

GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
Office of Education Services (OES)  
EDUC 2016.10.22280 Teaching English  
Learners (ELs) with Sheltered Content  
Instruction (SI) Three graduate  
credits Spring 2019  
**January 29 – March 26, 2019**  
New Dominion: 4:30 - 7:30 pm Multipurpose Room

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Examines sheltered instruction and prepares teachers *to* teach content effectively *to* English learners while developing the students' language ability. Emphasizes academic literacy, developing academic vocabulary aligned with core content curriculum, reading development and comprehension, ESL methodologies, progress monitoring of students and explicit training on how *to* co-teach. Examples of instructional tools for different grade-level divisions and the subjects of science, social studies, math, and language arts provided.

**Course Overview**

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

**Course Delivery Method**

**This course will be delivered face-to-face lecture style utilizing cooperative learning techniques.**

**Learner Outcomes or Objectives**

Students completing this course will be able to:

- Make instructional decisions about how *to* apply sheltered instruction strategies into classroom lessons.
- Recognize the difference between a content objective and a language objective in order *to*

- clarify how ELLs are supported academically and linguistically.
- Identify the importance of a standards-based UBD model so that we can compare and contrast the benefits of a lesson before and after following backwards planning.
  - Analyze different models of Co-teaching and discuss their potential effectiveness within our own collaborative settings.
  - Explore WIDA ELD standards and Can-Do Descriptors and how they support ELs' language development and academic achievement at the same time.
  - Implement ELD standards through the use of MPIs into lessons.
  - Analyze linguistic & cultural backgrounds to incorporate students' home language usage in the classroom.
  - Understand that there are different language demands (language tasks and functions) and therefore multiple opportunities in different content areas to provide regular opportunities to practice and apply new language and content knowledge in English.
  - Know a variety of research-based differentiation strategies, reflecting on which strategies would work best with PWCS EL' s profiles (EL types, ELP levels, learning styles) and tell why.
  - Select instructional strategies to scaffold texts, assignments, & activities for the range of ELs' proficiency levels.
  - Understand that collaboration is necessary between content teachers, special educators, and ESOL teachers.
  - Analyze information about the service provisions for dually identified students.
  - Define and discuss how 'cooperative learning' aligns to the theory of Vygotsky's social interaction and SIOP's component of verbal interaction in order to gain a sense of why cooperative learning is necessary for second language acquisition.
  - Extend our understanding of the need to focus on all tiers of vocabulary for ELs and know how to apply our knowledge to authentic text.
  - Explore culturally responsive reading strategies and discuss their potential effectiveness with ELs.
  - Determine and apply the types of writing (i.e. text types) required for core content areas.
  - Use the WIDA writing rubrics to formatively evaluate authentic samples of ELs' writing that are representative of grade-level clusters and text types to determine students' levels of proficiency.
  - Categorize supplementary materials in order to support content and language objectives and the four language domains: reading, writing, listening and speaking.

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

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

### Professional Standards

- National Board for Professional Teaching Standards, Core Proposition 2
- **TESOL standards 1.b., 2.a., 3.a., b., c., 4.a., 5.a**  
For a complete description of the TESOL/NCATE Standards, please go to the following website: <http://www.ncate.org/documents/ProgramStandards/tesol.pdf> and look under Specialty Program Standards, then TESOL Standards.
- WIDA English Language Development Standards  
For a complete description of the WIDA English Language Development Standards, please go to the following website: <http://www.wida.us> and look under Standards and Instruction, then English Language Development (ELD) Standards

### Required Textbook:

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

### Optional Textbooks:

- Rojas, V.P. (2013). *ELs' Instructional 'Look Fors' protocol: Cultural/responsive classroom indicators*. PWCS
- Rojas, V.P. (2007). *Strategies for success*. Alexandria: ASCD ISBN978-1-4166-0383-2
- WIDA 2012 Amplification of the English Language Development Standards: Kindergarten- Grade 12 (2012).
- American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, D.C.: American Psychological Association.

### Course Performance Evaluation

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

- **Assignments and/or Examinations**

**Reading -Annotated Bibliographies** (20 points, due February 21, 2019): Choose five (5) articles based on topics that interest you from your reading in the course text *Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities* by Echevarria and Graves. This is a Performance-Based Assessment.

**Lesson Plans Portfolio** (30 points; due March 7, 2019): Students create a portfolio of lesson plans designed to address the needs of their students as well as the curriculum objectives for the subject area they are teaching. This is a Performance-Based Assessment.

**The Final Project/Research Paper** (40 points due March 26, 2019) is a written paper of about 8-10 pages (double-spaced) on an approved topic (research and practical applications) from course content. The goal is to conduct in-depth research on a topic in

*Teaching English Learners (ELs) with Sheltered Content Instruction* that you find intriguing and to develop research skills through literature review and case studies. This is a Performance-Based Assessment.

- **Other Requirements**

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

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

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

**Assignments overview:**

Attendance & Participation	10 points
Annotated Bibliographies	20 points
Lesson Plans Portfolio	30 points
Final Project/Research Paper	40 points

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

- **Grading**

The grading policy for graduate courses at GMU allows the following grades: A 93-100 points

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

### **Professional Dispositions**

See <https://cehd.gmu.edu/students/policies-procedures/>

## Course Schedule

	Class Discussions	Readings/Class Discussion
01/29	4:30 - 7:30 PM Sheltered Instruction & Techniques	Read Chapter 3: Sheltered Instruction in the Content <u>Areas</u> . Reflect on personal practice by Indicating which of the features of the SIOP Model of sheltered instruction in Figure 3.2 on pp.52-53 are not part of your teaching repertoire and which ones you use frequently.
01/31	4:30 - 7:30 PM Standards-Based Planning	<b>Video "Content and Language Objectives": Consider</b> both the language development your students need as well as the content information as you watch this video about content and language objectives. Why are both important? Prepare to discuss in class.
02/05	4:30 - 7:30 PM Co-teaching	Learners with Diverse Abilities. Choose one of the scenarios (1, 2, 3 or 4) on p. 30 and be prepared to discuss the questions in class.
02/07	4:30 - 7:30 PM WIDA	Video " <u>Adding Fractions</u> ": Watch the video of an individualized math assessment that also allows for the assessment of language including academic language in math. What does the teacher learn by asking this student questions about fractions?
02/19	4:30 - 7:30 PM Practice & Apply New Language and Content Knowledge  Home Language	Read Chapter 4: Understanding, Adjusting, and Teaching the Language of the Classroom. Complete one of the activities (1, 2, 3 or 4) on p. 86 and be prepared to discuss in class.
02/21	4:00 - 7:30 PM ELSWD  <b>Annotated Bibliographies Due</b>	Video "Teaching the Whole Child": As we discuss language proficiency throughout this class, it is important to remember language represents only one aspect of an individual. In this video, Jim Cummins discusses the importance of teaching the whole child, rather than isolating language as the only aspect that needs support. Why is this important for teachers to understand and practice?
02/26	4:30-7:30 PM Differentiate Instruction	Read Chapter 7: Differentiated Instruction Choose a previously developed lesson plan and outline two possible text or assignment modifications to accommodate students who are English learners fo share with a partner.
02/28	4:30 - 7:30 PM Scaffolding	
03/05	4:30 - 7:30 PM Grouping and Cooperative Learning	Video " <u>Venn Diagrams</u> ": Watch this video and think about how you can teach your students to use Venn Diagrams

## Course Schedule

	Class Discussions	Readings
03/07	4:30 - 7:30 PM Supplementary Materials (Technology)  <b>Lesson Plan Portfolio Due</b>	Read Chapter 2: Theoretical and Historical Foundations. Select three instructional approaches with which you are familiar (for instance, cooperative learning, the <b>language experience approach, direct instruction, or thematic teaching</b> ). Identify the theories that influence each approach.  <b>Video "Linguistics": In reality, all teachers are language teachers because of the specific language demands of each content area. Think about the language used in the lessons you teach as you watch a video describing linguistics and its importance for all teachers. How can understanding of linguistics help teachers?</b>
03/12	4:30 - 7:30 PM Academic Vocabulary	Read Chapter 5: Promoting Affective and Cultural Connections Ponder the following statement made by a teacher: "I tried to learn Spanish in college, but it's just too difficult. I don't know how anyone learns to speak a second language." Be prepared to discuss the ramifications for students and teachers if this type of statement is <i>acceptable</i> or be prepared to discuss the ramifications for students and teachers if this type of <b>statement is unacceptable</b> .
03/14	Reading Fundamentals	Video "Learning Cultural Knowledge": Watch this video and think about how you might learn about the cultures of your students." Why is this important?
03/19	4:30 - 7:30 PM Reading Strategies & Methods K-12	Read Chapter 6: Learning Strategies If you are teaching a learning strategy to students with intermediate fluency in English, what specific guidelines are critical for you to consider when you are planning your mini lesson?
03/21	Reading Comprehension	
03/26	4:30 - 7:30 PM Writing Types Writing Steps & Progressive Rubrics  <b>Final Research Paper Due</b>	Read Chapter 8: Becoming a Reflective Practitioner Discuss how you plan to engage in reflection, goal setting, and collaboration with others who can lend support, contribute fresh ideas, and assist in analyzing ways to improve English learners' <b>academic success. Be prepared to discuss in class.</b>

### **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/>.

### **GMU Policies and Resources for Students**

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see, <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to\_\_ [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see\_\_ <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

**Assignment details:**

**Reading - Annotated Bibliographies (20 points, due February 21, 2019):** Choose five (5) articles based on topics that interest you from your reading in the course text *Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities* by Echevarria and Graves. Each Annotated Bibliography should include the article citation in APA style, a one paragraph summary of the content, and a one to two paragraph reflection to personal practice. Each Annotated Bibliography should be a maximum of one-page double spaced. The Annotated Bibliographies should be of good academic quality and integrity and adhere to APA standards. Guidelines and an example of an Annotated Bibliography is provided in class. The entire assignment consisting of five (5) articles should be submitted as one document in Blackboard

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



**Lesson Plans Portfolio** (30 points; due **March 7, 2019**): Students create a portfolio of lesson plans designed to address the needs of their students as well as the curriculum objectives for the subject area they are teaching. The portfolio will include **four (4) complete lesson plans that demonstrate an understanding of teaching English learners with Sheltered Instruction**. One of the four lesson plans should focus on differentiation as addressed in class. Each lesson plan should follow the template provided (UbD) and **include an introductory rationale** (maximum of 1 page double-spaced) that references the course readings to the development of the lesson plan.

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

### Final Project/Research Paper (40 points; due March 26, 2019)

The Final Project/Research Paper is a written paper of **about 8-10 pages (double-spaced) on an approved topic** (research and practical applications) from course content. The documenting and referencing sources must **follow APA style**. You may select one of the topics we cover in this course that is of your interest. The **goal is to conduct in-depth research on a topic in *Teaching English Learners (ELs) with Sheltered Content Instruction* that you find intriguing** and to develop research skills through literature review and case studies.

Research Paper Rubric

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