GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Office of Education Services (OES)
EDPD 501: Teaching English Learners (ELs) with Sheltered Content Instruction (SI)
Prince William County: EPLP722
Spring 2015 January 22 – May 7, 2015
Ann Ludwig: Thursday (4:30 am – 7:30 pm) Multipurpose Room

Name: Eileen B. Lockhart, Ed.D.
Cell phone: 703-986-4014
Office hours: By appointment
Email address: lockhaex@pwcs.edu

COURSE DESCRIPTION

EDUC/EPLP 722 course is designed to examine sheltered instruction and focus on preparing teachers to teach content effectively to English learners while developing the students' language ability. The course will emphasize academic literacy, developing academic vocabulary aligned with core content curriculum, reading development and comprehension, ESL methodologies, progress monitoring of students and explicit training on how to co-teach. Examples of instructional tools appropriate for different grade-level divisions and the subjects of science, social studies, math, and language arts will be provided.

COURSE OBJECTIVES

Students completing EDUC/EPLP 722 will be able to:

- Make instructional decisions about how to apply sheltered instruction strategies into classroom lessons.
- Recognize the difference between a content objective and a language objective in order to clarify how ELLs are supported academically and linguistically.
- Identify the importance of a standards-based UBD model so that we can compare and contrast the benefits of a lesson before and after following backwards planning.
- Analyze different models of Co-teaching and discuss their potential effectiveness within our own collaborative settings.
- Explore WIDA ELD standards and Can-Do Descriptors and how they support ELs' language development and academic achievement at the same time.
- Implement ELD standards through the use of MPIs into lessons.
- Analyze linguistic & cultural backgrounds to incorporate students' home language usage in the classroom.
- Understand that there are different language demands (language tasks and functions) and therefore multiple opportunities in different content areas to provide regular opportunities to practice and apply new language and content knowledge in English.
- Know a variety of research-based differentiation strategies, reflecting on which strategies would work best with PWCS EL's profiles (EL types, ELP levels, learning styles) and tell why.
- Select instructional strategies to scaffold texts, assignments, & activities for the range of ELs' proficiency levels.
- Understand that collaboration is necessary between content teachers, special educators, and ESOL teachers.
- Analyze information about the service provisions for dually identified students.

- Define and discuss how 'cooperative learning' aligns to the theory of Vygotsky's social interaction and SIOP's component of verbal interaction in order to gain a sense of why cooperative learning is necessary for second language acquisition.
- Extend our understanding of the need to focus on all tiers of vocabulary for Els and know how to apply our knowledge to authentic text.
- Explore culturally responsive reading strategies and discuss their potential effectiveness with ELs.
- Determine and apply the types of writing (i.e. text types) required for core content areas.
- Use the WIDA writing rubrics to formatively evaluate authentic samples of ELs' writing that are representative of grade-level clusters and text types to determine students' levels of proficiency.
- Categorize supplementary materials in order to support content and language objectives and the four language domains: reading, writing, listening and speaking.

This course is designed for both general educators who want to improve their teaching skills for working with EL students and for ESOL teachers desiring to refresh their knowledge and skills to better meet the needs of the growing EL population in Prince William County Public Schools.

This is a graduate-level course. Please plan on 2-3 hours per week for reading and 2-3 hours per week for written assignments.

Required Textbooks:
- Echevarria, J. & Graves, A. (2014). *Sheltered content instruction: Teaching English language learners with diverse abilities with video-enhanced Pearson text access card package,* fifth edition. Pearson Education, Inc. ISBN-13: 978-0133831610 ISBN-10: 0133831612

Optional Textbooks:
- Rojas, V.P. (2013). *ELs' Instructional 'Look Fors' protocol: Culturally responsive classroom indictors*. PWCS
- Rojas, V.P. (2007). *Strategies for success*. Alexandria: ASCD ISBN 978-1-4166-0383-2
- WIDA 2012 Amplification of the English Language Development Standards: Kindergarten – Grade 12 (2012).

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See http://gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

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

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

Professional standards:
National Board for Professional Teaching Standards, Core Proposition 2

TESOL standards 1.b., 2.a., 3.a., b., c., 4.a., 5.a
For a complete description of the TESOL/NCATE Standards, please go to the following website:
http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx#TESOL and look under Specialty Program Standards, then TESOL Standards.

WIDA English Language Development Standards
For a complete description of the WIDA English Language Development Standards, please go to the following website:
http://www.wida.us and look under Standards and Instruction, then English Language Development (ELD) Standards

COURSE REQUIREMENTS AND GRADING

Assignments turned in after the due date will not receive full credit unless acceptable prior arrangements have been made with the instructor. Late assignments will be assessed a 10% penalty for each week they are late.

Attendance and participation are expected. Missing more than three classes will result in a one-letter-grade penalty for the final grade.

All written assignments will adhere to APA documentation format. In-text citations include the author's last name and the year of publication, plus the page number for any direct quotations. The References page lists all in-text citations alphabetically by author's last name.

Assignments overview:

Attendance & Participation	10 points
Reading Reflective Journal	20 points
Lesson Plans Portfolio	30 points
Final Project/Research Paper	40 points

Points earned on each project will be added for the total point score.

The grading policy for graduate courses at GMU allows the following grades:

A	93-100 points
A-	90-92 "
B+	87-89 "
B	80-86 "
C	70-79 "
F	69 points or below

Assignment details:

Reading Reflective Journal (20 points, due April 30): You will keep a regular reading reflective journal chronicling your personal progress of learning throughout the course sessions. Each log cover the topics covered in *Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities* by Echevarria and Graves. Your reflections should include your views, preferences, and biases about each weekly topic.You will be evaluated weekly on your journal entries. Please refer to the topics in your syllabus that corresponds by date Each log should include at least one reference to corroborate/support your thoughts. The reading reflective journal should be of good academic quality and integrity and adhere to APA standards.

Criteria / score	Beginning	Developing (Limited evidence)	Competent (Clear evidence)	Accomplished (Clear, convincing, substantial evidence)
	0-1 point	2 points	3 points	4-5 points
Fully answers the questions with discussion and relevant examples.				
Evaluates, reflects and connects the topic(s) to personal observations and perspectives with sufficient detail.				
Writes clearly with few stylistic errors.				
Presents accurate, relevant and concise information.				

Lesson Plans Portfolio (30 points; due March 19): Students will create a portfolio of lesson plans designed to address the needs of their students as well as the curriculum objectives for the subject area they are teaching. The portfolio will include four (4) complete lesson plans that demonstrate an understanding of teaching English learners with Sheltered Instruction. Each lesson plan should follow the template provided (UbD) and include an introductory rationale (maximum of 1 page single-spaced) that references the course readings to the development of the lesson plan.

Criteria / score	Beginning	Developing (Limited evidence)	Competent (Clear evidence)	Accomplished (Clear, convincing, substantial evidence)
	0-1 point	2 points	3 points	4-5 points
Clearly identifies targeted student population, making reference to their instructional needs				
Identifies language and content objectives that are linked to lesson activities				
Supports rationale for lesson plan with citations from readings				
Incorporates scaffolded, high-quality, teacher-made materials into the lesson plan				
Writes clearly with few stylistic errors				
Presents accurate, relevant and concise information.				

Final Project/Research Paper (40 points; due May 7)

This is a written paper of about 10-15 pages (double-spaced) on an approved topic (research and practical applications) from course content. The documenting and referencing sources must follow APA style. You may select one of the topics we cover in this course that is of your interest. The goal is to conduct in-depth research on a topic in *Teaching English Learners (ELs) with Sheltered Content Instruction* that you find intriguing and to develop research skills through literature review and case studies.

<div align="center">Research Paper Rubric</div>

Criteria/score	Emergent 0-1 point	Developing 2 points	Proficient 3 points	Accomplished 4-5 points
Depth of Analysis	Paper does not address the assignment.	Paper does not address some aspects of the assignment.	Paper fully meets the parameters of the assignment but does not exceed them.	Paper goes beyond the assignment to explore the implications of arguments or evidence in new contexts or in particularly thoughtful, insightful, and/or original ways.
Grasp of Readings	Paper misrepresents the authors' arguments, evidence, and/or conclusions.	Paper represents the authors' arguments, evidence and conclusions accurately though not sufficiently clearly.	Paper represents the author's arguments, evidence and conclusions accurately	Paper represents the authors' arguments, evidence and conclusions accurately, fairly and eloquently.
Thesis Paragraph	Thesis paragraph does not have a discernable central argument	Thesis paragraph identifies a central argument that is demonstrable, though not stated sufficiently clearly.	Thesis paragraph clearly identifies a demonstrable central argument.	Thesis paragraph clearly and eloquently identifies a demonstrable and nuanced central argument.
Evidence	Evidence used does not clearly support the main argument.	Connection between argument and evidence is not clearly articulated in all cases.	Evidence used to support the central point is well chosen, though not particularly rich or detailed.	Evidence used to support the central point is rich, detailed and well chosen.
Reflection	Provides a written reflection	Discusses the research process and connects the topic to personal observations and perspectives with sufficient detail.	Includes analysis of issues in field experience setting with sufficient detail.	Provides synthesis of research with personal observations and perspectives.
Conclusion	Provides a conclusion	Provides a conclusion that logically follows the argument	Articulates a conclusion that communicates and synthesizes the research.	Thoughtfully interprets the research and its significance to the content area.
Organization	Organization of the paper as a whole is not logical or discernable.	Organization of the paper as a whole can only be discerned with effort.	Organization of paper as a whole is logical and apparent, but transitions between paragraphs are not consistently smooth.	Organization of paper as a whole is logical and quickly apparent.
Mechanics	Paper contains many spelling, grammatical, and/or word usage errors; does not follow standard conventions for citation of sources	Paper contains spelling, grammatical, and/or word usage errors; approaches standard conventions for citation of sources	Paper is organized and neat with few spelling, grammatical, and/or word usage errors; consistent use of standard conventions for citation of sources.	Paper is neat, organized, and professional in presentation; all grammatical and citation conventions followed.

Course Schedule

	Class Discussions	**Readings**
01/22	4:30 – 7:30 PM Sheltered Instruction & Techniques 01/29 4:30 – 7:30 PM Standards-Based Planning	Read Chapter 3: Sheltered Instruction in the Content Areas. Indicate which of the features of the SIOP Model of sheltered instruction in Figure 3.2 on pp.52-53 are not part of your teaching repertoire and which ones you use frequently. Video "Content and Language Objectives": Consider both the language development your students need as well as the content information as you watch this video about content and language objectives. Why are both important?
02/05	4:30 – 7:30 PM Co-teaching 02/12 4:30 – 7:30 PM WIDA	Read Chapter 1: Teaching English Language Learners with Diverse Abilities. Choose one of the scenarios (1, 2, 3 or 4) on p. 30, and discuss the questions in your reflective log. Video "Adding Fractions": Watch the video of an individualized math assessment that also allows for the assessment of language including academic language in math. What does the teacher learn by asking this student questions about fractions?
02/19	4:30 – 7:30 PM Practice & Apply New Language and Content Knowledge Home Language 02/26 4:30 – 7:30 PM EL SWD	Read Chapter 2: Theoretical and Historical Foundations. Select three instructional approaches with which you are familiar (for instance, cooperative learning, the language experience approach, direct instruction, or thematic teaching). Identify the theories that influence each approach. Video "Teaching the Whole Child": As we discuss language proficiency throughout this class, it is important to remember that language represents only one aspect of an individual. In this video, Jim Cummins discusses the importance of teaching the whole child, rather than isolating language as the only aspect that needs support. Why is this important for teachers to understand and practice?
03/05	4:30 – 7:30 PM Differentiate Instruction 03/12 4:30 – 7:30 PM Scaffolding	Read Chapter 7: Differentiated Instruction Choose a previously developed lesson plan and outline five possible text or assignment modifications to accommodate students who are English learners. Video "Venn Diagrams": Watch this video and think about how you can teach your students to use Venn Diagrams.

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	Class Discussions	Readings
03/19	4:30 – 7:30 PM Grouping and Cooperative Learning **Reading Reflective Journal Due**	Read Chapter 4: Understanding, Adjusting, and Teaching the Language of the Classroom. Complete one of the activities (1, 2, 3 or 4) on p. 86, and discuss the questions in your reflective log.
03/26 **SPRING BREAK**	4:30 – 7:30 PM Academic Vocabulary	Video "Linguistics": In reality, all teachers are language teachers because of the specific language demands of each content area. Think about the language used in the lessons you teach as you watch a video describing linguistics and its importance for all teachers. How can understanding of linguistics help teachers?
04/09 04/16	4:30 – 7:30 PM Reading Fundamentals 4:30 – 7:30 PM Reading Comprehension **Lesson Plans Portfolio Due**	Read Chapter 5: Promoting Affective and Cultural Connections Ponder the following statement made by a teacher: "I tried to learn Spanish in college, but it's just too difficult. I don't know how anyone learns to speak a second language." Discuss the ramifications for students and teachers if this type of statement is acceptable. Discuss the ramifications for students and teachers if this type of statement is unacceptable. Video "Learning Cultural Knowledge": Watch this video and think about how you might learn about the cultures of your students." Why is this important?
04/23 04/30	8:30- 11:30 AM Reading Strategies & Methods K-12 4:30 – 7:30 PM Writing Types Writing Steps & Progressive Rubrics	Read Chapter 6: Learning Strategies If you are teaching a learning strategy to students with intermediate fluency in English, what specific guidelines are critical for you to consider when you are planning your mini lesson? Video "Science Methods": Watch this video of science teachers setting up the learning environment to promote vocabulary knowledge, discussions among the students, and a hands-one experiment; later the students will write about their experiences. What strengths do you see for English learners in this type of approach to teaching compared to traditional didactic teaching?
05/07	4:30 – 7:30 PM Supplementary Materials (Technology) **Final Research Paper Due**	Read Chapter 8: Becoming a Reflective Practitioner Discuss how you plan to engage in reflection, goal setting, and collaboration with others who can lend support, contribute fresh ideas, and assist in analyzing ways to improve English learners' academic success.