GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION

Teaching Culturally, Linguistically Diverse & Exceptional Learners Program

EDCI 510: 6F9
Linguistics for PreK-12 ESOL Teachers
3 Credits
<mark>**Fall 2016**</mark>
September 9th-October 22nd
Select Fridays (5 P.M.-8 P.M.) & Saturdays (9 A.M.-4 P.M.)
Edward L. Kelly Leadership Center—Room 1101 A/B
14715 Bristow Rd
Manassas, Virginia 20112

PROFESSOR:
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COURSE DESCRIPTION:
  A. **Prerequisites/Corequisites**
      EDRD 515: Language and Literacy in Global Contexts and EDUC 537: Introduction to Culturally and Linguistically Diverse Learners
  B. **University Catalog Course Description**
      Examines language as a system, with particular focus on teaching culturally and 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.
  C. **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 EXPECTATIONS AND DELIVERY

This course is designed to model the effective elements of teaching English as a second language. Therefore, we will engage in a wide variety of learning opportunities including but not limited to the following: discussions, mini-lectures, demonstrations, videos/online learning, and reflection both in writing and orally. As a result of the dynamic nature of the class, all participants are expected to actively participate.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to do the following:

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 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 more inclusive classroom practices to support learners from diverse backgrounds; and

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:

The objectives and activities for this course will help teachers meet or exceed standards established by the Teachers of English to Speakers of Other Languages (TESOL) and the World-class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards.

Teachers of English to Speakers of Other Languages (TESOL) 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. (2016). *The grammar book: An ESL/EFL teacher's course* (3rd ed.). Boston: National Geographic Learning.

Luria, H. & Seymour, D. M. & Smoke, T. (2006). *Language and linguistics in context*. Mahwah, NJ: Lawrence Erlbaum Associates.

RECOMMENDED TEXTS:

Bear, D.R., et. al. (2006). *Words their way with English learners: Word study for phonics, vocabulary, and spelling*. Upper Saddle River, NJ: Pearson.

Biber, D., Conrad, S., Leech, G. (2002). *Longman student grammar of spoken and written English*. Longman: Edinburgh Gate, England

Cowan, R. (2008). *The teacher's grammar of English.* New York: Cambridge University Press.

Freeman, D. & Freeman, Y. (2004). *Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, and grammar*. Heinemann, NH

The Praxis Series eBooks (2011) *The official study guide: English to speakers of other languages test code: 361*. Princeton, NJ: The Educational Testing Service. www.ets.org/praxis

Note: Additional readings may be posted on Blackboard.

COURSE ASSIGNMENTS AND EXAMINATIONS:
Performance Based Assessment (PBA) Requirements: All TCLDEL licensure courses have required PBAs. The required PBAs for this course are: **Field Experience Record** and **Evaluation Forms** and **Textbook Analysis Project**. These PBAs must be uploaded to Tk20 where they will reviewed and graded. [See TCLDEL Resources website at: http://fasttrain.gmu.edu/academics/programs]

Assignment Description	*Grade %*	*Standards Addressed*
Field Experience Record, Evaluation, & *Optional* Reflection (PBA)	S/U	Requirement for licensure/endorsement
Class Participation (i.e., including Blackboard discussions, activities, and journal reflections, etc.)	20	*TESOL/NCATE Standards: 1b, 3a, 4a, and 5a*
Teaching Demonstration	20	*TESOL/NCATE Standards 1b, 2a &b*
*Lesson Plan	20	*InTASC Standards: 4d, 5c, 6b, c,&i, and 7a, b, c, d, & g*
*Linguistic Text Analysis Project (PBA) & Presentation	20	*TESOL/NCATE Standards: 1b, 3a, 4a, & 5a*
Quizzes and Midterm/Final Exams	20	*TESOL/NCATE Standards - 1a&b, 2a&b, 4a,b, &c, and 5a & b*

*This project is a required performance-based assessment for the ESOL Portfolio and must be submitted to Tk20 in Blackboard for a secondary evaluation.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any TCLDEL course with required performance-based assessments are required to submit these assessments to Tk20 through Blackboard (i.e., regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit these assessments to Tk20 (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.

GRADING POLICY:
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

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 9th 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. A copy of the contract will be kept on file in the APTDIE office.

FIELD EXPERIENCE REQUIREMENTS:
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). 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 students required for the PBAs. 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 15th. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment.

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 15th. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment.

(Optional): In addition to the fieldwork log, each student will write a 2-3-page reflection on the fieldwork experience. The reflection should explain what you have learned from the fieldwork experience and your overall reflections on the process.

FIELD EXPERIENCE ASSESSMENT:
Each student is required to complete 20 hours of fieldwork for this course. The fieldwork will performed in conjunction with each of the Performance Based Assessments for the course. The fieldwork will be marked as follows:

- *Satisfactory*: completion of all assignments with high quality in a timely and efficient manner.
- *Unsatisfactory*: incomplete and/or low quality of assignments submitted or work submitted than one week late from due date.

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.

LATE WORK/SUBMISSION 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.*

ONLINE PARTICIPATION/ATTENDANCE POLICY:
Students are expected to participate in all online discussions and attend all required classes. Not participating in a class or an online discussion module will be reflected with a zero for the day and as an absence. Students with more two or more unexcused absences will not receive credit for the course.

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

As we will be working together online during certain times for this course, 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 online 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 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.

GMU POLICIES AND RESOURCES FOR STUDENTS
Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All

communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).
- The George Mason University 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 by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

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

PROPOSED COURSE SCHEDULE

Class Date	Topics	Readings	Assignments Due
Class 1 Sept. 9	• Introductions • Pre-course Survey • Introduction to the role of grammar in ELT ────────────── • What is linguistics?	• Luria, Seymour, & Smoke (L, S, & S): Introduction to Unit I (Smoke) • Celce-Murcia & Larsen-Freeman (C&L) Ch. 1 & 36	• Pre-course Survey—**Due September 17th** • Reminder: Submit Field Experience

	• What is grammar? • Ethical, cross-cultural and pedagogical dimensions of plagiarism	• Freeman & Freeman (F & F) Ch. 1 • L, S, & S: Ch. 1 (Gleitman) and Ch. 2 (Kuhl) Pennycook, A. (1996). *Borrowing Others' Words: Text, Ownership, Memory, and Plagiarism* TESOL Quarterly, 30(2), pp. 201-230. (Available electronically: http://library.gmu.edu/ click on E-Journals)	Request **by September 15th**
Class 2 Sept. 10	• First language acquisition • Grammatical Metalanguage • Second Language Acquisition • Yes/No Questions • Errors, Mistakes & Correction	• C&L Ch. 2 • F & F Ch. 2 • L, S, & S Ch. 3 (Gass) and Ch. 10 (Kubuta) • C&L Ch. 11 F&F Ch. 3	
Class 3 Sept. 23	• Contrastive Analysis • Native and Non-Native Speaker Competencies and Collaboration • Phonology. Phonemes and phonemic awareness. Phonology and teaching L2 Reading. • *Wh*-Questions • The Copula and Subject Verb Agreement • Teaching Implications: Phonology • Lexicon & Complements • Language Change	• C&L Ch. 13 & 14 • F&F Ch. 4 • Wong-Fillmore, L. (1993) Learning a language from learners • (TBD) Parker & Riley (1986) Phonology (99-126) in *Linguistics for Non-Linguists: A Primer with Exercises* • C&L Ch. 3 & 31 • L, S, & S: Introduction to Unit II (Seymour) • F&F Ch. 5	
Class 4 Sept. 24	• Discourse Analysis • Reference & Possession • Orthography • Articles • Language Families • Partitives, Collectives and Quantifiers • Adjectives • Teaching Implications: Orthography • Countability	• C&L Ch. 15 & 16 • L, S, & S: Ch. 12 (Green) & Ch. 13 (Trask) • F&F Ch. 6 • C&L Ch. 4, 17, & 20	• Sign up for Group Teaching Demonstration • Midterm Exam— **Due October 1st**
Class 5 Oct. 7	• Morphology • Subordination • What is literacy?	• C&L Ch. 26 & 27 • L, S, & S: Introduction to Unit III (Luria) • F&F Ch. 7	

	• Teaching Implications: Morphology • Focus and Emphasis ——————— • **Group Teaching Demonstrations**	• C&L Ch. 23 & 30 • F&F Ch. 8	
Class 6 Oct. 8	• Syntax • Passive and Double Object ——————— • Teaching Implications: Syntax • Relative Clauses ——————— • **Group Teaching Demonstrations**	• C&L Ch. 18 & 19 • F&F Ch. 9 ——————— • C&L 28 & 29 • F&F Ch. 10	• Sign up for Linguistic Text Analysis Project Presentation
Class 7 Oct. 21	• Negation, Tense, & Aspect • Modals ——————— • Phrasal Verbs • Synthesis ——————— • **Linguistic Text Analysis Project Presentations**	• C&L 7, 8, & 10 ——————— • C&L 21 & 22	
Class 8 Oct. 22	• **Linguistic Text Analysis Project Presentations** • Final Thoughts • GSE Course Survey		• Field Experience log, Evaluation, & Optional Reflection—**Due October 17th-24th** <mark>SUBMIT TO Tk20 in Blackboard</mark> • Linguistic Text Analysis Project—**Due October 24th** <mark>SUBMIT TO Tk20 in Blackboard</mark> • Lesson Plan—**Due October 24th** <mark>SUBMIT TO Tk20 in Blackboard</mark> • Final Exam—**Due October 24th**

DETAILED ASSIGNMENT INFORMATION

COURSE REQUIREMENTS:
EDCI 510 is comprised of class participation and a series of course products and assessments aimed toward providing evidence of meeting the course objectives (see Schedule). It will include projects and activities where you will work collaboratively with your classmates to understand 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.

All assignments should be turned in on the due date indicated in the schedule below via Blackboard. The submission deadline for assignments is 11:59 P.M. EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font (e.g., Times New Roman or Times), with one-inch margins, and double-spaced. **All writing assignments should be submitted as Word documents, .pdfs, or in a word processor based format**. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, except for in extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe.

1. **Class Participation-Discussion Board, Activities, and Journal Reflections** (20%)-Ongoing

This class is based upon informed and active participation. Students are expected to come to class prepared to discuss the assigned content using examples from the text or other readings and previous courses to support classroom experiences and knowledge about effective elements of teaching English as a second language. While your current knowledge as a teacher is important to your understandings, finding evidence and research-based support is critical to expanding your knowledge as a practitioner. Further, students are expected to actively participate in in-class activities, be supportive of their classmates and conduct themselves in a professional manner during the course. Finally, students are expected to arrive to class on time and be mindful of breaks and departure times from class. Any departure from the above expectations will result in a deduction of points in the participation grade (i.e., simply "being" in class is insufficient to obtain full participation points).

Criteria for Blackboard Discussions
Discussion board is particularly important in a class such as this as it provides us with a forum for discussion of the topics we will be exploring and an open space to work through our own thoughts and ideas. Some of the richest and most robust discussions I have ever heard (seen) have taken place on a discussion board, and it is my hope that you will actively engage your colleagues in this medium. To provide a bit of a framework for participating in discussion board, please see the general "criteria for Blackboard Discussions" below.

1. Responses to the *initial questions* that I post to start the discussion should be a minimum of one short paragraph.
2. Postings should be distributed during the discussion period (i.e., not concentrated all on one day or at the beginning and/or end of the period). The instructor with explicitly state the dates of a discussion period.
   *Please note that it is acceptable to post your responses to my initial questions at the same time. **However, your responses to your colleagues should be distributed throughout the course of the discussion period and not done in one fell swoop.**
3. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
   *Please note: it is perfectly fine to send "agree" or "great idea" responses with a brief comment on why you agree (or perhaps disagree). These responses do **not** have to be a paragraph in length.
4. Address the questions as much as possible (don't let the discussion stray).
5. It is a **good idea** to use quotes from the articles that support your postings. Include page numbers when you do quote.
6. Bring in related prior knowledge if/when you can (work experience, prior coursework, readings, etc.). This greatly adds to the richness of the conversation.
7. Use proper etiquette (proper language, typing, etc.). Please avoid using "text" talk (such as "C U," "B4," "cuz," etc.). It is a graduate level course, so it is important that, while the discussion board is meant to be an open and safe space for discussion and exchanges, we should aim to maintain appropriate adherence to grammar and style.

The rubric that will be used to provide your scores for class participation is found under "Assessment Rubrics" at the end of this syllabus.

2. **Group Teaching Demonstration**-20% (Due October 7th or 8th)

Candidates will complete a group 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) your group is demonstrating? (Your audience is fellow teachers supporting ELL students. You should address 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 or (b) a description of one or more teaching activities that address the learning difficulty. Create a presentation/demonstration/video that uses 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, etc.).

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 (e.g., teacher references, online resources, and grammar books for students) that address your topic in your presentation/demonstration.

3. **Linguistic Text Analysis Project**-20 % (Due on October 24th)

The overall purpose of the assignment is to demonstrate your knowledge of English linguistics to analyze a grade-level textbook that is required for use in grades 3-5, 6-8, or 9-12.

You will need to do the following:

1. Spend 3-6 hours in an ESL classroom to observe ELLs learning content area concepts and vocabulary and interview a teacher about textbook challenges.

2. Identify a reading passage in the selected content area textbook and analyze it using the Fry Readability Formula and at least one other readability formula (e.g., Dale-Chall, Flesch Grade Level, Flesch Reading Ease, FOG, SMOG, FORCAST, Powers-Somner-Kearl, and Spache). Apply your knowledge of rhetorical and discourse structures to support and increase ELLs' learning and their comprehension of the text.

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 ELLs. Make sure that you include 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 (i.e., including mechanics) in English.

4. Recommend specific instructional activities to help students meet the linguistic demands in the categories of phonology, morphology, lexicon, syntax, and rhetorical or discourse structures to help students increase their comprehension of the text.

5. Identify background knowledge that is necessary to comprehend the text and cross-cultural issues that may make the textbook challenging to ELLs and develop instructional activities that activate prior knowledge and support students' home languages and cultures.

6. Examine textbook bias, stereotyping, and discrimination with respect to gender, socio-economic status, race and ethnicity, etc. and make suggestions so that instruction can be more culturally inclusive of learners from diverse linguistic, cultural, and educational backgrounds.

7. Include references to textbooks and other readings used in this course in order to support the analysis and synthesize the points raised with respect to common grammatical challenges that ELLs face.

You will use the Textbook Analysis Form in the Blackboard assignment to begin your analysis. It will need to be included as part of your paper. This assignment is a **PBA and the paper should be submitted to Tk20 (Blackboard).**

Written Report for Textbook Analysis Project

Your written report should be **less than 25 pages** (i.e., not including the pages from the textbook, nor appendices), double spaced, and size 12 Time or Times New Roman font with 1-inch margins.

A. **Title Page**
B. **Introduction and Background-**Provide an introduction to the assignment. Describe the institutional context of the school, general characteristics of the students their native languages, countries of origin, literacy levels, special needs (e.g., gifted and talented-GT or learning disabled-LD) and other pertinent information.
C. **Analysis (three to five examples per category)/Discussion-**Explain why the examples that you selected in the categories of phonology, morphology, lexicon, syntax and discourse pose challenges to the ELLs in terms of SLA and the native languages and cultures of the learners.
D. **Suggestions and Rationale-**Propose teaching strategies and activities for ELLs that will help address the patterns of linguistic difficulty, text structure, and cultural bias. Along you're your, include pedagogical strategies and resources that incorporate community languages and cultures. Make sure that you propose teaching activities that deal with the textbook in the classroom (i.e., not rewriting the textbook itself).
E. **References-**Reference textbooks and other reading used in this course in order to support the analysis. All references must conform to APA specifications. Also, make sure that you include appropriate references for any student resources (e.g., materials, texts, etc.).
F. **Appendices-**Include the Textbook Analysis Form and copies of the passages that you analyzed.

4. **Lesson Plan-**20% (Due on October 24th)
   This PBA is required for this course and should be submitted to Tk20 via Blackboard. The Lesson Plan and Textbook Analysis Projects are companion projects. The textbook analysis will point out strengths and weaknesses of the text, and the lesson plan 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 during the last two classes. The format for the lesson plan is included in Blackboard

   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?

Part of the lesson 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 below. 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.

5. **FIELD EXPERIENCE RECORD, EVALUATION, &** *OPTIONAL* **REFLECTION** (S or U) -PBA (Due October 17th-24th)

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). The Fieldwork Evaluation & Log is located on Blackboard. This assignment is a **PBA and the paper should be submitted to Tk20 (Blackboard).**

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs. 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 15th. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g., EDUC 511.6F1).

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 15th. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1).

(Optional): In addition to the fieldwork log, each student will write a 2-3-page reflection on the fieldwork experience. The reflection should explain what you have learned from the fieldwork experience and your overall reflections on the process.

FIELD EXPERIENCE ASSESSMENT:

Each student is required to complete 20 hours of fieldwork for this course. The fieldwork will performed in conjunction with each of the Performance Based Assessments for the course. The fieldwork will be marked as follows:

- *Satisfactory*: completion of all assignments with high quality in a timely and efficient manner.
- *Unsatisfactory*: incomplete and/or low quality of assignments submitted or work submitted more than one week late from due date.

ASSIGNMENT RUBRICS:

Scoring Rubric for Class Participation

Meets or Exceeds Standards (A) 20-19 points	Partially Meets Standards (B) 18-16 points	Attempts Standards (C) 15-14 points
Consistently demonstrates strong determination in the pursuit of solutions; monitors his/her level of involvement; develops and uses a number of strategies to keep self on track.	Consistently shows determination in the pursuit of solutions and uses strategies to keep self on track.	Sporadically shows determination in the pursuit of solutions and rarely uses strategies to keep self on track.
Often cites from readings; uses readings to support contributions/ often associates readings with the topics being discussed.	Occasionally cites from readings; sometimes uses readings to support contributions; occasionally associates readings with topics being discussed.	Rarely able to cite from readings; rarely uses readings to support contributions; rarely associates readings with topics being discussed.
Always actively participates; responds frequently to questions/comments; contributes insightful point of view.	Often actively participates; occasionally responds to questions/comments; occasionally shares point of view.	Rarely actively participates; rarely able to respond to questions/comments; rarely shares point of view.
Always hands in assignments on time and posts/responds to discussions in a timely manner.	Most assignments are on time and posts/responds to discussions.	Assignments handed in after the due date and/or posts/responds to discussions late or not at all.
Always demonstrates commitment through preparation (e.g., readings, research, postings, journal reflections, etc.).	Generally prepared.	Generally unprepared.

Scoring Rubric for Textbook Analysis Project

Score Point TESOL Standard Indicator	1 Does Not Meet Standard	2 Approaches Standard	3 Meets Standard	4 Exceeds Standard
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 *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	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.

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.

Feedback:

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
LESSON PLANNING				
The candidate identifies performance-based objectives and appropriate curriculum goals that are relevant to learners. *InTASC 7(a)*	The candidate **does not** identify performance-based objectives and appropriate curriculum goals that are relevant to learners.	The candidate identifies objectives and curriculum goals but they **are not** performance-based **or** appropriate for subject and/or grade level.	The candidate identifies performance-based objectives and appropriate curriculum goals and they are appropriate for subject and/or grade level.	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.**
The candidate identifies national/state/local standards that align with objectives and are appropriate for curriculum goals and are relevant to learners. *InTASC 7(g)*	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.	The candidate identifies national/state/ local standards but the standards **are not** aligned with the objectives and/or **marginally** relevant to learners.	The candidate identifies national/state/ local standards that are aligned with the objectives **and** relevant to learners.	The candidate identifies national/state/ local standards that are **clearly** aligned with the objectives **and** relevant to learners.
The candidate continually seeks appropriate ways to employ technology to	The candidate **does not** identify appropriate technology to engage learners	The candidate identify technology to engage learners though it would be ineffective to teach	The candidate identifies appropriate technology to engage learners	The candidate identifies effective, creative and appropriate technology to

support assessment practice both to engage learners more fully and to assess and address learner needs. *InTASC 6(i)*	even though it was available.	the content and address learner needs.	more fully and assess and address learner needs.	engage learners more fully and assess **and enhance** student learning needs.
The candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts. *InTASC 5(c)*	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.	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.	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.	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.
The candidate plans how to achieve each student's learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners. *InTASC 7(b)*	The candidate's lesson plan **does not** provide evidence of accommodations to differentiate instruction for individuals and groups of learners. .	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.	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.	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.
The candidate develops appropriate sequencing and pacing of learning	The candidate **does not** plan for appropriate sequencing and	The candidate plans for appropriate sequencing and	The candidate plans for **appropriate** sequencing and pacing of learning	The candidate plans for **appropriate** sequencing and pacing of learning

| **experiences and provides multiple ways to demonstrate knowledge and skill.**

InTASC 7(c) | pacing of learning experiences.

Tasks, methods, strategies **are not** stated. | pacing of learning experiences; but

tasks, methods and strategies are **not stated and/or not appropriate** or effective for the lesson. | experiences; and **all** tasks, methods, and strategies are **stated and/or are appropriate** and **effective** for the lesson. | experiences; tasks, methods and strategies include **a variety of creative, active learning, instructional strategies** that address learner differences to maximize learning. |

PLANNED INSTRUCTIONAL STRATEGIES				
The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. *InTASC 4(d)*	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.	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.	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.	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.
The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. *InTASC 6(e)*	The candidate **does not** use assessment as closure to check for comprehension and student knowledge and skills.	The candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension **but** they are **inappropriate and/or ineffective**.	The candidate uses **appropriate assessment strategies** as closure to demonstrate knowledge and skills to check for understanding.	The candidate uses **creative appropriate assessments** for closure to demonstrate knowledge and skills to check for comprehension.

ASSESSMENTS				
The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill. *InTASC 7(d)*	The candidate **does not** plan instruction based on pre-assessment data, prior learning knowledge **or** skills.	The candidate plans instruction based on pre-assessment data, prior learning knowledge and skills but it was **not effective.**	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.	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**.
The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. *InTASC 6(b)*	The candidate's lesson design **does not** include post-assessments strategies or methods.	The candidate's lesson design includes post-assessments strategies or methods but the strategies/methods were **not effective.**	The candidate's lesson design includes post-assessments that were appropriate to **effectively** assess student learning.	The candidate's post-assessment **matches learning objectives** and includes **creative strategies** to **effectively** assess student learning.

Field Experience Record

To the Mentor Teacher/Supervisor:

The Teaching Culturally, Linguistically Diverse & Exceptional Learners graduate program at George Mason University requires all students complete a minimum of 20 hours of field experience in an appropriate K-12 classroom for each course. Field experience goes beyond observations of the classroom to include hands-on experience implementing teaching & learning activities required for professional educators. Your Mason student will provide a copy of the course syllabus indicating what is required to complete fieldwork, such as interviews with students, teachers or family members; lesson-planning; small group instructional activities; whole-class teaching or co-teaching; implementing or evaluating assessments; and other activities. Please verify the time and activities completed, as well as evaluate as best you can the students' dispositions for a career educator, by filling out and signing the document below.   We appreciate your willingness to mentor our Mason students into the profession and support their growth and learning. If you have questions about the program or the goals of fieldwork, please contact dvrtch@gmu.edu.

Student Name		Mentor Teacher/ Supervisor Name	
G Number		School Name	
Course		School Location	
Semester		Grade or Subject	

Date	Grade	Activity Related to Performance Based Assessment	Number of Hours
1/23/16	5th Grade	Met with teacher to co-plan lesson	1

Student's Signature:_____ Date:_____

Mentor/Supervisor Signature:_____ Date:_____

Field Experience Evaluation Form

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

PERSONAL AND PROFESSIONAL QUALITIES	Consistently Evident (4)	Frequently Evident (3)	Sometimes Evident (2)	Seldom Evident (1)	Not Applicable (N/A)
Open to Feedback - Is receptive to constructive criticism/growth-producing feedback - Self-regulates and modifies professional behavior based on feedback - Seeks opportunities for professional growth to improve practice					
Collaboration & Teamwork - Exhibits teamwork for school/organizational improvement - Collaborates well with others - Is caring, empathetic and respectful to others					
Cultural Responsiveness - Treats individuals in an unbiased manner - Embraces differences - Views diversity as an asset					
Continuous Improvement/ Change Orientation - Takes initiative appropriately - Seeks evidence for use in decision making - Is willing to take appropriate risks/try new things					
High expectations for learning - Holds high expectations for all learners - Monitors and assesses student learning to provide feedback and alter instruction to improve learning					
Advocacy - Seeks to understand and address student issues and challenges - Shows a genuine interest in others' well-being - Seeks to direct students and/or families to needed resources					
Professionalism - Is punctual and well prepared with appropriate dress & appearance - Demonstrates respect for students, families, colleagues, and/or property - Uses technology & social media appropriately					
Legal & Ethical Conduct - Exhibits integrity and ethical behavior - Maintains privacy and confidentiality of sensitive information - Demonstrates fairness and consistency in applying and enforcing rules, policies, and regulations					

Comments:

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