

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



EDCI 516 6F1
Bilingualism & Language Acquisition Research
3 Credits Summer 2017

Instructor: Virginia Doherty, Ph.D.

Email: vdoherty@gmu.edu

Office Hours: Before or after class.

Meeting Dates: June 26- July 6, 2017

Meeting Time: Every day except July 4; 8:30-3:20

Meeting Location: Thompson Hall L004

Course Description

Prerequisites/Co-requisites

EDRD 515: Language and Literacy in Global Contexts and EDUC 537: Introduction to Culturally and Linguistically Diverse Learners. May be taken concurrently with EDCI 516.

University Catalog Description:

Examines research in first and second language acquisition, including interaction of bilingual person's two languages with applications for the classroom. Requires 20 hours of PK-12 classroom fieldwork.

Course overview

This course is required for candidates pursuing an initial teacher licensure in English as a Second Language (ESL/ESOL) or Foreign Language education. It is also required for teachers pursuing endorsement in ESL/ESOLK-12 education through the Virginia Department of Education. Candidates will examine research on the cognitive and linguistic achievements of bilingual children and will acquire knowledge about the relationship between bilingualism and children's cognitive development, school achievement, and linguistic processing. Candidates will learn about educational theories/theorists, examine topics related to first and second language acquisition (SLA), and review the history of language teaching. Language acquisition research over time will be studied from behavioral, cognitive,

sociocultural, sociolinguistic, and functional perspectives. It is important to note that this is not a methods course or a “how to” on language acquisition classroom practices. In fact, it is an introductory foundations course aimed at developing awareness about bilingualism and the language acquisition process. This course aims to help candidates develop the knowledge and competencies needed to work with culturally and linguistically diverse student populations with and without exceptionalities.

Course Requirements

EDCI 516 is comprised of classroom participation and a series of course products and assessments aimed toward providing evidence of meeting the course objectives (see Schedule). It will include a hands-on learning project where you will spend time working and interacting with a language learner analyzing his/her language acquisition and presenting an exploratory action plan to ensure growth, development, and academic success. Attached to this syllabus are the specific descriptions and evaluation criteria for each of the course requirements.

Course Delivery:

Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Course delivery is accomplished through a variety of in-class and individualized instructional strategies. Instruction includes:

- *Presentations* (assisted by PowerPoint and other visuals);
- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Cooperative learning* (i.e., small group guided learning interactions emphasizing learning from and with others);
- *Collaborative learning* (i.e., heterogeneous groups in an interdisciplinary context);
- *Student presentations*;
- *Video presentations*;
- *Blackboard 6* web-based course management system.

The intensive summer format of EDCI 516 requires the active participation of all students. As an experiential course, it is structured around discussion, hands-on activities, and small group projects. Therefore, it is critical that students attend all classes, actively participate in class, and keep up with the readings and Blackboard discussions. Students should be prepared to discuss the content readings in class and on the class Blackboard site in relation to teaching culturally and linguistically diverse students in grades PK-12, as well as to ask questions for clarification, exploration, or discussion. To extend learning beyond the scope of the class time and to promote continuing dialogue among class members, the Blackboard site will remain open after the course finishes.

Learner Outcomes or Objectives

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

Understand first language (L1) and second language acquisition (SLA) processes, research, and developmental stages as well as their applicability to classroom instruction.
Gain knowledge of various definitions of and theories about bilingualism, language proficiency,

and language acquisition.

Understand the continuum of SLA.

Identify, think critically about, and discuss the social, cultural, affective, and cognitive factors playing a role SLA.

Become familiar with the concepts of code-switching, language borrowing, translanguaging, and the role/influence of L1 on SLA including foreign/world language acquisition.

Develop familiarity with the relationship between standard languages and home/community language practices and the implications for teaching.

Understand the relationship among teaching practices and SLA research, methods of teaching foreign/world/second languages, and language assessment practices.

Gain knowledge about the use of technology to support learning in second language/world language classrooms.

Relationship to Program Goals and Professional Organizations

TESOL/NCATE Standards Addressed:

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

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

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

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

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

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

Standard 3.a. Planning for Standards-Based ESL and Content Instruction - Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a

supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction - Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

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

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

ACTFL/NCATE Standards Addressed:

Standard 2. Cultures, Literatures, Cross-Disciplinary Concepts. Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.

Standard 3. Language Acquisition Theories and Instructional Practices. Candidates (a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction and (b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

Standard 4. Integration of Standards into Curriculum and Instruction. Candidates (a) demonstrate an understanding of the goal areas and standards of the *Standards for Foreign Language Learning* and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the *Standards for Foreign Language Learning* and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

Standard 5. Assessment of Language and Cultures. Candidates (a) believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures; (b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and (c) interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.

Standard 6. Professionalism. Candidates (a) engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

ACTFL Addressed:

1. **ACTFL Standard 2.** *Cultures, Literatures, Cross-Disciplinary Texts:*
 - 2a. Demonstrating cultural understanding
2. **ACTFL Standard 3.** *Language Acquisition Theories and Instructional Practices:*
 - 3a. Understanding language acquisition and creating a supportive classroom
 - 3b. Developing instructional practices that reflect language outcomes and learner diversity
3. **ACTFL Standard 4.** *Integration of Student Standards into Curriculum and Instruction:*
 - 4a. Understanding and integrating student standards in planning
4. **ACTFL Standard 5.** *Assessment of Languages and Cultures:*
 - 5a. Knowing assessment models and using them appropriately
 - 5b. Reflecting on assessment
5. **ACTFL Standard 6.** *Professionalism:*
 - 6a. Engaging in professional development
 - 6b. Knowing the value of foreign language learning

International Society for Technology in Education (ISTE) Standards Addressed:

ISTE Standard 1 - Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- 1a. Promote, support, and model creative and innovative thinking and inventiveness
- 1d. Model collaborative knowledge construction by engaging in learning with students and others in face-to-face and virtual environments

ISTE Standard 2 - Design and Develop Digital Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes, identified in the NETS·S.

- 2a. Design or adapt relevant learning experiences that incorporate digital tools and

resources to promote student learning and creativity

2d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

ISTE Standard 3 - *Model Digital Age Work and Learning*: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

3a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

3b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

3c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats

3d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

ISTE Standard 4 - *Promote and Model Digital Citizenship and Responsibility*: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

4c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information

4d. Develop and model understanding and global awareness by engaging with colleagues and students or other cultures using digital age communication and collaboration tools

ISTE Standard 5 - *Engage in Professional Growth and Leadership*: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

5c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

Relationship to INTSAC Principles:

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Textbooks

Required Texts:

Baker, C. (2011). *Foundations of Bilingual Education and Bilingualism (5th ed.)*. Clevedon, UK: Multilingual Matters. ISBN-13: 978-1-84769-355-6

De Houwer, A. (2009). *An Introduction to Bilingual Development*. Multilingual Matters: Bristol, UK. ISBN-13: 978-1-84769-168-2

Recommended Books:

Garcia, O. (2009). *Bilingual Education in the 21st century: A Global Perspective*. Wiley-Blackwell

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

Lightbown, P., & Spada, N. (2013). *How languages are learned (4th ed.)*. Oxford handbooks for language teachers. United Kingdom: Oxford University Press.

Nieto, S. (2009). *Language, culture, and teaching: Critical perspectives for a new century*, 2nd edition, Mahwah, NJ: L. Erlbaum.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20 or both).

TK20 Performance-Based Assessment Submission Requirements

(Philosophy of Teaching and Language Acquisition Case Study (LACS))

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Forms to Tk20 through Blackboard (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 the assessment 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.

Note: The rubrics employed for assessment in TK20 are for accreditation purposes. The instructor may use different rubrics for assessing candidates' work on the PBAs for course grading purposes. These grading rubrics will align with the PBA descriptions in the syllabus and

will be shared on Blackboard with candidates.

Field Experience Record and Evaluation

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 is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 20 hours per course (e.g., two courses require 40 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

***TCLDEL Fieldwork Log of Hours and Evaluation Forms must be uploaded to TK20 on Blackboard.** The forms are located on Blackboard in your TCLDEL organization site in the “Fieldwork” page.

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 and other assignments. 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 Week 2 of class. 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 Week 2 of class. 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).

Virginia state or county cohort teachers: Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

TCLDEL Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 20 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

Class Assignments			
Project	Goal	Percentage of Grade	Due Date
Informed Participation	Candidates are expected to actively participate in every class session by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class. Reflection on learning and on application of new knowledge is expected. <i>TESOL/NCATE Standards: 1b, 3a, 4a, & 5a</i> <i>ACTFL/NCATE Standards: 3a, 4a, 6a</i>	20 percent	Each day
Philosophy of Teaching Statement	Based on personal beliefs and growing professional knowledge about SLA theory and research, language learning, and learners, candidates will write an opening Philosophy of Teaching statement. This will include reflections on the role of culture, instructional practices, & assessment. It will be reviewed and updated in later coursework.	15 percent	July 4 by midnight
Critical Topic Response Paper <i>(Theory & Research)</i>	Using traditional and on-line sources, candidates will demonstrate an understanding of the course objectives by reviewing connections between selected readings (juried articles or short book/monograph), class activities, and its connection to their own personal/ professional classroom experiences. <i>TESOL/NCATE Standards 1b, 2a & 2b</i> <i>ACTFL/NCATE Standards 3a, 5a, 6a</i>	15 percent	July 6
Critical Topic Response Research Presentation	In conjunction with the research you will conduct as part of the critical topic response paper, you will create an interactive multimedia presentation summarizing your findings, present it in class and post it on Blackboard for class input and discussion. <i>TESOL/NCATE Standards 1b, 2a & 2b</i> <i>ACTFL/NCATE Standards 3a, 5a, 6a</i>	5 percent	July 5&6
Language Acquisition Case Study <i>(Theory, Research, Professional Collaboration & Practice)</i>	Candidates will work individually to collect, record, and analyze oral and written language samples from a language learner in their current teaching environment. You will provide a written commentary connecting this experience to course readings, SLA research and theory. Students will also be expected to present their findings to a colleague or family member of the learner and provide personal reflection of the entire experience. References as well as examples of the data collection are required.	35 percent	Posted on Blackboard By Nov. 15, 2017

<u>Paper</u>	TESOL/NCATE Standards - 1a, 1b, 2a, 2b, 4a, 4b, & 5a, 5b ACTFL/NCATE Standards 3a, 5a, 6a		
Field Experience Documentation	Candidates will complete a minimum of 20 hours of school-based field experiences including observing and interacting with an ELL student in school and taking language samples for the Language Acquisition Case Study Project. Field experience must be documented by submitting a Field Experience Log of Hours and Evaluation form which must be submitted to Blackboard.	10 percent	Posted on Blackboard By Nov. 15, 2017

Each course assignment is described below. TK20 evaluation criteria for the two Performance-Based Assessments in this course are located at the end of the syllabus.

Please note: All assignments must be submitted on time according to due dates in the syllabus. **Late work will result in a drop of one letter grade for each day of lateness of any assignment.** If there are extreme extenuating circumstances (e.g., medical emergency, etc.), candidates must contact the instructor before the due date to discuss a potential extension. Given the expectation that graduate students manage their course work well and complete it in a timely manner, extensions will only be considered for extraordinary circumstances that are communicated to the instructor before the due date. **It is strongly recommended that candidates develop an organized plan for working on assignments during this week and for the PBA due in November.**

Course Participation (20%)

Class participation is evidenced by thorough preparation for engaging in whole class, small group and paired discussions/activities during class meetings. Candidates' contributions in class and online must reflect thorough preparation, which will be evidenced by critically analyzing, asking questions, making observations, and sharing reflections as well as by offering specific examples of ways to apply learning from the course into their current or future teaching practice with culturally and linguistically diverse learners.

Critical Topic Response Paper (15%)

The objective of this assignment is to engage candidates thoughtfully and meaningfully with current writings in the field of second language acquisition research and theory, and to apply their emergent analyses and reflections to classroom practices and application. In pairs, candidates will be assigned a chapter on a related topic concerning ELLs and second language acquisition theory, research and or practice. They will be tasked to select another reading –a peer reviewed scholarly article not more than five years old- on the same/related topic with the assigned chapter. They will read the chapter and article with analytical and critical examination and will construct a CTR. The CTR will require that each candidate formulate thoughts and connect those thoughts to class materials, current literature and research in the field.

The CTR should be **maximum 6 pages** in length. It should reflect what the readings *mean to you* as an educator, *how you relate to the ideas of the authors*, and how and why you *can or cannot apply* these ideas into your current or future practice. Please give reference for your article and provide a scanned copy or the link on Blackboard in the designated area along with your paper and your media presentation (Prezi or Powerpoint, for examples).

The CTR comprises three parts: **1) Part One: description/summary of topic based on chapter and article; 2) Part Two: analysis, application, and interpretation, and 3) PartThree: reflection.**

Part One – Description/Summary (1.0 – 1.5 pages): This is a brief summary that captures the central idea of the selected topic and provides an overview/introduction for readers.

Part Two -Analysis, Application, and Interpretation (2.5 – 3.0 pages): In this section, you, the analyzer, apply your growing knowledge to comment on the theory/ies, core ideas, or research described and discussed in the readings about the selected topic. You will reflect critically on the topic and interpret significant understandings for readers, based on the research. That is, candidates should aim to provide a synthesis of the selected topic, conveyed through a critical, analytical lens.

Part Three – Reflection (1.0 -1.5): In this section, you will reflect on what the readings mean to you and how you connect to them. In other words, aim to share what the readings on the selected topic mean to you as an educator and how you can apply this knowledge in your current or future classroom to support bilingual students’ academic progress. That is, discuss the implications of the readings for effectively educating ELLs in national and/or international contexts. Include your thoughts on what is important for providing professional development for teachers/school professionals as well as for educating parents and/or community stakeholders about this topic.

Multimedia Research Presentation (5%)

In conjunction with the research you will conduct as part of the critical topic response paper, you will create a multimedia presentation summarizing your findings. The presentation will be presented in class and posted on Blackboard and should be prepared for a larger audience of colleagues, school personnel, or others in the field. The presentation should use multiple, interactive technologies beyond PowerPoint and incorporate activities to allow the class to fully engage with the research. Your presentation should focus on how educators can apply ideas to current or future practice while sharing what you learned from the readings, your analysis, insights, reflections, and materials with your classroom peers. You will post on Blackboard your paper, presentation, copy of your selected article, and any additional resources you used.

PERFORMANCE BASED ASSESSMENT I – Philosophy of Teaching

In this assessment, you will use your personal beliefs and growing professional knowledge about TESOL to write or revise a Philosophy of Teaching statement. This assessment is revisited throughout the TCLDEL program as you learn more about the profession of teaching, and is incorporated into EDRD 610. Retain a copy of this statement so that you may use it to reflect upon your growth as an educator throughout the program.

Your statement must be written as a cohesive, **first-person narrative**. Your paper must be organized with headings and subheadings that make sense to you. Follow APA-6 style for formatting, citations, and references. The Philosophy of Teaching statement must be double-spaced, using 12-pt font, 1 inch margins and not exceed 5 pages of text.

Your philosophy of teaching statement will need to blend SLA theories and research and how they can shape your instruction and a vision of your classroom. You will need to incorporate the history of ESL and language minority students as well as policy issues related to language for reflection and clarification. Additionally, you need to define your professional staff development options (in a series of steps) based on your own personal reflections and analysis

of student outcomes. Lastly, you need to demonstrate how you might build partnerships with colleagues and students' families as well as how you can be a community resource and advocate for your students in order to be an effective teacher of culturally & linguistically diverse students. Keep the following questions in mind:

- 1) How will your understanding of theories related to language learning shape your teaching in the future?
- 2) What information about ESL/WL history, language minority students, research, public policy, and current practice will inform your instruction?
- 3) Reflect on your role as an educator in today's diverse classrooms and describe your goals for ensuring success of your students and yourself as a professional?

The statement should be a cohesive, first-person narrative that provides a clear picture of your classroom and your role as a teacher. For some purposes, an extended description is appropriate, but length should suit the context. Please check the rubric for more guidance.

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

Use the Writing Center if you are unsure of your writing skills, or have someone read it through to make sure that it holds together as an academic paper and has no grammar errors.

Language Acquisition Case Study This is a Performance-Based Assessment that must be uploaded via TK20.

The Language Acquisition Case Study (LACS) is a Performance-Based Assessment (PBA). In this project, candidates will carry out an in-depth case study of one bilingual learner's language and literacy strengths and areas of growth. The LACS requires candidates to apply key concepts from EDCI 516. Candidates will think critically about teaching and learning in a second language classroom. Engaging in a careful assessment and analysis of a bilingual learner's language and literacy strengths and areas of growth will allow candidates to connect theory and research to practice. Based on this assessment and analysis, candidates will suggest an Exploratory Action Plan for strengthening the language learner's current level of language proficiency in all language domains (speaking, listening, reading, and writing). The LACS requires no prior knowledge of linguistics. ***Please refer to the rubric at the end of this syllabus.***

Procedures and Suggested Format for Conducting the Case Study

First	Collecting the Oral and Writing Language Samples for Analysis	
Second	Conducting the Language Analyses	
Third	Writing the Case Study Report	
	Part I	Introduction
	Part II	Analysis of the Oral and Written Language Samples
	Part III	Exploratory Action Plan
	Part IV	Individual reflections
	Part V	References [following APA Style 6 th edition guidelines]
	Part VI	Appendices

Collecting the Oral and Written Language Samples for Analysis: Each candidate will collect an authentic language sample from a second language learner. The sample should include both written and oral language.

Oral Sample: Candidates should use an interview or conversational format in order to elicit language production in a natural and relaxed setting. You should audio or videotape the oral exchange so that you can refer to it for analysis and transcribe part of it to include as an appendix. This oral language sample is social in nature and should be interactive between you and the second language learner (in other words, the child is not reading something to you). It is a good idea to contextualize the interview/exchange around the child's interests or familiar topics. You may choose to obtain a more academic oral language sample as well by having a conversation about a text or concept that has been part of a recent lesson in the school.

Written Sample: Candidates will obtain a sample of the language learner's written work. You can ask the mentor teacher for this sample. This written sample can be any piece of writing the learner has completed in school (e.g., a story summary, a short report, a descriptive piece, etc.). The amount and kind of writing in the sample will depend on the language learner's age. You may also wish to use your own idea for eliciting the written sample. For example, you may ask the learner to write in response to a story that was recently read in school or to show understanding about a content concept that was recently learned. Strive to collect a writing sample with an *academic focus* as this will be useful in your analysis.

Additional details: (1) You will need to gain appropriate permission from the parent/guardian and school. Ask the mentor teacher about appropriate protocol to follow. Please be sure to let parent/guardian know that the child's name and school will not be used in your report; (2) find out as much as you can about the language, educational, and cultural background of the learner whose language samples you will be analyzing.

Conducting the Language Analysis: To conduct your analysis, refer to TESOL/WIDA or ACTFL

speaking and writing proficiency rubrics or any other language production proficiency rubric your school may be using. If you wish, you may analyze the language samples using other language proficiency rubrics or tools (e.g., from your school). The WIDA Amplified Frameworks and Can-DO Descriptors (on Blackboard) are also useful tools. Be sure to cite the sources for the language analysis rubrics/tools that you use.

To begin your analysis, listen to, or watch the video, of the oral language exchange several times. Make notes about what you notice about the child's language usage, thinking about strengths and areas of growth. Jot down your preliminary impressions. What observations can you make about the learner's language proficiency based on this oral sample? Does this sample tell you everything you need to know about this learner's oral language strengths and areas of growth? Why, or why not?

For both the oral and written language samples, select a good "chunk" of language upon which your analysis will focus. You will include these excerpts of the oral and written samples as appendices in your report.

Ask yourself these questions as you **analyze** the oral and written language samples:

What do these language samples tell me about this child's developing oral and written language proficiency in English?

*What have I learned that I can use to **anchor** my answer to that question? That is, which theories and frameworks can help me to explain what I have noticed and learned about the learner's developing oral and written language proficiency in English from these samples? Theories and frameworks addressed in this course include:*

- *Cummins' Theories – there are several in Baker (including difference between BICS and CALP)
- *Sociocultural perspectives on language learning
- *Sociolinguistic, Discourse, Strategic & Social Competence
- *Cognitive Language Learning Strategies
- *Krashen's Affective Filter and Comprehensible Input
- *Functional Theories—Communicative Competence for speaking & writing according to topic, audience, and purpose/social structure
- *Constructivist perspective on language learning
- *Multiliteracies and Critical Literacy
- *Code-switching and Translanguaging

The analysis should also address the following language acquisition concepts. ***What you include depends on the age/developmental level of the learner and the context for the production of the oral and written language samples.***

- *L1 oral language and literacy development—L1 strengths that help the child to learn English
- *L1 "similarity to" or "distance from" English

- *Foundational language & literacy skills in L2 English (for young learners; e.g., phonemic awareness and phonological knowledge)
- *L2 English language and literacy development—L2 strengths and areas for growth
- *Knowledge of syntax (language forms and conventions)
- *Vocabulary & morphological (word roots & parts) knowledge and strengths/areas for growth
- *Semantic (meaning-making/comprehension) knowledge and strengths/areas for growth
- *Self-awareness as a language learner

In combination with thinking about the above concepts, apply one of the oral/written language proficiency rubrics/tools to make a nuanced determination about this learner’s current oral and written English language proficiency.

Writing the LACS Report: Each candidate will submit a report following these recommended page lengths and containing the following sections: The report must be double-spaced, use *Times New Roman 12-pt font*, and have 1-inch margins. Within text citations and References must be in APA-6 style. Do not include an abstract.

LACS Report Required Sections	Recommended Page Lengths
Introduction	1.5 – 2.5 pages
Analysis	4.0 – 6.0 pages
Exploratory Action Plan	3.0 – 4.0 pages
Reflection	1.5 – 2.5 pages
Total	10.0 – 15.0 pages (excluding title page, References, and Appendices)

Part I- Introduction – Refer to both the first category on the LACS rubric—Cultural Context, Description of Learner and Learner’s language Development to write an introduction that describes various aspects of the learner. Please include the reason you chose this child for your case study (remember to use a pseudonym to protect the anonymity of the child) and the setting in which the language samples were obtained (TESOL Std. 2). Provide a brief description of the learner’s personal and educational history including:

- Age, place of birth, countries and cities where s/he has lived, if born overseas, and age when immigrated. State why this individual was chosen for the language sample. Previous schooling and accompanying details – participant and family, if possible.
- Social, educational, and personal background
- Academic history in the U.S. or overseas (e.g., grade level, type of educational background)
- Linguistic, cognitive, and sociocultural variables
- Various learner variables that may have (or have had) an effect on L2 acquisition

If possible, include brief information about the participant’s family. For example, how did you establish a relationship with the child’s family (TESOL Std. 2, 5b)?

Part II – Analysis – For this section, refer to both the second and third categories on the LACS rubric-- Language Proficiency Assessment AND Language Analysis & Application of Language Acquisition Theories. You will discuss your analysis of **both the oral and written samples**. You must concretely and clearly link your analysis to the SLA theories and frameworks that you considered when conducting the analysis. In other words:

- Thoroughly explain your analysis--which tools did you use? What determinations did you make about the child’s current level of oral and written English Language Proficiency (ELP)? Which strengths and areas of growth did you note?
- Thoroughly explain what your analysis revealed and carefully **anchor your assertions in theory, research, and perspectives about language acquisition and language learning from this course**. Cite your sources within the text.

Part III - Exploratory Action Plan: For this section, refer to the fourth category on LACS rubric— Action Plan/Application of SLA Theories. The **GOAL** of this section is to **offer and explain recommendations for strengthening this child’s oral and written English language proficiency**, including attention to his/her academic English language proficiency.

Remember: Your recommendations need to be closely connected to theories, frameworks, and concepts that you’ve learned. That is, you must “back up” your thinking by anchoring your recommendations in theory/research (citing sources within the text).

Possibilities for inclusion in the Exploratory Action Plan:

- *Instructional strategies and techniques for strengthening the learner’s English oral and written language and literacy development (may include use of multiliteracies)
- *Formative assessment recommendations for gaining useful knowledge about how to plan the kind of theoretically sound instruction this learner requires to move his/her English oral and written language and literacy development forward
- *Changes in the instructional context/environment that would facilitate the strengthening of the learner’s English oral and written language and literacy development
- *Strategies for strengthening the learner’s L1 oral and written language and literacy development (within school context and/or at home)
- *Improvements to home/school connection that can facilitate language and literacy development

Part IV – Reflection: This section draws from the 5th Category on LACS rubric – Professional Communication. The **GOAL** of this section is to **clearly articulate what you have learned about teaching bilingual (or multilingual) learners through the completion of this project**.

Make clear:

*Your expanded knowledge *gained from the project* about second language learning and acquisition

*Personal and professional application of this knowledge to your teaching practice – use concrete examples from your own thinking to illustrate deep connections between knowledge gained and classroom practice.

Part V - References – Include a list of references at the end of your analysis project. Please use APA-6. Your sources should include a rich selection of the course readings to support your analysis and provide evidence of your knowledge base.

Part VI - Appendixes – Please include the oral and written language excerpts used for your analysis, and any other data collected as applicable.

GRADING POLICY AND HONOR CODE

Grading

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

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

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.

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.*

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 APTDIE to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

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.

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/>.

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 Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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

Course Schedule

Class	Theme/Topic	Preparation and Readings (To be read before class and referred to during class activities)
Class 1 June 26 Monday am	<p>Course Introduction: Overview of EDCI 516 Review Syllabus & Requirements</p> <p>Needs assessment Intro to Blackboard and texts Bilingualism—Definitions and Distinctions</p>	<p><i>Introduction to EDCI 516, Syllabus and Overview—please read the syllabus before class and be ready with your clarifying questions.</i></p> <p><i>Have your Baker text with you today</i></p>
Class 1 June 26 Monday pm	<p>Overview of key issues in Second Language Acquisition (SLA) Research</p> <p>Attitudes toward language learners (American Tongues)</p> <p>Myths and misconceptions about second language learning</p>	<p>Baker (2011) text: Chapters 1 & 3</p> <p>McLaughlin, B. (1992). "Myths and misconceptions about second language learning" found at: http://www.ericdigests.org/1992-1/myths.htm</p> <p>Wiley, T.G. (1997). "Myths about language diversity and literacy in the United States" found at: http://www.cal.org/caela/esl_resources/digests/myths.html</p> <p>King, K. & Fogle, L. (2006). "Raising bilingual children: Common parental concerns and current research" Once you are on the CAL page, click on page 6 for the article. http://www.cal.org/resources/digest/RaiseBilingChild.html</p>
Class 2 June 27 Tuesday am	<p>Continuing: SLA Research and its implications for classroom practice\Definitions, & Measurement</p>	<p>Baker (2011)- Chapter 2</p> <p>Crandall, J. (2003). They DO speak English: World Englishes in U.S. Schools. http://www.modlinguistics.com/sociolinguistics/internationalenglishes/They%20do%20speak%20English.htm</p> <p>de Houwer (2009) Chapters 1 & 2</p>

Class	Theme/Topic	Preparation and Readings (To be read before class and referred to during class activities)
<p>Class 2 June 27 Tuesday pm</p>	<p>Standards for Teachers and P-12 Students: TESOL, ACTFL, NCATE</p> <p>Begin: second language learning in children (Fear and Learning at Hoover Elementary) Discussion based on de Houwer's Chapters 1&2</p> <p>Time to work in pairs to plan their Critical Topic Response</p>	<p>Baker, C. (2011). Chapter 2: reread ideas on measurement as we consider the role of Standards in teaching and learning Introduction to Critical Topic Response and sign up for chapters/themes</p> <p>Additional Readings from Blackboard The ESL Standards for Pre-K-12 Students -- http://www.tesol.org/s_tesol/seccss.asp?CID=95&DID=1565 The Foreign/World Language Standards for PK-12 Students http://www.actfl.org (from Home page, click on Publications, and then select Standards for Foreign Language Learning : Executive Summary) VA ELP SOLs: http://www.wida.us/standards/elp.aspx</p>
<p>Class 3 June 28 Wednesday am</p>	<p>L1 Research in Children L2 Research: Children and Second Language Acquisition</p>	<p>Part I: L1 & L2 Research and Children Readings: Baker (2011). Chapter 5 de Houwer (2009) Chapters 3 & 4 Webcast : http://ColorinColorado.org YouTube: http://www.youtube.com/watch?v=lqukbEigUtk&feature=related http://www.youtube.com/watch?v=NiTsdurReug&feature=related http://www.youtube.com/watch?v=vh6Hy6El86Q&feature=related</p>
<p>Class 3 June 28 Wednesday pm</p>	<p>Adolescents/ Adults and Second Language Acquisition</p> <p>Teens in Between</p> <p>Intro to Language Analysis Case Study Project</p>	<p>Baker, C. (2011). Chapter 6 de Houwer (2009) Chapters 5 & 6</p> <p>Walqui, A. (2000). Strategies for success: Engaging immigrant students in secondary schools: http://ericae.net/edo/ed442300.htm</p> <p>Short, D & Fitzsimmons, S. (2007) Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners. Read intro and executive summary: http://www.nwp.org/cs/public/download/nwp_file/9050/Double_the_Work.pdf?x-r=pcfile_d</p>

Class	Theme/Topic	Preparation and Readings (To be read before class and referred to during class activities)
Class 4 June 29 Thursday am	Bilingualism & Cognition Cognitive Theories and the Curriculum Dylan Garrity (https://www.youtube.com/watch?v=bo3KFUzyMUI)	Baker, C. (2011). Chapters 7 & 8 Genesee, F. (2000). Brain research: Implications for second language learning. http://www.cal.org/resources/digest/0012brain.html/digest_pdfs/digest_pdfs/0012-genesee-brain.pdf Language and Learning on YouTube: http://www.youtube.com/watch?v=hW_qpta6zb4&feature=relmfu Jim Cummins: https://www.youtube.com/watch?v=N-JvqObf5qk https://www.youtube.com/watch?v=NoB4KEIsHTk
Class 4 June 29 Thursday pm	Affective, Social, and Cultural Perspectives SLA Models Bilingual Education The role of Comprehensible Input: The SIOP and the CALLA models.	Baker (2011) – Chapters 12, 13 and 18 Bilingual Children's Mother Tongue: Why Is It Important for Education? Jim Cummins http://www.iteachilearn.com/cummins/mother.htm
Class 5 June 30 Friday am	Bilingualism, Biliteracy, and Language Learners Collier and Thomas research	Baker, C. (2011). Chapters 9 & 10, skim 11 and 14 Thomas, W. P., & Collier, V. P. (2003). The multiple benefits of dual language. <i>Educational Leadership</i> , 61(2). Rossell, Christine (2004). Teaching English through English. <i>Educational Leadership</i> 62(4): 8-13. Recommended reading: Armstrong, T. (2004). Making the Words Roar, <i>Educational Leadership</i> 61(6) 78-81.
Class 6 July 3 Monday am	Bilingualism and Special Needs Literacy and English learners Critical Topic presentations	Baker (2011) - Chapter 15 and skim 16 ColorinColorado.org webcast on Learning Disabilities and English Learners

Class	Theme/Topic	Preparation and Readings (To be read before class and referred to during class activities)
Class 6 July 3 Monday pm	Implications of Learner Similarities/ Differences for the Classroom Input and Interaction in SLA: A Brief Look at the Multiple Intelligences Critical topic presentations	Armstrong, T. Multiple Intelligences http://www.thomasarmstrong.com/multiple_intelligences.htm (Follow the links in the document for additional resources) Gardner, H. (2006). The Science of Multiple Intelligences Theory: http://web.ebscohost.com.mutex.gmu.edu/ehost/pdf?vid=3&hid=103&sid=6a5406a1-52ae-45f3-8880-af00856416e9%40sessionmgr110
No class on July 4th: Philosophy paper due by midnight tonight		
Class 7 July 5 am	Assessment Policy & Politics of Bilingualism: The Socio-political Debate Critical topic presentations	Baker, C. (2011). Chapters 17 and 19. Cummins video: https://www.youtube.com/watch?v=V8H6ha2ZPRw Ron Unz and Stephen Krashen: https://www.youtube.com/watch?v=bzLe4IgmNtw https://www.youtube.com/watch?v=LGcZ7DoGF4I https://www.youtube.com/watch?v=bqNweljxBYY
Class 7 July 5 pm	Critical literacy History of bilingual education Critical topic presentations	Articles on Blackboard: jigsaw of articles from Blackboard in folder for today.
Class 8 July 6 am	Critical topic presentations Review Course Synthesis	
Class 8 July 6 pm	Final 516 Class Language Analysis Project discussion, description and potential timeline	Critical Topic Response papers due today and presentations posted on Blackboard.

Rubrics

Analytic Rubric for Class Attendance and Informed Participation

Your responsibility in this course is to attend both physically and mentally, taking part in class activities. You will be graded on **how** you participate as well as how you **demonstrate** your growing knowledge base. Since this is an intensive course, absences are not permitted unless cleared by the CEHD office in exceptional circumstances.

0	2	3	4
Class Attendance			
Generally arrived late to class and after breaks.*	Sometimes arrived late and had difficulty returning to class on time after breaks.	Generally arrived on time and generally returned on time after breaks	Attended all classes for the full day, arriving on time for class and after breaks**
Assigned work			
Did not complete assignments on time	Completed few assignments on time	Completed most assignments on time	Completed assignments on time
Informed Participation			
Did not engage in class discussions	Rarely engaged in class discussion	Engaged in class discussions, sometimes adding additional insights	Engaged in meaningful class discussions, adding additional insights
Did not participate in class activities	Rarely participated in class activities	Participated consistently in class activities	Participated actively and constructively in class activities
Showed no growth in knowledge base through class contributions	Showed minimal growth in knowledge base through class contributions	Showed some growth in knowledge base through class contributions	Showed obvious growth in knowledge base through class contributions

*A full day absence will result in failing the course unless cleared by the office.

** Missing part of the instructional day will result in a deduction of up to 5 points in the participation grade.

EDCI 516 & 610 Philosophy of Teaching Rubric

Performance Indicator	Does not Meet the Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Understand and apply knowledge about teacher's cultural values and beliefs and their effect on teaching and learning to the philosophy of teaching ACTFL 4.1 TESOL 2	Candidate does not address how cultural values have an effect on language learning in the philosophy of teaching	Candidate creates a philosophy that that takes into consideration a variety of concepts of culture but does not connect these concepts to specific teaching practices or how to address cultural bias in teaching	Candidate creates a philosophy that takes into consideration a variety of concepts of culture and provides ways to address bias and infuse cross-cultural appreciation in teaching practice	Candidate consistently uses cultural knowledge throughout the philosophy of teaching to address his/her own biases and creates a plan of action to remove any and all bias in teaching practice and support cross-cultural appreciation in their classroom
Dispositions for create a supportive, accepting classroom environment to adapt instruction to address student needs in multiple ways ACTFL 3a TESOL 3b	Candidate creates a philosophy of teaching that does not address the needs of diverse learners or provide ideas for adapting instruction	Candidate creates a philosophy of teaching that contains some activities for adapting instruction based on student needs but which do not provide significant support for linguistically and culturally diverse learners	Candidate creates a philosophy that demonstrates an understanding of a supportive classroom environment by providing specific strategies to adapt instruction to address needs of linguistically and culturally diverse learners	Candidate creates a philosophy of teaching that is student-centered and incorporates several specific ideas to address the needs of linguistically and culturally diverse students
Understand and apply concepts of language acquisition and theory and the interrelationship between language and culture ACTFL 3a TESOL 1b	Candidate does not include an understanding of language acquisition or includes incorrect understanding of language acquisition in the philosophy of teaching. There is no evidence of awareness between language and culture.	Candidates demonstrate an understanding of how language acquisition occurs at various developmental levels, but provides limited strategies or activities demonstrated a limited knowledge of language acquisition theories	Candidates demonstrate an understanding of how language acquisition occurs at various developmental levels. Candidate provide a variety of techniques and activities in the philosophy of teaching that reflect his/her knowledge of culture and language acquisition.	Candidates demonstrate an understanding of how language acquisition occurs at various developmental levels within and outside of the formal classroom setting. The philosophy of teaching has a wide variety of strategies to meet the linguistic needs of students and demonstrates originality in planning and creation of instruction that reflect language acquisition theories

Performance Indicator	Does not Meet the Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Clearly establish professional goals that will help the candidate create supportive learning environments for Language Learners TESOL 5b ACTFL 6a	Candidate does not clearly articulate professional goals or goals do provide ways to create a successful and supportive learning environment	Candidate creates vague or unmeasurable professional goals that are based on personal interest and clear self-reflection; goals may or may not create positive outcomes for language learners	Candidate creates several well-articulated and measurable professional goals that are based on personal interest and clear self-reflection; goals are tailored to create positive outcomes for language learners	Candidate creates several professional goals and include a series of professional development options that will create cycle of continuous of professional development; goals are clearly informed by instructional reflections and analysis and tied directly with student outcomes
Demonstrate knowledge of language teaching methods in their historical contexts and the evolution of laws, policies and practices in their profession. ACTFL 6b TESOL 5a	Describes few or inappropriate theories, teaching methods and history of second language teaching with many inaccuracies and does not clearly apply these to making informed instructional decisions.	Describes some theories, teaching methods and history of language teaching with some inaccuracies and incompletely applies these to making informed instructional decisions.	Describes theories, teaching methods and history of language teaching including applicable laws, policies, and guidelines related to their area of study and describes how this applies to making informed instructional decisions.	Accurately and thoroughly describes theories, teaching methods and history of language teaching including applicable laws, policies, and guidelines related to their area of study and thoroughly describes how this applies to making informed instructional decisions that are effective for all language learners.
Understand the responsibilities inherent in being a professional language educator, and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs ACTFL 6b TESOL 5b	Describes few and unrealistic ways s/he will collaborate with colleagues. Does not provide appropriate techniques and dispositions to work with language learners effectively.	Describes how s/he will collaborate with colleagues in to find appropriate techniques and dispositions to work with language learners effectively.	Describes how s/he will collaborate with colleagues, families, and students and describes appropriate techniques and dispositions to work with language learners effectively.	Candidates clearly understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders. Describes self as professional resource in schools by identifying a variety of appropriate techniques and dispositions required to work effectively with language learners, collaborate with colleagues, and serve as an advocate for students and their families.

Theory and Research: Critical Topic Response Paper and Presentation Evaluation Rubric

Criteria	Approaches the Standards	Meets the Standards	Exceeds the Standards
Organization	Has some of the essential components but is disorganized; no real movement from generalities to specifics.	Has all the essential components, but is disorganized. Moves generally from generalities to the specifics	Follows all requirements as explained in syllabus. Critique well organized with a clear description, a section for analysis, interpretation, & connection to readings, and a personal reflection & classroom connection.
Interpretation	Identifies some questions. Recognizes basic content States some inconsistencies.	Asks insightful questions and recognizes context.	Asks insightful questions. Examines points made in article and discusses potential inconsistencies.
Analysis and Personal Connections to Article	Identifies some conclusions Sees some arguments Minimal connections to 516 readings/research literature. Minimal reflection to practice included	Formulates conclusions Recognizes arguments Seeks out information. Connections to 516 readings. Reflection may not be connected to classroom practice	Views information critically, and uses reasonable judgment to synthesize information and make many and profound connections to 516 readings and to classroom practice. Includes a strong reflection
Mechanics/ Writing	Tolerably well written; a fair number of minor spelling, grammatical, and/or punctuation errors; no evidence of revision and proofing. Significant APA errors	Reasonably well written; a few minor spelling, grammatical or punctuation errors may be present; evidence of revision and proof reading. APA may contain some errors	Well written with few or no errors or error patterns Clear evidence of regular revision and proofing. Referencing done in correct APA Style
Presentation	Presentation does not adequately comply with assignment guidelines, or all members do not participate equally. Analysis and arguments are not obvious. Cursory handout and materials are provided.	Presentation generally meets the assignment guidelines. Analysis and arguments are obvious to viewers. Handout and materials are provided but may not adequately represent project content.	Presentation is well planned & presented and meets all assignment guidelines. Analysis and arguments are clearly presented in a way which encourages viewers to participate. Includes well prepared handout and materials that contain salient points of project.

Performance Based Assessment Rubric – Language Acquisition Case Study

Category	TESOL Domain	ACTFL Std	Score			
			1	2	3	4
			Does Not Meet Standard	Approaches Standard	Meets Standard	Exceeds Standard
Cultural Context, Description of Learner & Learner's Language Development	2a	3a	Introduction is cursory or includes two or fewer descriptive elements that does not fully address the socio-cultural context	Description/introduction only briefly discusses socio-cultural context as it relates to the learner's language development and lacks depth of analysis	Description/introduction thoroughly addresses the socio-cultural background of the learner as it relates to language development providing a rich context for the language acquisition analysis.	Description/Introduction includes all six elements described, including a detailed rationale, description of the language learner and his/her language development history, and specifically addresses how the cultural context influences language acquisition and learning
Language Proficiency Assessment	1a	3a	Candidates are aware of the components of language and language as a system but do not use this knowledge to inform the case study	Candidates identify specific components of language and language as an integrative system to identify child's language ability and weaknesses	Candidates identify many components of language and language as an integrative system	Candidates identify all appropriate components of language and language as a system, including phonology, morphology, syntax, pragmatics and semantics. Analysis is clear and thorough, with appropriate evidence for each assessment.
Language Analysis & Application of Language Acquisition Theories	1b	3a	Cursory analysis of language learner, or may indicate misconceptions about SLA theories studied in EDCI 516	Minimal analysis of language learner, or does not include accurate application of SLA theories connected to this learner; only addresses 4 – 5 theories/readings in 516	Analysis of language learner provides adequate evidence of understanding of SLA theory & research through discussion of 6– 7 SLA theories in EDCI 516	Analysis of language learner provides strong evidence of understanding of SLA theory & research through a thoughtful, thorough, and reflective discussion of at least 8 SLA theories studied in EDCI 516

<p>Action Plan Application of SLA Theories</p>	<p>3a</p>	<p>3b</p>	<p>Does not include an Exploratory Action Plan, or Plan contains considerable errors or lack of cultural relativity</p>	<p>Presents only cursory action plan for language learner that lacks in individualization or differentiation and may connect only minimally to learner’s background or SLA theories</p>	<p>Presents realistic, culturally grounded exploratory action plan for language learner but may need additional individualization to meet learner needs and connects adequately to SLA theories studied in EDCI 516, but may need stronger grounding</p>	<p>Presents realistic and individualized action plan for language learner that is culturally grounded and based on oral and written samples that differentiate instruction based on individual learner needs and connects to SLA theories, as described in the instructions</p>
<p>Professional Communication as evidenced by overall writing, format and referencing</p>	<p>5a, 5b</p>	<p>6</p>	<p>Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. Extensive APA formatting errors prevent professional communication</p>	<p>Candidate provides a cursory reflection that contains misses some elements of the assignment. Some APA formatting errors prevent professional communication</p>	<p>Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching. Few APA formatting errors but do not hinder the reader significantly.</p>	<p>Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context. No APA errors present.</p>