

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

EDCI 510:001 CRN: 72574
Linguistics PreK-12 ESOL Teachers

3 Credits-Fall 2016

Weds. 7:20pm-10:00pm, Thompson Hall L014

Faculty: Dr. Shelley D. Wong

Office Hours: Tues & Weds. 5:30 – 6:45pm, after class, & by appointment

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Prerequisites/Co-requisites

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

University Catalog Description

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

Course Overview

Expanded Course Description: This course is required for students pursuing an initial teacher licensure in English as a Second Language (ESL/ESOL) education. This graduate course provides an introduction to language as a system, with a particular focus on teaching English as a second language to students in public schools, Grades Pre K-12. Among the topics addressed are: English phonology, morphology, lexicon, syntax, pragmatics and semantics. Using a discourse approach, we will connect the four language skills (listening, speaking, reading and writing) in teaching content-specific language (math, science, and social studies).

In addition, ESOL teacher candidates will be introduced to major grammatical structures

that pose difficulty for English language learners, including verb formation and verb tenses, modals and auxiliary verbs, phrasal verbs, articles, reference and possession, mass and count nouns, prepositions, conditionals, and relative clause formation.

Candidates will employ frameworks, strategies and activities to raise intercultural and critical language awareness and incorporate additive approaches to the teaching of English to build upon home heritage languages of students in multilingual, multicultural schools and communities.

Course Delivery Method

This course will be delivered through lecture-whole class face to face and electronic discussion, student presentations and collaborative learning.

Learner Outcomes or Objectives:

This course is designed to enable students to:

- 1) Describe language and its components (phonology, morphology, lexicon, syntax, pragmatics and semantics) and examine implications for teaching PreK-12 ESOL students;
- 2) Use knowledge of linguistics to connect and integrate the teaching of the four language skills (listening, speaking, reading, and writing);
- 3) Identify errors that are developmental, meaningful, and systematic and plan appropriate instructional activities;
- 4) Compare and contrast languages to analyze linguistic difficulties for ELLs in comprehending written text used in math, science or social studies and to design lesson plans and make instructional recommendations which address student needs and incorporate the heritage languages of students;
- 5) Use knowledge of rhetorical and discourse structures and readability formulas to analyze text structures and make specific recommendations for activities and strategies to address specific difficulties that students may encounter in a content-area text;
- 6) Identify linguistic and culturally-based background knowledge needed to comprehend a content-area reading text; and utilize funds of knowledge from students' heritage languages and cultures to support student academic achievement, especially students who have had interrupted schooling;
- 7) Analyze a content-area reading passage to identify elements of linguistic and cultural bias, (i.e. gender, racial or ethnic stereotyping) and identify socially just instructional resources to support critical literacy and design lessons which incorporate more inclusive classroom practices to support learners from diverse backgrounds;

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

Professional Standards

TESOL/NCATE Standards Addressed:

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

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

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

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

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

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

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction - Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking,

reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

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

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

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

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

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

INTASC	ITSE	Core Values
Standard #1 Learner Development	Standard #1 Facilitate & Inspire Student Learning and Creativity	Value # 1 Collaboration
Standard #2 Learning Differences	Standard #2 Design & Develop Digital-Age Learning Experiences & Assessments	Value #4 Research Based Practice
Standard #4 Content Knowledge	Standard #3 Model Digital-Age Work and Learning	Value #5 Social Justice
Standard #5 Application of Content	Standard #4 Promote & Model Digital Citizenship & Responsibility	
Standard #6 Assessment	Standard #5 Engage in Professional Growth & Leadership	

Standard #9 Professional Learning and Ethical Practice		
http://www.ccsso.org/intasc	http://www.iste.org/standards	http://cehd.gmu.edu/values/

Required Texts:

Celce-Murcia, M. & Larsen-Freeman, D. (2015). *The grammar book: An ESL/EFL teacher's course*. 3rd Ed. Independence, KY: Heinle ELT Cengage Learning.

Recommended Texts:

Bear, D.R. et. al. (2011) *Words their way with English learners: Word study for phonics, vocabulary, and spelling*. Upper Saddle River, NJ: Pearson.

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

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

<https://drive.google.com/file/d/0Bwf7iWNVHRjodXpWVzFKRm1lbTg/view>

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

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

Course Performance Evaluation

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

TK20 Performance-Based Assessment (PBA) Submission Requirement

There are 3 PBAs for EDCI 510: 1) Field Experience Log (S/U) no points; 2) Lesson Plan & 3) Textbook Assignment. Every student registered for any CEHD course with a required performance-based assessment (PBA) is required to submit the assessment to TK20 through Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessments by the course instructor will also be completed in TK20 through Blackboard. Failure to submit the assessment through Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TK20 submission, the IN will convert to an F nine weeks into the following semester. In addition, the Lesson Plan and the Textbook Assignment are to be submitted to the instructor in a paper copy.

Assignments and Examinations

<i>Assignment Description</i>	<i>Grade Points</i>	<i>Standards Addressed</i>
1) Field Experience (PBA)	S/U	Requirement for licensure/endorsement
2) Textbook analysis (PBA)	30 pts	1.a. Language 2 Culture; 3 Planning, implementing ESL and Content Based Instruction 3a, 3b,3 c; 5b Prof. Dev. Partnerships & Advocacy
3) Lesson Plan (PBA)	20 pts	1.a. Language 2 Culture; 3 Planning, implementing ESL and Content Based Instruction 3a, 3b,3 c; 5b
4) Exam/quizzes	20 pts	1.a. Language as a System; 2 Culture and 5b partnership
5) Teaching Demonstrations	20 pts	1.a. Language 2 Culture 3 ESL & Content based 3a,b, c ; 5b Advocacy
6) Class Participation & Homework	10 pts	1.a. Language 2 Culture; 3 Planning, implementing ESL and Content Based Instruction 3a, 3b,3 c; 5 a, ESL research & history; 5b Prof. Dev. Partnerships & Advocacy
Total:	100 pts	

1) Field Experience Requirement (PBA):

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of 20 hours in field experience for this course. Documentation of your field experience using the Fieldwork Evaluation & Log is required which includes a signature from your field experience teacher(s) or supervisor(s). An example of the Fieldwork Evaluation & Log is located on Blackboard.

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of English Language Learner students required for the Textbook Analysis assignment. Please consult your instructor if you have questions about the viability of

your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf> . You will check the box indicating that: “*I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.*” The deadline to submit your field experience placement is September 15 (Fall) or February 15 (Spring). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of the *international* cohort program (FAST TRAIN), please indicate “international cohort” on your request form. All other cohorts will indicate their licensure/endorsement area as the program.

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours.

You must request a fieldwork site using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf> . You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is September 15 (Fall) or February 15 (Spring). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of the *international* cohort program (FAST TRAIN), please check “international cohort” as your program on your request form. All other cohorts will indicate their licensure/endorsement area as the program.

2) Textbook analysis (PBA)

Text Analysis Project:

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

This assessment task requires that graduate students:

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

on line. The deadline for registration is September 15th. The link is:
<https://cehd.gmu.edu/endorse/ferf>

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

<http://school.discovery.com/schrockguide/fry/fry.html> (Fry Readability Formula)

<http://www.readabilityformulas.com/fry-graph-readability-formula.php> (Fry and others)

<http://www.readabilityformulas.com/free-readability-formula-assessment.php>

3. Demonstrate knowledge of language as a system by analyzing the reading passage with respect to multiple components of the language system that may cause difficulty for English Language Learners including: *phonology* (the sound system), *morphology* (the structure of words), *syntax* (phrase and sentence structure), *semantics* (word/sentence meaning), and *pragmatics* (the effect of context on language) to help ELLs develop oral, reading, and writing skills (including mechanics) in English.
4. Identify background knowledge that is necessary to comprehend the text and cross-cultural issues that may make the textbook challenging to English Language Learners and develop instructional activities that activate prior knowledge and support students' home language and culture.
5. Examine textbook bias, stereotyping and discrimination with respect to gender, race and ethnicity and make suggestions so that instruction can be more culturally inclusive of learners from diverse linguistic, cultural and educational backgrounds.
6. Recommend *specific instructional activities* to help students meet the linguistic demands in the categories of *phonology, morphology, syntax and rhetorical or discourse structures* to help students increase their comprehension of the text. *Propose teaching strategies and activities* for ESL students that will help address the *patterns of linguistic difficulty, text structure, and cultural bias* identified in the categories listed above. **REMEMBER: Propose teaching activities for dealing with the textbook in the classroom, not for rewriting the textbook itself.**
7. Make references to *textbooks and other readings used in this graduate course (EDCI 510) in order* to support the analysis and synthesize the points raised with respect to common grammatical trouble spots for English Language Learners.

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

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

Lesson Plan:

This is a Performance-based Assessment and is required for this course. It is to be submitted to Blackboard as noted in the TK20 explanation above. The Lesson Plan and Textbook Analysis Projects are companion projects. The Lesson Plan Project will describe how the textbook analyzed will be utilized in a teaching delivery. The Textbook Analysis will point out strengths and weaknesses of the text, and the Lesson Plan Project will demonstrate the strategies needed to support student learning with relation to the strengths and weaknesses of the textbook. The lesson plan itself will be shared with class members at the last class. The format for the lesson plan is included in the syllabus.

Lesson Planning Assessment

Assessment Objective

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

Research base/Rationale

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

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

You might also want to ask:

- What do students know already?
- Where have students come from and what are they going on to next?

- How can I build in sufficient flexibility cope with emergent needs?

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

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

Assessment Task

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

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

How to Submit this Assessment

Submit your lesson plan to Blackboard, TK20.

Grading Policies

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

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

COURSE EXPECTATIONS

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

Class Participation: There are three types of participation: 1) classroom engagement in whole class and small group discussion; 2) online *Blackboard* participation on activities and discussions –as assigned; and 3) in-depth, personal reflections that may be included in papers or on on-line or class discussions. Candidates are expected to complete all required readings prior to class, attend 100% of the face to face class sessions, arrive on time, and be prepared to actively engage in thoughtful and respectful dialogue with their peers, professor, or guest lecturers. If for reasons beyond your control you are unable to attend or be late for a class, you should notify the instructor at the earliest opportunity and contact a classmate to record the class and take notes for you.. *Three late arrivals will be counted as an unexcused absence.* If you anticipate difficulties in consistently arriving on time (e.g., due to job or family commitments, etc.) please discuss your situation with the professor early in the course. Absences are considered excused at the instructor’s discretion, for reasons such as illness, accident, professional conferences, or family crisis. Students with excused absences may arrange an alternative assignment in lieu of class participation (e.g. a 30 min. presentation on the week’s readings may be decided).

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

Netiquette:

As we will be working together from time to time in an online environment, netiquette will be significantly important in terms of creating a community of thinkers and learners. Netiquette is a way of defining professionalism through network communication; it is a way to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

For our class, here are the netiquette guidelines for working and communicating online:

- Do not use offensive language.
- Never make fun of someone’s ability to understand, speak, read or write.
- Keep an “open-mind” and be willing to express even your minority opinion.
- Think before you push the “Send” button.
- Do not hesitate to ask for feedback.

- When in doubt, always check with your instructor for clarification
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.

HONOR CODE & INTEGRITY OF WORK

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<http://oai.gmu.edu/honor-code/>). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

NOTE: We will take a cross-cultural and a developmental view of plagiarism with respect to teaching ESOL students in PreK-12 contexts. See: Pennycook, A (1996) Borrowing others’ words: text, ownership, memory and plagiarism. TESOL Quarterly, 30 (2), 201-230.

LATE WORK POLICY

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

OTHER POLICIES:

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 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 Registrar'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.

GMU E-mail & Web Policy: Mason uses electronic mail (www.gmu.edu/email) 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).

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 withdraws will be permitted.

Attendance Policy: Students are expected to attend *all* class periods of courses for which they register. In class participation is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog). Please email or call me at my office before class and ask a classmate to take notes for you if you know that you will be late to or absent from class. Students absent 3 or more times may have their final grade reduced by one letter grade.

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/the-mason-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/>).
- h. The Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community (<http://studentsupport.gmu.edu/>) and the staff will follow up with the student

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 <http://gse.gmu.edu/>

PROPOSED CLASS SCHEDULE:

Week/ Date	Topics & Assigned Readings
<p>1 8/31</p>	<p>Introduction to the role of grammar in ELT Overview of course objectives, texts, & requirements.</p> <p>Pretest</p> <p>Readings: The Grammar Book (GB) Chapter 1 (Please read <i>before</i> you come to class and be prepared to discuss.)</p> <p>Self-introductions: Post to Blackboard & Print 3 copies to share. Bring index cards, marking pens, glue or paste, scissors.</p> <p>TESOL International Convention, Baltimore, MD. http://www.tesol.org/attend-and-learn/international-convention</p> <p>Find a partner for textbook analysis project</p>
<p>2 9/7</p>	<p>What is linguistics? What is grammar? Grammatical terms to know.</p> <p>GB Chapter 2 Grammatical Metalanguage:</p> <p>Pennycook, A. (1996). Borrowing Others' Words: Text, Ownership, Memory, and Plagiarism TESOL Quarterly, 30(2), pp. 201-230. Please read on blackboard. (Available electronically: http://library.gmu.edu/ click on E-Journals.)</p> <ol style="list-style-type: none"> 1. Go to GMU main page: www.gmu.edu. 2. Go to library link. 3. Type in name of journal under journal title, i.e., Borrowing Others' Words. 4. Look for your journal. 5. Enter your G #. 6. Search journal (by issue or author name). to e-journal finder. <p>Prepare to discuss ethical, cross-cultural and pedagogical dimensions of plagiarism.</p> <p>Bring index cards of grammatical terms and school supplies.</p>

<p>3 9/14</p>	<p>GB Chapter 4: The Copula and Subject Verb Agreement Read and do homework</p> <p>Teaching Demonstration: MASS Count Nouns Sign up for Teaching Presentations.</p>
<p>4 9/21</p>	<p>Chapter 2 Words and word classes (Blackboard)</p> <p>Biber, D., Conrad, S. & Leech, G. (2013). Longman Student Grammar of Spoken and Written English, pp.12-36.</p> <p>TEXTBOOK ASSIGNMENT Nima and Beth Text book analysis presentation GB Chapter 3 Lexicogrammar (Optional) Errors, Mistakes & Correction</p>
<p>5 9/28</p>	<p>GB Chapter 7 Tense and Aspect Read and do homework</p> <p>1. Student Presenter: Word study Extra Credit: _____</p>
<p>6 10/05</p>	<p>GB Chapter 8 Modal Auxiliaries Read and do homework</p> <p>2. Student Presenter: _____</p> <p>Midterm Review</p>
<p>7 10/12</p>	<p>Readings: GB Chapter 10 Negation</p> <p>3. Student Presenter: _____</p> <p>Midterm</p>
<p>8 10/19</p>	<p>GB Chapter 15 Articles</p> <p>4. Student Presenter; _____</p> <p>Discourse Analysis</p> <p>Textbook Analysis Assignment Midterm test results</p>

<p>9 10/26</p>	<p>GB Chapter 16 Reference & Possession</p> <p>Read and do homework 5. Student Presenter: _____</p> <p>Readings: Wong-Fillmore, L. (1993) Learning a language from learners. (available on Blackboard)</p>
<p>10 11/02</p>	<p>Readings: GB Chapter 20 Adjectives Read and do homework</p> <p>6. Student Presenter: _____</p> <p>GB Chapter 27 Conditional Sentences (Optional) 7. Student Presenter: _____</p>
<p>11 11/09</p>	<p>Readings: GB Chapter 25 Adverbials</p> <p>8. Student Presenter: _____</p> <p>Critical Discourse Analysis: The Dot and the Line</p> <p>Readings: GB Chapter 21 Prepositions (Required) read and do homework</p> <p>9. Student Presenter: _____</p>
<p>12 11/16</p>	<p>Readings: GB Chapter 22 Phrasal Verbs 10. Student Presenter: _____</p> <p>Readings: GB Chapter 28 Introduction to Relative Clauses 11. Student Presenter: _____</p>

<p>13 11/23</p> 	<p>Thanksgiving Meet in the Field to Work on Textbook Analysis (View On Line Lecture)</p>
<p>14 11/30</p>	<p>Final project (TEXT ANALYSIS PROJECT) Due</p> <p>Course evaluations. Materials Release Forms.</p> <p>Final Exam Review</p>
<p>15 12/7</p>	<p>Recognition of Classmates & Final Exam.</p>

This syllabus revised by Dr. Shelley Wong 6/23/16 for **Teaching Culturally & Linguistically Diverse and Exceptional Learners is adapted from the syllabus approved by GSE Dec. 2014.*

DETAILED ASSIGNMENT INFORMATION

Participation:

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

Lively, Respectful Dialogue

- 1) Be willing to share your ideas and experiences with others, even though you may feel your ideas are "different."
- 2) Don't EVER think that what you have to say is stupid, dumb or silly. Many others probably share your question.
- 3) If you are a reserved person who finds conversing in a group difficult, force yourself to join the dialogue.
- 4) If you are an outgoing person, who finds conversing in a group relatively easy, hold back a little and give others a chance to speak
- 5) Don't assume that because people are quiet they have nothing to say and that you have to "fill the gap" by speaking. The best way to fill an uncomfortable gap is to ask others what they think.

****Adapted from Anthropology 567
University of Washington Dr. Rachel Chapman's syllabus

Teaching Demonstration:

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

Each presentation should answer the following questions:

1. What is the syllabus topic or linguistic/grammar point(s) you are demonstrating? (Your audience is fellow teachers supporting ELL students. We are addressing the question: What are the most important areas that ESOL teachers need to know about linguistics?)

2. Why is it difficult for ESL/EFL learners? Describe level of challenge, learning difficulty. Address the appropriateness of your selected topic for the students you are working with (specify elementary, middle, high school). (Provide examples from student writing or contrastive analysis.) What are the *implications* for teaching PreK-12 English language learners?
3. How can we *contextualize* the teaching of the particular linguistic topic using grade-level textbooks and/or literature? Demonstrate either (a) a simulation of one or more teaching activities for your topic, using us as your class or (b) a description of one or more teaching activities that address the learning difficulty. Use LCD projector, transparencies or charts and hands-on materials. Show us some meaningful activities or exercises (using realia, multi-media, children or adolescent fiction and non-fiction literature, student or teacher produced materials).
4. What are the best resources? Look at the way that various grammar reference books, textbooks and electronic resources handle the topic. Include an annotated bibliography and critique of at least 3 references (teacher reference, online resources, and grammar books for students) that address your topic in your handout you provide to the class.

Categories selected for assessment include knowledge of:

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

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

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

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

Guidelines

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

documentation.

PROFESSIONAL DISPOSITIONS

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

Advanced Professional Dispositions Division of Advanced Professional Teacher Development and International Education

Preamble:

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

Specific areas of commitment that embody these dispositions include:

I. Commitment to the Profession and Continuous Improvement through

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

II. Commitment to Democratic Values and Social Justice through

- Understanding systemic inequities that prevent full participation
- Practices that promote equity and access
- Respect for the perspectives and dignity of others
- Appreciation and integration of multiple perspectives
- Advocacy and action toward social change

III. Commitment to Honoring Professional Ethical Standards through

- Fairness and equity for all
- Honesty and integrity
- Respect for confidentiality
- Responsibility and trust
- Respect for the diverse talents, abilities, perspectives, languages, and cultures of colleagues, fellow candidates, K-12 students, families and communities

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

- Discipline specific, inter-disciplinary and trans-disciplinary approaches
- Belief that all individuals have the potential for growth and learning
- Persistence in helping all individuals succeed

High standards for all
Safe and supportive learning environments
Thoughtful planning and instruction
Contextually responsive, critical, and culturally relevant pedagogy
Formative and summative assessment practices
Technology-supported teaching and learning
Research-based practices

V. Commitment to International Mindedness and Global Citizenry through

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

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

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

Signature

Date

Analytic Scoring Rubric for Teaching Demonstration

Team Member NAMES:

Date:

Score:

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

Analytic Scoring Rubric for Text Analysis

Team Member Names:

Date:

Score:

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

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

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

Lesson Plan Rubric

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
LESSON PLANNING				

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

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

PLANNED INSTRUCTIONAL STRATEGIES

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

Lesson Plan Format

Name:		Date:	
School:		Subject/Grade level:	
Lesson Title:			
LESSON PLANNING			<i>Optional Teaching Points/ Cues/Time</i>
Performance-based Objective(s):			
Local/State/National Standards:			
Materials:			
Technology:			
Accommodations:			
Extensions			

Mentor/Supervisor Signature: _____ Date: _____

Field Experience Evaluation Form

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

