implementation? *(TESOL Domain 1a, 1b, 2)*
12. Do you feel you served as an appropriate advocate for the student? In what ways could you have improved this process to keep the child's interest in mind?
    a. Identify whether this case study allowed you to serve as an advocate for this child. In what ways could you improve your process to build a stronger partnership with the parents, teachers, or others in the child's life? *(TESOL Domain 5b)*

Category	TESOL Domain	Score		
		1	**2**	**3**
		Approaches Standard	**Meets Standard**	**Exceeds Standard**
Understand and apply cultural values and beliefs in the context of teaching and learning to appropriately address the case study	2a	Candidates are aware that cultural values have an effect on ELL learning but do not use this knowledge to approach the case study	Candidates create a plan for the case study that takes into consideration knowledge of students' culture and how it impacts student learning	Candidates consistently uses cultural knowledge throughout the case study to allow students to share and apply cultural perspectives to meet learning objectives
Demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy	1a	Candidates are aware of the components of language and language as a system but do not use this knowledge to inform the case study	Candidates identify specific components of language and language as an integrative system to identify child's language ability and weaknesses	Candidates identify many components of language and language as an integrative system and develop strategies to help the child monitor their own use of English
Understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning	1b	Candidate is aware of some aspects of language acquisition theory and research but cannot identify many theories to analysis	Candidates identify and reference language acquisition theory and research repeatedly to provide a clear and concise analysis of child's language ability	Candidates use their understanding of language acquisition theory and research to conduct theory based research during the case study that
Know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs.	3a	Candidates are aware of standards based ESL and content instruction but do not plan for these learning needs in case study	Candidates plan standards based ESL and content instruction that use instructional models appropriate to individual student needs	Candidates systematically design standards based ESL and content instruction that is student centered and require students to work collaboratively to meet learning objectives

Provide a variety of activities and materials that integrate listening, speaking, writing, and reading and incorporate tasks that develop authentic uses of language as students learn	3b	Candidates are aware that integrated and authentic learning activities build meaning through practice but offer few opportunities for the child to refine these skills in the action plan	Candidates provide integrated learning and authentic activities using authentic sources. Candidates model activities to demonstrate ways student may integrate skills and provide some opportunity for practice in the action plan.	Candidates design activities, tasks, and assignments that integrate skills and content areas through thematic and inquiry-based units and provide multiple opportunities for students' to practice these skills in the action plan.
Select and provide plans for adaptation of a variety of materials, resources, and technologies that are appropriate for student's language development	3c	Candidates are aware that materials should be appropriate for student's age and language proficiency but do not provide adapted materials in the action plan	Candidates select print and visual materials that are appropriate for students age, learning style, and language proficiency and provide means to adapt these materials if necessary in the action plan	Candidates build on student's culture in selecting, adapting, and sequencing ESL and content-area materials and communicate with family and community to locate and develop culturally appropriate materials
Demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform action plan	5a	Candidate are familiar with different and well established teaching methodologies and theories in their historical context	Candidates use their knowledge of the evolution and research in the field of ESL to provide an effective action plan for child	Candidates use their knowledge of the evolution of the field of ESL to design instruction and make instructional and assessment decisions in their action plan
Demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.	5b	Candidates understand the importance of advocating for ELLs and establishing collaborative relationships with others but make minimal effort to engage partners during presentation and follow up	Candidates advocate for child throughout presentation of findings and provide ways to work collaboratively among teachers, staff, and the child's family	Candidates provide leadership to staff by developing collaborative instructional models that can be replicated among many ELLs and provide many resources to support ELLs and their families to make appropriate decisions for the child.

Clearly and professionally communicate detailed self-reflection and analysis of the language case study process	5a, 5b	Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. Extensive APA formatting errors prevent professional communication	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching.	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context

Field Experience
(10% of the final grade)

Candidates will engage in observations, interactions with students, teacher interviews, lesson planning and collaboration with other school professionals, families and students in the school setting. The field experience can take place at the elementary or secondary level or on both. Part of the field experience hours can be used by candidates to work towards the Language acquisition Case Study (LACS) During their field experience, candidates will keep a professional reflection journal to record reflections, experiences, insights, and lessons learned. Candidates use the information recorded in their reflection journal to write a blog and post it on Blackboard allowing other candidates the opportunity to comment and reflect on each other's field experience. The field experience blog will be posted on a designated area on the course Blackboard.

Field experience objectives: As a result of this course component, candidates will be able to:
1. Engage in teaching related fieldwork and observations of culturally appropriate/responsive teaching practices in classrooms serving CLD and socio-economically diverse student populations and reflect on those experiences in relation to theory, course objectives, and course content.

2. Observe the application of culturally appropriate teaching strategies and methods embodied in the classroom procedures of the cooperating teachers.

3. Observe and gain valuable insight into classroom practices, school culture, the use of curricula and texts, and areas of strength and weakness in meeting students' linguistic, cultural and other needs.

4. All candidates must divide, throughout their program of study, their hours of field experience between PK-6 and 7-12 schools. However, they can choose to complete all 20 hours required for this particular course either in an elementary or secondary school setting as long as they ensure that they have the 50/50 balance required by program guidelines before they apply for graduation.

Field Experience Methods: In order to achieve the EDCI 516 field experience objectives, candidates will engage in a minimum of 20 hours of school-based field experience. They will conduct observations, teacher interviews and will interact with students. During their field experience, Candidates will keep a **professional reflection journal** to record findings and lessons learned. They can use their recordings from their journal for class discussions and reflections when they comment and respond to other students' work and to construct their **field experience blog** which will be posted on a designated area on Blackboard and will be available to all class participants for comments and reflections. The blog should be the culmination of the most important insights, experiences, reflections and lessons learned by the candidate during the field work. They can include tips and ideas of how the candidate will apply this learning to his or her own classroom and how they will capitalize upon this experience to improve practice and their professional development as a teacher of ELLs.

Candidates will document on TaskStream the 20 hours of field experience using the Fieldwork Log and Evaluation Form available on the FAST TRAIN website. Failure to submit fieldwork forms to TaskStream will result in an 'F' in the course. **Both forms must be signed either by the cooperating ESL teacher or the school supervisor.**

*Please remember***:** You need to obtain your principal's permission if you are conducting your fieldwork in your own school. If you are conducting your work at another school, remember that you are a guest and that professional courtesy is always essential.

All forms for Fieldwork will be posted on Blackboard as well as some suggestions for journal notes and suggestions for questions to ask the teacher you observe.