GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
DIVISION OF ELEMENTARY, LITERACY, MULTICULTURAL AND SECONDARY EDUCATION

EDPD 501 6F4/EDUC 500.644
Teaching Content to English Language Learners:
Effective Strategies to Enhance Curriculum Development and Implementation

3 Graduate credits
Fall/Spring 2014-2015

<u>**Mondays 4:30-7:30 PM**</u>
September 29, October 6, 20, 27, November 10, 17, 24 December 8*, 15,
January 5, 12, 26, February 2, 9*, 23
*work session dates

Randolph Elementary School, Library
1306 S. Quincy Street, Arlington, Virginia

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COURSE DESCRIPTION:
Participants will receive training in a research-based model for effective language and content instruction for English Language Learners who are enrolled in ESOL/HILT or mainstream classes. Participants will apply and evaluate these best practices with their students. ***There are no prerequisites or co-requisites for this course.***

LEARNER OBJECTIVES:
This course is designed to enable students to:
 • identify the critical factors affecting second language acquisition;
 • plan and implement lessons based on national, state and local standards for English Language Learners which incorporate features of the SIOP Model;
 • evaluate the extent to which features of the SIOP Model are evident in their own teaching;
 • utilize the SIOP Checklist to observe peer lessons and provide feedback on the extent to which the features were effectively implemented;
 • evaluate the extent to which their participation in this training has affected their students' achievement.

PROFESSIONAL STANDARDS:
National Board for Professional Teaching Standards, Core Propositions
1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring students' learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

REQUIRED/RECOMMENDED/SUPPLEMENTAL TEXTS AND/OR READINGS:

Required Text:
Echevarria, J., Vogt, M.E., & Short, D. (2013). *Making Content Comprehensible for English Learners: The SIOP Model, 4th edition.* Boston, MA: Pearson.

Additional required readings to be assigned by course instructors.

Recommended Texts:
Vogt, M.E., Echevarria, J. & Washam, M. (2015). *99 More Ideas and Activities for Teaching English Learners with the SIOP Model.* Boston, MA: Pearson.

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

Required and recommended texts are available on Amazon, Barnes and Noble, or Alibris online.

Supplemental Readings:
Community Building
Church, E. (2003). *Building Community in the Classroom*. Retrieved August 12, 2013, from
   http://www.scholastic.com/teachers/article/building-community-classroom

Rance-Roney, J. (2008). Creating Intentional Communities to Support English Language Learners in the Classroom. *English Journal, 97*(5), 17-22.

Zeiger, J. (2013). *Developing a Community of Learners.* Retrieved August 12, 2013, from
   http://suite101.com/article/developing-a-community-of-learners-a14692

Second Language Acquisition:
Aukerman, M. (2007). A culpable CALP: Rethinking the conversational/academic language proficiency distinction in early literacy instruction. *The Reading Teacher, 60*(7), 626-635.

Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. *Journal of Adolescent & Adult Literacy, 50*(7), 528-537.

Carrier, K. & Tatum, A. (2006). Creating sentence walls to help English-language learners develop content literacy. *The Reading Teacher, 60*(3), 285-288.

Clark, B. *First- and Second-Language Acquisition in Early Childhood.* Retrieved May 25, 2012, from http://ceep.crc.uiuc.edu/pubs/katzsym/clark-b.pdf

Turkan, S., Bicknell, J., & Croft, A. (2012). *Effective Practices for Developing Literacy Skills of English Language Learners in the English Language Arts Classroom.* Princeton, NJ: ETS. http://www.ets.org/Media/Research/pdf/RR-12-03.pdf

Walqui, A. (2000, September). *Contextual factors in second language acquisition.* Retrieved May 25, 2012, from http://www.cal.org/resources/digest/digest_pdfs/0005-contextual-walqui.pdf

White, N. *Four Fundamental Truths for Teaching English to Language Minority Students*. Retrieved August 12, 2013, from http://www.nassp.org/Content.aspx?topic=Four_Fundamental_Truths_for_Teaching_English_to_Language_Minority_Students_

Introduction to the SIOP and Sheltered Instruction:
Echevarria, J. (1998). *Teaching language minority students in elementary schools* (Research Brief No. 1). Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence. http://www.cal.org/crede/pdfs/ResBrief1.pdf

Echevarria, J., & Goldenberg, C. (1999). *Teaching secondary language minority students* (Research Brief No. 4). Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence. http://www.cal.org/crede/pdfs/ResBrief4.pdf

Echevarria, J., & Short, D. (1999). *The Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development.* Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence. http://www.cal.org/resources/digest/sheltered.html

Hansen-Thomas, E. (2008). Sheltered Instruction: Best Practices for ELLs in the Mainstream. *Kappa Delta Pi Record, 44*(4), 165-169.

Building Background:
Douglas, E. (2006). *Making reading passages comprehensible for English language learners.* Retrieved May 24, 2012, from http://www.learnnc.org/lp/pages/811

McCall, J. (2005). *Frontloading for ELL Learners: Building Concepts and Vocabulary Before Reading.* Retrieved May 24, 2012, from http://www.literacyspecialists.com/content/uploads/lessons/frontloading_for_ell_article.pdf

Shanahan, T., Fisher, D., & Frey, N. (2012). The Challenge of Challenging Text. *Educational Leadership, 69*(6), 58-62.

Comprehensible Input:
Reed, B., & Railsback, J. (2003). *Strategies and Resources for Mainstream Teachers of English

Language Learners. Portland, OR: Northwest Regional Educational Laboratory. http://educationnorthwest.org/webfm_send/459

Virginia Department of Education. (2004). *Mathematics: Strategies for Teaching Limited English Proficient (LEP) Students.* Retrieved May 24, 2012, from http://www.doe.virginia.gov/instruction/esl/standards_resources/resources/strategies_teach_math.pdf

What is Comprehensible Input? Retrieved May 25, 2012, from http://www.teachervision.fen.com/learning-disabilities/bilingual-education/10260.html

Strategies:
Chamot, A. (2009). *The CALLA handbook: Implementing the cognitive academic language learning approach, 2nd Edition.* White Plains, NY: Addison-Wesley Longman.

Crandall, J., Jaramillo, A., Olsen, L. & Peyton, J. (2002, October). *Using cognitive strategies to develop English language and literacy.* Retrieved May 24, 2012, from http://www.cal.org/resources/digest/digest_pdfs/0205crandall.pdf

Dong, Y. (2006). Learning to Think in English. *The Best of Educational Leadership, 64,* 22-26.

Haggart, H. (2012). Instructional Strategies for ELLs in Mainstream Classrooms. *ASCD Express, 7*(17).

Lombardi, J. (2004). Practical *Ways Brain-based Research Applies to ESL Learners.* Retrieved May 24, 2012, from http://iteslj.org/Articles/Lombardi-BrainResearch.html

McKeown, R., & Gentilucci, J. (2007). Think-Aloud Strategy: Metacognitive development and monitoring comprehension in the middle school second-language classroom. *Journal of Adolescent & Adult Literacy, 51*(12), 136-147.

Interaction:
Mohr, K. & Mohr, E. (2007, February). Extending English-Language Learners' Classroom Interactions Using the Response Protocol. *The Reading Teacher, 60*(5), 440-450.

McKay, S. & Schaetzel, K. (2008, July). *Facilitating Adult Learner Interactions to Build Listening and Speaking Skills.* Retrieved May 25, 2012, from http://www.cal.org/caelanetwork/pdfs/LearnerInteractionsFinalWeb.pdf

Practice/Application:
Oxford, R. (2001, September). *Integrated Skills in the ESL/EFL Classroom.* Retrieved May 24, 2012, from http://www.cal.org/resources/digest/digest_pdfs/0105-oxford.pdf

Lesson Delivery:
Padron, Y., Waxman, H., & Rivera, H. (2002). *Educating Hispanic students: Effective instructional practices* (Practitioner Brief No. 5). Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence.

http://www.cal.org/crede/pdfs/PracBrief5.pdf

Stahl, R. (1994). *Using "think-time" and "wait-time" skillfully in the classroom.* Retrieved May 24, 2012, from http://www.eric.ed.gov/PDFS/ED370885.pdf

Review/Assessment

Chapuis, J., & Chapuis, S. (2007/2008, December/January). The Best Value in Formative Assessment. *Educational Leadership, 65*(4), *14-19.*

Gomez, E. (2000). *Assessment portfolios: Including English language learners in large-scale assessments* (Digest EDO-FL-00-10). Washington, DC: ERIC Clearinghouse on Languages and Linguistics. http://www.cal.org/resources/digest/digest_pdfs/0010-gomez-assess.pdf

Lenski, S., Ehlers-Zavala, F., Daniel, M., & Sun-Irminger, X. (2006, September). Assessing English-language learners in mainstream classrooms. *The Reading Teacher. 60*(1), 24-34.

COURSE ASSIGNMENTS:

Assignment Descriptions:

1) **SIOP Component Presentation:** Small groups will take turns teaching a SIOP component to the class. You will have one hour in which to highlight the key points of the chapter for us. Be creative. And remember to include content and language objectives for your presentation. **Due Dates: See *Summary of Course Session Topics, Readings, &Assignments.***

2) **Case Study:** A case study is an in-depth study of something or someone. Your assignment is to choose two ELLs from your classes that you would like to know more about in order to better meet their needs. Carefully review their ESL information in their ESL files. Assess their progress in English language development, making specific reference to Cummins' model and "contextual factors" *(factors that affect students' learning)* as discussed in class and in the readings. Your paper should be a minimum of two pages and a maximum of four pages. **Due: October 27, 2014**

3) **Group Lesson Plan Design and Presentation:** (completed as an in-class assignment) Participants will work in small grade-level groups to collaboratively design a lesson plan in the SIOP format. (Instructors will provide the template.) You will not be expected to teach this lesson. Each group will have 15 minutes to present highlights of the lesson to the class. (Only 1 copy of each plan will be submitted to the instructors. Handouts for the class are optional.) **Due: December 15, 2014**

4) **Final Lesson Plan and Reflection:**
   • Write a lesson plan in the SIOP format incorporating all eight components.
   • Teach the lesson. (If the lesson is a multi-session lesson, then teach one session. In your reflection, you'll need to include what came before and what will come after this session—i.e., tell how this session fits within the complete lesson.) Have a peer

observe you, using the SIOP checklist, for 45 minutes or longer. The observer should include his/her annotated notes on the checklist.

- Write a 2-3 page reflection of the lesson. Include in your reflection: an analysis of the lesson's implementation, comments from the observer, and a self-assessment as evidence of learning in this course. That is to say, what are some things you did in this final lesson which demonstrates your growth as an educator? What affect has the SIOP training in this course had on your thinking and teaching?
- Your partner's annotated SIOP checklist of your lesson must be included in this final packet. **Due: February 23, 2015**

Other Expectations:

- **Attendance and Class Participation:** Both are required at all sessions, as the course relies heavily on peer collaboration and instructor modeling of the course content during each session. The course format emphasizes group work and discussions; *therefore regular attendance, active participation and timely completion of all assignments are expected and required of all participants.*

- **Peer Review/Collaboration:** Participants will be required to work collaboratively with a colleague outside of class to develop lesson plans, observe live or videotaped lessons, and evaluate the lessons' effectiveness.

Grade Percentages:
- Attendance and Class Participation: 20%
- SIOP Component Presentation: 15%
- Case Study: 15%
- Group Lesson Plan & Presentation: 20%
- Final Lesson Plan, SIOP Checklist and Reflection Paper: 30%

GMU GRADING SCALE:

GRADING SCALE: *(See Individual Assignments' Rubrics)*
A- All assignments completed in a timely manner and detailed. Student demonstrates extensive knowledge and reflective thought regarding reading and presentations. Student regularly participates in class.

B+ Most assignments completed in a timely manner and detailed. Student demonstrates very good knowledge and reflective thought regarding reading and presentations. Student usually participates in class.

B   Some assignments completed in a timely manner and detailed. Student demonstrates general knowledge and some reflective thought regarding reading and presentations. Student sometimes participates in class.

C   Some assignments completed. Student demonstrates minimal knowledge and little reflective thought regarding reading and presentations. Student rarely participates in class.

F   Several missing and/or incomplete assignments. Student demonstrates misunderstandings with no reflection shown. Student does not participate in class.

GMU POLICIES AND RESOURCES FOR STUDENTS

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

b. Students must follow the university policy for Responsible Use of Computing [See **http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/**].

c. 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.

d. 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/**].

e. 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/**].

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

g. 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/**].

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

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

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See **http://gse.gmu.edu/**].

~ GMU Course Withdrawal Deadline: Inform GMU <u>through your course instructors</u> of course withdrawal <u>before</u> Monday, October 20. ~

SUMMARY OF COURSE SESSION TOPICS, READINGS, & ASSIGNMENTS

Session # & Date	Session Topic(s)	Readings and Assignments Due at *NEXT* Session *(unless otherwise noted)*
#1 – 9/29	- Introduction to the Course - Building a Learning Community - Review of the Syllabus & Course Expectations - Course Registration & Completion of Forms - Review of GMU Course Withdrawal & Attendance Policies	- Read the articles, "Whose Student is She?" by Dr. Elizabeth Varela found at: http://www.tolerance.org/magazine/number-37-spring-2010/whose-student-she and "A Community of Learners" by Bob Lenz found at: http://www.edutopia.org/envision-schools-learning-community-respect - **Purchase SIOP Textbook.**
#2 - 10/6	<u>Language Development</u> - Introduce Case Study assignment	- Read Echevarria Ch. 1 (Intro to SIOP) & Ch. 2 (Lesson Preparation). - **Begin Case Study** - **Bring a current/upcoming lesson plan for peer review.**
#3 - 10/20	<u>Lesson Preparation</u> *(You should have begun working on your case study.)*	- **Finish Case Study** - Read Echevarria Ch. 3 (Building Background). - Read one of the Supplemental Reading articles regarding Building Background. - **Bring a current/upcoming lesson plan for peer review.**
#4 – 10/27	<u>Building Background</u> - Introduce Group Lesson Plan assignment *(Hand in Case Study to instructors.)*	- Read Echevarria Ch. 4 (Comprehensible Input). - Read one of the Supplemental Reading articles regarding Comprehensible Input. - Think about with whom you want to work for the Group Lesson Plan assignment: 2-4 people per group - **Bring a current/upcoming lesson plan for peer review.**
#5 - 11/10	<u>Comprehensible Input</u> - Form Group Lesson Plan groups.	- Read Echevarria Ch. 5 (Strategies). - Read one of the Supplemental Reading articles regarding Strategies. - Bring materials to work on Group Lesson Plan. - - **Bring a current/upcoming lesson plan for peer review.**
#6 – 11/17	<u>Strategies</u> - Work in Group Lesson Plan teams.	- Work on Group Lesson plan.
#7 - 11/24	<u>Guest Presentor from Population Education</u>	- Work on Group Lesson plan.
#8 – 12/8	*<u>Work Session:</u> Work with teammates to finalize group lesson plans. Groups may meet at Randolph or another place of their own choosing. Instructors will be available to assist and answer questions.*	- Read Echevarria Ch. 6 (Interaction). - Read one of the Supplemental Reading articles regarding Interaction. - **Be prepared to present Group Lesson Plan.**
#9 - 12/15	<u>Interaction</u> - Group Lesson Plan Presentations *(Hand in Group Plan to instructors.)*	- Read Echevarria Ch. 7 (Practice/Application). - Read the Supplemental Reading article regarding Practice/Application. - **Bring a current/upcoming lesson plan for peer review.**
#10 - 1/5	<u>Practice/Application</u> - Introduce Final Lesson Plan assignment.	- Read Echevarria Ch. 8 (Lesson Delivery). - Read one of the Supplemental Reading articles regarding Lesson Delivery. - **Bring a current/upcoming lesson plan for peer review.**
#11 – 1/12	<u>Lesson Delivery</u>	- Read Echevarria Ch. 9 (Review & Assessment). - Read one of the Supplemental Reading articles regarding Review and Assessment. - **Bring a current/upcoming lesson plan for peer review.**
#12 - 1/26	<u>Review and Assessment</u>	- Work on components of **Final Lesson Plan**.
#13 – 2/2	<u>Review of SIOP components</u>	- Work on components of **Final Lesson Plan**.
#14 – 2/9	*<u>Work Session:</u> Instructors will be available to assist and answer questions.*	- Work on components of **Final Lesson Plan.**
#15 - 2/23	<u>Wrap Up/ Final Lesson Plan Presentations</u> *(Hand in Final Lesson Plan to instructors.)*	**All done! Enjoy your new knowledge and skills.** ☺

INDIVIDUAL ASSIGNMENTS' RUBRICS
(Descriptors for Individual Assignments)

	Does not meet standards 1	Approaches meeting standards 2	Meets standards 3	Exceeds standards 4
Attendance & Class Participation 20%	• Missed four or more class sessions. • Few contributions to class discussions. • Little or no evidence of peer collaboration.	• Missed three class sessions. • Contributed occasionally to whole class and small group discussions. • Some evidence from class participation and written work of collaboration.	• Missed two class sessions. • Contributed thoughtfully to whole class and small group discussions. • Clear evidence from class participation and written work of productive collaboration.	• Missed none or only one class session. • Contributed regularly and thoughtfully to whole class and small group discussions. • Clear and consistent evidence from class participation and written work of meaningful and productive collaboration.
SIOP Component Presentation 15%	• No evidence of collaboration. • Presentation not cohesive. • Misunderstanding of concepts presented.	• Little evidence of collaboration. • Presentation somewhat cohesive. • Some misunderstanding of concepts presented.	• Evidence of collaboration. • Presentation cohesive. • Concepts presented accurately.	• Strong evidence of collaboration. • Presentation well presented. • Concepts presented accurately and show clear evidence of knowledge and understanding of material presented in the chapter.
Case Study 15%	• Case study not completed. • Little or no evidence of analysis and reflection on concepts presented in class.	• Case study completed. • Some evidence of analysis and reflection on concepts presented in class.	• Case study completed • Clear evidence of thoughtful analysis and reflection on concepts presented in class.	• Case study completed and turned in on time. • Clear and consistent evidence of thoughtful analysis and reflection on concepts presented in class, with specific and tightly related references to class discussions, readings and own teaching practice.

	Does not meet standards 1	Approaches meeting standards 2	Meets standards 3	Exceeds standards 4
Group Lesson Plan and Presentation 20%	• Lesson turned in late. • Does not follow the SIOP format. • Lesson includes few or no elements of the SIOP. • Presentation to the class is incomplete. • No evidence of collaboration.	• Lesson turned in on time. • Lesson attempts to follow the SIOP format. • Lesson includes some elements of the SIOP. • Presentation to the class is incomplete. • Little evidence of collaboration.	• Lesson turned in on time. • Lesson generally follows the SIOP format. • Lesson includes most elements of the SIOP. • Presentation to the class is complete. • Some evidence of collaboration.	• Lesson turned in on time. • Lesson fully follows the SIOP lesson plan format. • Lesson includes all components of the SIOP. • Presentation to the class is thorough and complete. • Strong evidence of collaboration.
Final Lesson Plan (including SIOP Checklist and Reflection Paper) 30%	• Lesson turned in late. • Does not follow the SIOP format. • Lesson includes few or no elements of the SIOP. • Reflection shows little or no evidence of analysis or understanding of the concepts and practices of the course.	• Lesson turned in on time. • Lesson attempts to follow the SIOP format. • Lesson includes some elements of the SIOP. • Reflection provides minimal analysis of the lesson. • Lesson and reflection show limited evidence of understanding of the concepts and practices of the course. • Presentation to the class is incomplete.	• Lesson turned in on time. • Lesson generally follows the SIOP plan, generally. • Lesson includes most elements of the SIOP, explained fairly well. • Reflection provides analysis of the lesson. • Lesson and reflection together show clear evidence of understanding of the concepts and practices of the course. • Presentation is complete.	• Lesson turned in on time. • Lesson closely follows the SIOP lesson plan format. • Lesson includes all elements of the SIOP, clearly and thoroughly explained. • Reflection provides thorough analysis of the lesson with numerous specific references to the lesson and its implementation. • Lesson and reflection together show clear and consistent evidence of knowledge and understanding of the concepts and practices taught in the course. • Presentation to the class is thorough and complete.

COURSE FINAL GRADE RECORDING SHEET

Name _____

Date _____

Criteria	Does not meet standards 1	Approaches meeting standards 2	Meets standards 3	Exceeds standards 4	Score
Attendance and Class Participation 20%					
SIOP Component Presentation 15%					
Case Study 15%					
Group Lesson Plan and Presentation 20%					
Final Lesson Plan (including SIOP Checklist and Reflection Paper) 30%					
Final Grade					

Comments: