

George Mason University
College of Education and Human Development
Graduate School of Education
Division of Elementary, Literacy, Multicultural and Secondary Education

EDPD 501.6F4 – Teaching Content to English Learners: Effective Strategies to Enhance
Curriculum Development and Implementation
3 Credits, Spring 2020
Mondays, 4:00pm-7:00pm, Wakefield High School (Room TBD)

Faculty

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Prerequisites/Corequisites

None

Course Overview

Participants will receive training in a research-based model for effective language and content instruction for English learners (ELs) who are enrolled in English Language Development (ELD) or mainstream classes. Participants will apply and evaluate these best practices with their students.

Course Delivery Method

This course will be delivered using a lecture format.

Learner Outcomes or Objectives

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

- 1) identify the critical factors affecting second language acquisition;
- 2) plan and implement lessons based on national, state, and local standards for ELs which incorporate features of the SIOP Model;
- 3) evaluate the extent to which features of the SIOP Model are evident in their own teaching;

- 4) utilize the SIOP Checklist to observe peer lessons and provide feedback on the extent to which the features were effectively implemented; and
- 5) evaluate the extent to which their participation in this training has affected their students' achievement.

Professional Standards

National Board for Professional Teaching Standards, Core Propositions

- 1) Teachers are committed to students and their learning.
- 2) Teachers know the subjects they teach and how to teach those subjects to students.
- 3) Teachers are responsible for managing and monitoring students' learning.
- 4) Teachers think systematically about their practice and learn from experience.
- 5) Teachers are members of learning communities.

Required Texts

Required Text:

Echevarria, J., Vogt, M.E., & Short, D. (2016). *Making Content Comprehensible for English Learners: The SIOP Model, 5th edition*. Boston, MA: Pearson.

Additional required readings to be assigned by course instructors.

Recommended Texts:

Vogt, M.E., Echevarria, J. & Washam, M. (2015). *99 More Ideas and Activities for Teaching English Learners with the SIOP Model*. Boston, MA: Pearson.

Vogt, M.E., & Echevarria, J. (2008). *99 Ideas and Activities for Teaching English Learners with the SIOP Model*. Boston, MA: Pearson Allyn and Bacon.

Course Performance Evaluation

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

• Assignments and/or Examinations

- 1) **SIOP Component Presentation (20%)**: Small groups (3-4) will take turns teaching a SIOP component to the class. You will have one hour in which to highlight the key points of the chapter for us. Be creative. And remember to include content and language objectives for your presentation. An electronic version of your presentation is due prior to class on the day of your group presentation. **Due Dates: See Summary of Course Session Topics, Readings, & Assignments.**

- 2) **Case Study (15%)**: A case study is an in-depth study of something or someone. Your assignment is to choose two ELs from your classes who you would like to know more about in order to better meet their needs. Carefully review their ESL information in their ESL files. Assess their progress in English language development, **making specific reference to Cummins' model and factors affecting second language acquisition** (as discussed in class and in the readings). Your paper should be a minimum of two pages and a maximum of four pages, double-spaced, 12 inch font, with 1 inch margins. **Turn in a hard copy at the beginning of class. Due: March 23, 2020**
- 3) **Group Lesson Plan Design and Presentation (15%)**: (completed as an in-class assignment) Participants will work in small grade-level groups to collaboratively design a lesson plan in the SIOP format. (Instructors will provide the template.) You will not be expected to teach this lesson. Each group will have 15 minutes to present highlights of the lesson to the class. (Only 1 copy of each plan will be submitted to the instructors. **Turn in a hard copy at the beginning of class.** Handouts for the class are optional.) **Due: April 15, 2020**
- 4) **Final Lesson Plan, Reflection and Presentation (30%)**:
- Write a lesson plan incorporating all eight SIOP components.
 - Teach the lesson. (If the lesson is a multi-session lesson, then teach one session. In your reflection, you'll need to include what came before and what will come after this session— i.e., tell how this session fits within the complete lesson.) \
 - Have a peer observe you, using the SIOP checklist, for 30-45 minutes or longer. The observer should include his/her annotated notes on the checklist.
 - Write a reflection paper of the lesson. Your reflection paper should be a minimum of two pages and a maximum of four pages, double-spaced, 12 inch font, with 1 inch margins.
 - Include in your reflection:
 - an analysis of the lesson's implementation,
 - comments from the observer, and
 - a self-assessment as evidence of learning in this course. That is to say, what are some things you did in this final lesson which demonstrates your growth as an educator? What effect has the SIOP training in this course had on your thinking and teaching?
 - Your partner's annotated **SIOP checklist** of your lesson must be included in this final packet.
 - Make a short oral presentation of what you learned from teaching this lesson. (More details on the presentation will be provided in class.) **Due: May 6, 2020**
- **Other Requirements**
- **Attendance and Class Participation (20%)**: Both are required at all sessions, as the course relies heavily on peer collaboration and instructor modeling of the course content during each session. The course format emphasizes group work and discussions; *therefore regular attendance, active participation and timely completion of all assignments are expected and required of all participants.*
 - **Peer Review/Collaboration**: Participants will be required to work collaboratively with colleagues to develop lesson plans, observe live or videotaped lessons, and evaluate the lessons' effectiveness. *This is part of your Attendance and Class Participation grade.*

- **Grading**

A/A+ All assignments completed in a timely manner and detailed. Student demonstrates extensive knowledge and reflective thought regarding reading and presentations. Quality of work consistently exceeds standards. Student always participates in class.

A- All assignments completed in a timely manner and detailed. Student demonstrates extensive knowledge and reflective thought regarding reading and presentations. Student regularly participates in class.

B/B+ Most assignments completed in a timely manner and detailed. Student demonstrates very good knowledge and reflective thought regarding reading and presentations. Student usually participates in class.

B- Some assignments completed in a timely manner and detailed. Student demonstrates general knowledge and some reflective thought regarding reading and presentations. Student sometimes participates in class.

C Some assignments completed. Student demonstrates minimal knowledge and little reflective thought regarding reading and presentations. Student rarely participates in class.

F Several missing and/or incomplete assignments. Student demonstrates misunderstandings with no reflection shown. Student does not participate in class and/or has excessive absences.

Professional Dispositions

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

Class Schedule

Session # & Date	Today's Session Topic(s)	Readings and Assignments due at <i>NEXT</i> session <i>(unless otherwise noted)</i>
Session #1 – 3/2	<ul style="list-style-type: none"> - Introduction to the Course - Building a Learning Community - Review of the Syllabus & Course Expectations. - Course Registration & Completion of Forms. - Review of GMU Course Withdrawal & Attendance Policies. - Sign up for SIOP Component Group Presentation. 	<ul style="list-style-type: none"> - Read two articles: “Whose Student is She?” by Dr. Elizabeth Varela found at: http://www.tolerance.org/magazine/number-37-spring-2010/whose-student-she and “A Community of Learners” by Bob Lenz found at: http://www.edutopia.org/envision-schools-learning-community-respect - Purchase SIOP Textbook.

<p>Session #2 – 3/9</p>	<p><u>Language Development</u> - Introduce Case Study assignment.</p>	<ul style="list-style-type: none"> - Read Echevarria Ch. 1 (Intro to SIOP) & Ch. 2 (Lesson Preparation). - Prepare SIOP Component Group Presentation (Lesson Preparation). - Begin Case Study. - Bring a lesson plan idea for creating content and language objectives.
<p>Session #3 – 3/16</p>	<p><i>(You should have begun working on your case study.)</i></p> <p><u>Lesson Preparation</u> - Presenting SIOP Component Group Presentation - Lesson Preparation</p>	<ul style="list-style-type: none"> - Read Echevarria Ch. 3 (Building Background). - Prepare SIOP Component Group Presentation (Building Background). - Read one of the Supplemental Reading articles regarding Building Background. - Bring a lesson plan idea to update with building background strategies.
<p>Session #4 – 3/18 *Wednesday*</p>	<p><u>Building Background</u> - Introduce Group Lesson Plan assignment. - Presenting SIOP Component Group Presentation - Building Background</p>	<ul style="list-style-type: none"> - Finish Case Study. - Read Echevarria Ch. 4 (Comprehensible Input). - Prepare SIOP Component Group Presentation (Comprehensible Input). - Read the Supplemental Reading article regarding Comprehensible Input. - Think about who you want to work with for the Group Lesson Plan assignment (3-4 people per group). - Bring a lesson plan idea to analyze for increased comprehensible input.
<p>Session #5 – 3/23</p>	<p><u>Comprehensible Input</u> - Case Study assignment due. - Form Group Lesson Plan groups. - Presenting SIOP Component Group Presentation - Comprehensible Input</p>	<ul style="list-style-type: none"> - Read Echevarria Ch. 5 (Strategies). - Read one of the Supplemental Reading articles regarding Strategies. - Prepare SIOP Component Group Presentation (Strategies). - Bring materials to work on Group Lesson Plan. - Bring a lesson plan idea for incorporating learner strategies.
<p>Session #6 – 3/30</p>	<p><u>Strategies</u> - Work in Group Lesson Plan teams. - Presenting SIOP Component Group Presentation – Strategies</p>	<ul style="list-style-type: none"> - Read Echevarria Ch. 6 (Interaction). - Prepare SIOP Component Group Presentation (Interaction). - Read Echevarria Ch. 7 (Practice/Application). - Prepare SIOP Component Group Presentation (Practice and Application).
<p>Session #7 – 4/1 *Wednesday*</p>	<p><u>Interaction</u> - Presenting SIOP Component Group Presentation – Interaction</p> <p><u>Practice/Application</u> - Presenting SIOP Component Group Presentation - Practice/Application</p>	<ul style="list-style-type: none"> - Work on Group Lesson plan assignment.

<p>Session #8 – *TBD (class will agree on date)</p>	<p><i>*Group Work Session</i> - Work with teammates to finalize group lesson plans and presentations. - Instructors will be available to assist and answer questions.</p>	<p>- Finalize Group Lesson Plan and presentation.</p>
<p>No class on 4/6 – Spring Break No class on 4/13 – Grade Prep Day</p>		
<p>Session #9 – 4/15 *Wednesday*</p>	<p><u>Group Lesson Plans</u> - Group Lesson Plan presentations - Group Lesson Plan assignment due.</p>	<p>- Read Echevarria Ch. 8 (Lesson Delivery). - Read the Supplemental Reading article regarding Lesson Delivery. - Prepare SIOP Component Group Presentation (Lesson Delivery).</p>
<p>Session #10 – 4/20</p>	<p><u>Lesson Delivery</u> - Introduce Final Lesson Plan assignment. - Presenting SIOP Component Group Presentation - Lesson Delivery</p>	<p>- Read Echevarria Ch. 9 (Review & Assessment). - Read one of the Supplemental Reading articles regarding Review and Assessment. - Prepare SIOP Component Group Presentation (Review and Assessment). - Set up observation for Final Lesson Plan.</p>
<p>Session #11 – 4/27</p>	<p><u>Review and Assessment</u> - Start work on Final Lesson Plan assignment. - Presenting SIOP Component Group Presentation - Review and Assessment</p>	<p>- Work on components of Final Lesson Plans. - Teach lesson for Final Lesson Plan assignment. - Bring draft of Final Lesson Plan for peer review.</p>
<p>Session #12 – *TBD (class will agree on date)</p>	<p><i>*Individual Work Session</i> - Work on final lesson plans (reflection and presentation). - Instructors will be available to assist and answer questions.</p>	<p>- Work on components of Final Lesson Plans.</p>
<p>Session #13 – 5/4</p>	<p><u>Review all SIOP components.</u> - Teach it to us – share an aspect of the SIOP model that you have put into practice. - Peer review of Final Lesson Plan.</p>	<p>- Work on components of Final Lesson Plans.</p>
<p>Session #14 – 5/6 *Wednesday*</p>	<p>Final Lesson Plan Presentations - Everyone turn in Final Lesson Plan to instructors. <i>Guest Presenter from Population Education</i></p>	<p>- Continue presenting Final Lesson Plans (if necessary).</p>
<p>Session #15 – 5/11</p>	<p>Final Course Evaluations - Continue Final Lesson Plan presentations (if necessary).</p>	<p>All done! Enjoy your new knowledge and skills. ☺</p>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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/>.

Professional Dispositions

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

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 <https://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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@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 <http://cehd.gmu.edu/>.

~ GMU Course Withdrawal Deadline: Inform GMU, through your course instructors, of course withdrawal before Monday, March 9, 2020. ~

SUMMARY OF COURSE SESSION TOPICS, READINGS, & ASSIGNMENTS
INDIVIDUAL ASSIGNMENTS' RUBRICS
(Descriptors for Individual Assignments)

	Does not meet standards 1	Approaches meeting standards 2	Meets standards 3	Exceeds standards 4
Attendance & Class Participation 20%	<ul style="list-style-type: none"> ● Missed four or more class sessions. ● Few contributions to class discussions. ● Little or no evidence of peer collaboration. 	<ul style="list-style-type: none"> ● Missed three class sessions. ● Contributed occasionally to whole class and small group discussions. ● Some evidence from class participation and written work of collaboration. 	<ul style="list-style-type: none"> ● Missed two class sessions. ● Contributed thoughtfully to whole class and small group discussions. ● Clear evidence from class participation and written work of productive collaboration. 	<ul style="list-style-type: none"> ● Missed none or only one class session. ● Contributed regularly and thoughtfully to whole class and small group discussions. ● Clear and consistent evidence from class participation and written work of meaningful and productive collaboration.
SIOP Component Presentation 20%	<ul style="list-style-type: none"> ● No evidence of collaboration. ● Presentation not engaging. ● Misunderstanding of concepts presented. 	<ul style="list-style-type: none"> ● Little evidence of collaboration. ● Presentation somewhat engaging. ● Some misunderstanding of concepts presented. 	<ul style="list-style-type: none"> ● Evidence of collaboration. ● Presentation relatively engaging. ● Concepts presented accurately. 	<ul style="list-style-type: none"> ● Strong evidence of collaboration. ● Presentation highly engaging. ● Concepts presented accurately and clear evidence of knowledge and understanding of material presented in the chapter.
Case Study 15%	<ul style="list-style-type: none"> ● Case study not completed. ● Little or no evidence of analysis of students and reflection on concepts presented in class. 	<ul style="list-style-type: none"> ● Case study completed. ● Some evidence of analysis of students and reflection on concepts presented in class. 	<ul style="list-style-type: none"> ● Case study completed ● Clear evidence of thoughtful analysis of students and reflection on concepts presented in class. 	<ul style="list-style-type: none"> ● Case study completed and turned in on time. ● Clear and consistent evidence of thoughtful analysis of the students and reflection on concepts presented in class, with specific references to class discussions, readings, and own teaching practice.

<p align="center">Group Lesson Plan and Presentation 15%</p>	<ul style="list-style-type: none"> ● Lesson turned in late. ● Does not follow the SIOP format. ● Lesson includes few or no elements of the SIOP. ● Presentation to the class is not engaging. ● No evidence of collaboration. 	<ul style="list-style-type: none"> ● Lesson turned in on time. ● Lesson attempts to follow the SIOP format. ● Lesson includes some elements of the SIOP. ● Presentation to the class is somewhat engaging. ● Little evidence of collaboration. 	<ul style="list-style-type: none"> ● Lesson turned in on time. ● Lesson generally follows the SIOP format. ● Lesson includes most elements of the SIOP. ● Presentation to the class is relatively engaging. ● Some evidence of collaboration. 	<ul style="list-style-type: none"> ● Lesson turned in on time. ● Lesson fully follows the SIOP lesson plan format. ● Lesson includes all components of the SIOP. ● Presentation to the class is highly engaging. ● Strong evidence of collaboration.
<p align="center">Final Lesson Plan (including SIOP Checklist, Class Presentation, and Reflection Paper) 30%</p>	<ul style="list-style-type: none"> ● Lesson turned in late. ● Lesson includes few or no elements of the SIOP model. ● Lesson and reflection show little or no evidence of analysis or understanding of the concepts and practices of the course. ● Reflection provides little or no analysis of the effect of the course on your instructional practices. ● Presentation to the class is not engaging. 	<ul style="list-style-type: none"> ● Lesson turned in on time. ● Lesson includes some elements of the SIOP model. ● Lesson and reflection show limited evidence of understanding of the concepts and practices of the course. ● Reflection provides minimal analysis of the effect of the course on your instructional practices. ● Presentation to the class is somewhat engaging. 	<ul style="list-style-type: none"> ● Lesson turned in on time. ● Lesson includes most elements of the SIOP model, explained fairly well. ● Lesson and reflection together show clear evidence of understanding of the concepts and practices of the course. ● Reflection provides analysis of the effect of the course on your instructional practices. ● Presentation to the class is relatively engaging. 	<ul style="list-style-type: none"> ● Lesson turned in on time. ● Lesson includes all elements of the SIOP model, clearly indicated and thoroughly explained. ● Lesson and reflection together show clear and consistent evidence of knowledge and understanding of the concepts and practices taught in the course. ● Reflection provides thoughtful analysis of the effect of the course on your instructional practices. ● Presentation to the class is highly engaging.

COURSE FINAL GRADE RECORDING SHEET

Name _____

Date _____

Criteria	Does not meet standards 1	Approaches meeting standards 2	Meets standards 3	Exceeds standards 4	Score
Attendance and Class Participation 20%					
SIOP Component Presentation 20%					
Case Study 15%					
Group Lesson Plan and Presentation 15%					
Final Lesson Plan (including SIOP Checklist, Class Presentation and Reflection Paper) 30%					
Final Grade					

Comments:
