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

EDCI 519 6F2 – Methods of Teaching Culturally and Linguistically Diverse Learners
3 Credits, Spring 2021
Blended Online (Synchronous Sessions Wednesdays, 7:30 p.m.)
March 15th to May 11, 2021

Faculty
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Prerequisites/Corequisites
Required Prerequisites: EDCI 510* and EDCI 516
* May be taken concurrently.

University Catalog Course Description
Examines approaches, methods, and techniques for teaching culturally & linguistically diverse learners in bilingual and ESL classrooms, as well as resources available in field. Critically analyzes and demonstrates teaching approaches based on second language acquisition research, including teaching language through content. Fieldwork hours are required. (Fieldwork placements are waived for spring 2021 due to COVID-19).

Please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: https://www2.gmu.edu/Safe-Return-Campus. There is also a special document COVID Syllabus Addendum located in the syllabus tab.

Course Overview

This course includes an examination of current and past approaches, strategies, and techniques for teaching culturally and linguistically diverse learners. Students demonstrate teaching strategies,

develop lesson and unit planning skills, and demonstrate knowledge of the application of linguistic, sociocultural, and sociolinguistic concepts in language teaching and learning.

Course Delivery Method (Online)
This course will be delivered blended online (76% or more) **using a synchronous and asynchronous format** via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available **March 15, 2021 at 8:00 a.m**.

Under no circumstances may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

This online course is **not self-paced. You will be expected to complete one module every week**. Completing a Weekly Module includes reading, participating in Discussion Board, and completing any assignments and/or activities within that Weekly Module. You are asked to engage deeply with the course content, to take risks in your thinking, and to listen to and learn from your classmates.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
  - https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: **Our course will begin on the day that our first synchronous meeting takes place—Wednesday, March 17th at 7:30 p.m. Any asynchronous weeks will begin on Wednesdays and finish on Tuesdays.**

- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

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

1) Learn the fundamental concepts of the knowledge base pertaining to ESL, English as a second dialect, and the teaching of other second and foreign languages; second language acquisition, psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.

2) Learn to develop a lesson plan that uses the four language skills, listening, speaking, reading, and writing. This includes learning to develop a lesson plan that shows evidence of scaffolded, differentiated, and multi-level instruction.
3) Plan and manage a second language class effectively and be able to evaluate and selectively apply a range of teaching strategies as appropriate to their students' needs and characteristics, particularly as they apply to the skills and needs of diverse learners. For this purpose, they will need to be able to assess different teaching situations and changing conditions in culturally and linguistically diverse classrooms, so as to select appropriate teaching procedures and adapt to teaching students with differing learning styles and cultural backgrounds.
4) Utilize research by understanding and critically evaluating second language learning theories to engage in a systematic investigation of the knowledge base to inform their own and others teaching practices.

Professional Standards – TESOL/CAEP (TESOL International Association Standards for Initial TESOL Pre-K-12 Teacher Preparation Programs). https://www.tesol.org/advance-the-field/standards/tesol-caep-standards-for-p-12-teacher-education-programs

Upon completion of this course, students will have met the following professional standards:

Standard 1: Knowledge About Language
Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.

1a Candidates demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for ELLs.

1b Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.

Standard 2: ELLs in the Sociocultural Context
Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.

2c Candidates devise and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individual instructional and assessment practices for their ELLs.

Standard 3: Planning and Implementing Instruction

Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement and communicate about instruction for ELLs.

3a Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs' in the content areas.

3b Candidates instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.

3c Candidates adjust instructional decisions after critical reflection on individual ELLs' learning outcomes.

3e Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.

Standard 4: Assessment and Evaluation
Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.

4b Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English and content assessment. Candidates determine language and content learning goals based on assessment data.

Standard 5: Professionalism and Leadership

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

5c Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.

Required Texts

Echevarria, J., Vogt, M.E., & Short, D.J. (**2017**), **5th Ed**. *Making content comprehensible for English learners: The SIOP Model.* Pearson.

Heritage, M., Walqui, A., & Linquanti, R. (2015). *English language learners and the new standards: Developing language, content knowledge, and analytical practices in the classroom.* Harvard Education Press.

Recommended Texts:
Garcia, O., & Kleifgen J. (2018). *Educating emergent bilinguals: Policies, programs, and practices for English learners.* Teachers College Press.

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 REQUIREMENT
(Unit Lesson Plan Reflection & Analysis Paper) NOTE: TK20 Submission waived and this assignment will be adapted for Spring 2021. You will submit to Blackboard Assignment Link.
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 Form 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.

FIELDWORK REQUIREMENT **Note: Fieldwork placement waived Spring 2021**
Field Experience and Lesson Planning Assessment **(Common Assessment)**
The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **15 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 15 hours per course (e.g., two courses require 30 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.) **The Lesson Planning Assessment will be modified for Spring 2021 and submission to TK20 is waived. You will submit to Blackboard Assignment Link.**
*TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to TK20 on Blackboard. The form is located on Blackboard in your TCLDEL organization site in the "Fieldwork" page. **N/A Spring 2021**

TCLDEL Fieldwork Log of Hours and Evaluation Assessment **N/A Spring 2021**

	Status of Student Work	
	1	0

Fieldwork Log of Hours demonstrates 15 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

N/A Spring 2021 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.

Assignments and/or Examinations

Assignment Description	Grade %	Standards Addressed
Self-Assessment of Dispositions	N/A	Completion of Self-Assessment of Dispositions required in this course – see Qualtrics Survey link under "Assessments" tab in main menu of our Bb course page.
Lesson Planning Assessment (Common Assessment) **(Adapted for Spring 2021 due to waiver of fieldwork requirement)**	20%	Requirement for licensure/endorsement *TESOL/CAEP Standards: 3a, 3b, 3c, 3e*
Class Attendance and Informed Participation	40%	Read and engage with weekly content; be prepared to reflect, share, discuss, and complete active learning activities based on weekly content. *TESOL/CAEP Standards: 1a, 1b, 2c, 3a, 3b, & 5c*
Teaching with Technology	15%	Integrate digital tools into instructional design to support language and literacy learning. *TESOL/CAEP Standards: 3e*
Unit Lesson Plan & Reflection Analysis Paper **(Adapted for Spring 2021 due to waiver of fieldwork requirement)**	25%	Create a 5-day unit plan of instruction using the lesson plan template provided *TESOL/CAEP Standards: 1a, 2c, 3a, 3b, 3c, 3e, 4b, & 5c* **This is the Performance Based Assessment (PBA) for this course.**

Overview of Projects/Assessments:

1. Lesson Planning Assessment (Common Assessment)

This Lesson Planning Assessment assignment is required across all initial licensure and/or add-on endorsement programs for accreditation purposes. It is situated in EDCI 519 in the TCLDEL ESOL

licensure and/or add-on endorsement program. **See detailed directions in Course Assignments section of this syllabus. This assignment is adapted for Spring 2021.**

2. Teaching with Technology:
Using Technology to Enhance Learning Experiences for English Learners - You will select an educational technology that can be utilized in today's classroom with ELs. **Please select a digital tool that is free to teachers.** This can be a digital tool that you currently use or would like to learn to use. You can choose one of the digital tools explored on Blackboard or choose another one. You will incorporate this technology into one of the lessons in the 5-Lesson Unit Plan assignment. **See detailed directions in Course Assignments section of this syllabus.**

3. Performance-Based Assessment 5-Lesson Unit Plan Reflection & Analysis Paper:
Your thematic 5-Lesson Unit Plan will include a minimum of **five (5) days** of standards-aligned (VA SOLS) instruction based on the grade and content area (e.g., math, science, social studies, or ELA) of your choice. You will also write a Reflective Analysis paper. **See detailed directions in Course Assignments section of this syllabus. This assignment is adapted for Spring 2021.**

4. Class Attendance & Informed Participation:
Informed class participation is evidenced by thoughtful, thorough completion of **ALL** active learning activities in the Weekly Modules. Thus, candidates' discussion and other learning tasks should reflect deep learning from readings, videos, and any other online content within the Weekly Modules. While your knowledge as a current or future educator is important to your understandings, demonstrating the way that engagement with the course content expands your understanding as a reflective practitioner is expected and necessary for earning full participation points. That is, your work within each Weekly Module 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 for incorporating learning from the course into their current or future teaching practice with culturally and linguistically diverse learners.

Note for Online Courses:

The main participatory activities are engaging in dialog with classmates via Discussion Board posts AND completing and sharing active learning application activities. **The Discussion Board posts and any other active learning tasks within a Weekly Module (e.g., WordPress blog entry, multimodal representations, application activities, etc.) are opportunities for candidates to demonstrate thorough engagement with all course content in the Weekly Modules.** A class participation rubric is located on Blackboard.

Candidates are expected to complete an **initial Discussion Board post by Saturday night at midnight and to respond briefly but thoughtfully to two peers' posts by Monday night at midnight.** Initial Discussion Board posts must be two **well-developed** paragraphs, written in professional language, that **synthesize** candidates' thinking around the prompts for the post with insights gained through readings/videos in the Weekly Module. In other words, the questions in the prompts are meant to spark thinking and connections to candidates' experiences and to the course content rather than to be addressed question by question. **Candidates should cite texts (in parenthesis) from course readings that are referred to in the post. Full citations below the post are NOT needed unless the candidate is referring to texts outside of the course. Candidates should AVOID the overuse of direct quotes in Discussion Board posts. Rather,**

please use your own words to paraphrase and weave together connections among texts with your own thinking.

Responding to peers' posts represents an opportunity to deepen the dialog by posing thoughtful questions for peers and sharing thinking around the weekly content. Responses to peers' posts can be a few sentences to a paragraph and must be thoughtful and respectful.

6. Self-Assessment of Dispositions - Self-Assessment of Dispositions
During this course, candidates are **required** to complete a second Self-Assessment of Dispositions via a Qualtrics survey link. The link is located under the "Assessment" tab from our course main menu. This is the same Self-Assessment of Dispositions that you completed upon enrollment in the TCLDEL program and about which you viewed a PowerPoint training. More info can be found about the importance of candidates' dispositions here: https://cehd.gmu.edu/epo/candidate-dispositions. *Please access and complete the Qualtrics survey by the end of Week 7.* The course instructor will verify completion.

Other Requirements

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 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 (https://catalog.gmu.edu/policies/honor-code-system/). 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 15 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.*

Coursework 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 non-academic 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 withdrawals will be permitted.

Online Participation/Attendance Policy

Students are expected to participate in **all** online discussions and complete all active learning tasks each week. Not participating fully in an online module will be reflected with a zero for the week and as an absence. **Students with one or more absences will not receive credit for the course.**

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.

Class Schedule for EDCI 519

Faculty reserve the right to alter the schedule as necessary, with notification to students.

Note: Supplementary texts will be located in the Weekly Modules on Blackboard.

Week/Date	Topic & Preparation NOTE: Weeks in bold purple are SYNCHRONOUS sessions that will meet live online on Wednesdays at 7:30 p.m.	Assignments Due
Week 1 Wed. March 17th to Tues. March 23rd	**BEFORE synchronous session, read the syllabus AND:** Heritage, Walqui, & Linquanti, Chapters 1 & 2 SIOP textbook, Chapter 1 (pp. 20-25 only) Introduction to major assignments and how they fit together Expectations for synchronous and asynchronous weeks **Topics for Discussion/Activities**: Reformulation of Teacher Practice; Sociocultural and Apprenticeship Models of Teaching TESOL's 6 Principles: https://www.tesol.org/the-6-principles/ And WIDA Guiding Principles of Language Development: https://wida.wisc.edu/sites/default/files/resource/Guiding-Principles-of-Language-Development.pdf And Intro to 2020 WIDA English Language Development Standards Framework: K-12 https://wida.wisc.edu/teach/standards/eld	Complete all activities in Weekly Module #1 **For Week 2**: Determine grade level and content area of focus for Lesson Planning Assessment and 5-Lesson Unit Plan major assignments (may use real-world emergent bilingual learners as context OR choose based on Mason Teaching Channel videos—see Bb)
Week 2 Wed. March 24th to SAT. March 27th	**NOTE: This will be the HALF WEEK in this course due to LCPS Spring Break (Mon. March 29th to Sunday April 4th)** **BEFORE synchronous session, read:** Heritage, Walqui, & Linquanti, Chapter 3 SIOP textbook, Chapters 2 and 3 2020 WIDA English Language Development Standards Framework: Kindergarten - Grade 12. Located at: https://wida.wisc.edu/teach/standards/eld Just scroll down on the page to locate and view the pdf. **Please read pp. 17-33 "Big Ideas" and "Understanding the WIDA ELD Standards Framework."** **Topics for Discussion/Activities**: SIOP Features 1 – 9: Integrating content and language learning; Linking learning to students' experiences and building background (including vocabulary instruction) Focusing on rigor and relevance in instruction	Complete all activities in Weekly Module #2 **Start development of lesson 1 – Lesson Planning Assessment assignment (due Week 5);** **Bring draft to Week 3 Session on April 7th for workshop w peers**
Week 3 Wed. April 7th to Tues. April 13th	**BEFORE synchronous session, read**: Heritage, Walqui, & Linquanti, Chapter 4 SIOP textbook, Chapters 4 & 5 **Topics for Discussion/Activities**: Integrating formative assessment into lesson design SIOP Features 10-15: Making content and language/literacy lessons comprehensible and appropriately scaffolded yet grade and age-level rigorous!	Complete all activities in Weekly Module #3 **(In live session, we will workshop in groups around Lesson Planning Assessment assignment due**

		Week 5)
Week 4 **Wed.** **April 14th** **to Tues.** **April 20th**	**Read:** SIOP textbook, Chapters 6 & 7 (SIOP Features 16-22) **Topics of Focus**: Student-to-Student Interaction at the heart of learning Using L1 as meaning-making resource & *translanguaging* practices Teaching w. technology and *multiliteracies* development Providing multiple access points to content through active learning & integration of language domains	Complete all activities in Weekly Module #4 **Begin to finalize Lesson Planning Assessment assignment (due end of Week 5);** **Begin to work on Teaching w. Technology (due end of Week 6)** **Continue working on 5-Lesson Mini-Unit (due end of Week 7)**
Week 5 **Wed.** **April 21st** **to Tues.** **April 27th**	**Read:** SIOP textbook, Chapters 8 & 9 (SIOP Features 23-30) **Topics of Focus:** Ensuring that all instructional tasks relate to lesson objectives for integrated content learning and language/literacy goals Ensuring that formative assessment is integral to lesson design	Complete all activities in Weekly Module #5 **Lesson Planning Assessment DUE 4/27** **Finalize Teaching w. Technology (due May 4th)** **Continue working on 5-Lesson Mini-Unit (due May 11th)** **Be prepared to share mini-unit development progress w. peers on April 28th online**
Week 6 **Wed.** **April 28th** **to Tues.** **May 4th**	**BEFORE synchronous session, read:** SIOP textbook, Chapter 10 Heritage, Walqui, and Linquanti, Chapter 5 **Topics for Discussion/Activities:** Distinguishing language differences from language learning disabilities Using Multi-Tiered Systems of Support (MTSS) to appropriately identify emergent bilinguals who may need referral for potential special education services Cautious interpretation of summative assessments with emergent bilingual children	Complete all activities in Weekly Module #6 **Teaching w. Technology (due May 4th)** **Finalize 5-Lesson Mini-Unit (due May 11th)**

Week 7 Wed. May 5th to Tues. May 11th	**BEFORE synchronous session, read:** Heritage, Walqui, & Linquanti, Chapter 6 **Topics for Discussion/Activities:** Pursuing your own professional development and supporting capacity building with other teachers as an ESOL professional Advocating for equity in policies, procedures, and practices with emergent bilingual children	**5-Lesson Mini-Unit (due May 11th)** **Celebrate your excellent work!**

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/polices-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/.

DETAILED COURSE ASSIGNMENT INFORMATION

Common Assessment

George Mason University
College of Education and Human Development

Lesson Planning Assessment (Common Assessment)

NOTE: Text in red indicates adaptation for Spring 2021

Assessment Information

In the TCLDEL program, the Lesson Planning Assessment is completed during EDCI 519 and is assessed by the instructor. The candidate must earn a score of 2 to be successful on this assignment. If a candidate does not earn a 3 on the assignment, he/she must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practices and gaps in developing and assessing a specific lesson plan and the impact on student learning.

Standards Addressed in This Assessment

Interstate Teacher Assessment and Support Consortium (InTASC) Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9

Virginia Department of Education (VDOE) Standards: 1, 2, 3, 4, 5, 7

Council for the Accreditation of Educator Preparation (CAEP) Standards: 1.1 (InTASC Standards), 1.2 (Use of Research), 1.3 (Content and Pedagogical Knowledge), 1.4 (College and Career Readiness), 1.5 (Technology)

CAEP Cross-Cutting Themes (CCT): Technology   Diversity

Assessment Objective

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

Rationale

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

1. *Who are my learners?* (Consider the number of learners, their academic readiness levels and cultural backgrounds, their prior knowledge, etc.)

2. *What do I want my learners to learn?* (Consider the content or subject (and interdisciplinary connections), the type of learning (knowledge, skills, behaviors), how to integrate college- and career-ready standards, etc.)

3. *How will I know what the learners understand?* (Consider informal and formal assessments, formative and summative assessments, higher order questioning techniques, feedback from learners, etc.)

4. *How will my learners learn best?* (Consider the teaching models, learning strategies, length of time available, materials, technology resources, differentiation, modifications, etc.)

You might also want to ask:

- What knowledge, skills, and understandings do my learners already have?

- What knowledge or prerequisite skills do I need to access, activate, or build in this lesson? How will I access those prerequisite skills or activate that prior knowledge?

- Where have learners come from and what are they going on to next?

- How can I build in sufficient flexibility to respond to emergent needs indicated by ongoing observation and formative assessment?

During field experiences and the internship, a lesson plan must be developed for each teaching session. As a novice teacher, lesson plans are developed for each instructional episode (lesson, one-to-one instruction, and small group activity). When teaching new content or grade levels, your lesson plans will be more detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:

- List content and key concepts (research more if needed).

- Define your aims and identify specific learning objectives/goals/outcomes aligned to appropriate curriculum standards, Virginia Standards of Learning (SOL) and Aligned Standards of Learning (ASOL), and College- and Career-Ready standards.

- Create assessments that are aligned to your specific learning objectives/goals/outcomes.

- Think about the structure of the lesson, pacing, transitions, and use of technology.

- Identify the strengths and needs of all learners.

- Identify adaptations/modifications/extensions needed to meet learner needs.

- Determine "best practices" and learning strategies aligned to the learning objectives/goals/outcomes.

- Identify learning resources and support materials, including technology.

Directions for Completing this Assessment Task

As part of adaptation for Spring 2021, this assignment will be the development of the FIRST lesson in your 5-Lesson Unit Plan using the lesson planning template for the 5-Lesson Unit Plan (see Bb). You will need to work on this assignment beginning in Week 2. You will be assigned to a Critical Friends group so that you can "workshop" your lesson plan development and receive feedback from your peers.

As you are part of a school-based cohort, you can CHOOSE to design your lessons for both major assignments with an EL population in mind from your school OR you can choose a group of ELs from Mason Teaching Channel Videos.

Thus, to complete this assignment, you must first take these steps which are part of the 5-Lesson Unit Plan assignment:

➢ From your school site OR from the Teaching Channel video options on Blackboard, identify a group of learners in a grade level and content area for whom you will design your 5-lesson unit plan.
➢ Choose a theme or topic for your 5-lesson unit plan (must connect to VA Standards of Learning—SOLS). https://www.doe.virginia.gov/testing/sol/standards_docs/ AND WIDA English Language Development (ELD) Standards (2020). https://wida.wisc.edu/teach/standards/eld

Submission Directions

You will submit a detailed lesson plan (using the Lesson Plan template for the 5-Lesson Unit Plan on Bb) that addresses each of the sections described below. **You will include a brief reflective paper (4-7 double-spaced pages) with your lesson plan**.

Section 1: Classroom Context

Classroom decisions are made based upon your learners' strengths and needs. Your plan may vary based upon when, in a unit of instruction, the lesson takes place, and even the time of the lesson. In this section, you will provide basic information about your learners and the classroom—including academic and cultural backgrounds and prior knowledge, and any assessments that will guide your planning. Make certain to address how your knowledge of your learners will affect your planning. (½–1 page). **You will base this section on your insights/interpretations from your school site OR from the Teaching Channel video classroom that you select. You will not have assessments to guide your planning but can consider including a pre-assessment of some sort, if applicable, in this first lesson on your 5-Lesson Unit Plan. Or, you can share your thinking about the kind of assessment data you would seek if you were in a classroom.**

Section 2: Planning for Instruction

Before you teach a lesson, you must decide the learning objectives/goals/outcomes and connection to Virginia Standards of Learning (SOL) and Aligned Standards of Learning (ASOL), and/or College- and Career-Ready standards you will use and why you have selected these objectives and specific strategies to teach the lesson to your specific group of learners. You make these decisions based upon learner needs, current research, prior knowledge or pre-assessments of learning, aligned to appropriate curriculum standards. While planning your lesson, using your knowledge of your learners, you will make decisions as to the modification/differentiation and/or accommodations you will need to meet the needs of all learners in your classroom. Then, with an informed understanding of your audience and your content, identify the learning materials needed to teach the lesson and any technology you and/or your learners will use in this lesson. In this section, be sure to detail all of these planning elements, including how you will assess learner mastery of lesson content— using both formative and summative assessments throughout the lesson. Virginia Standards of Learning (SOL) and Aligned Standards of Learning (ASOL), and/or College- and Career-ready skills, and any content specific objectives should be included in lesson plans. (1–2 pages). **Your focus here will be to share rational for the instructional and <u>formative</u> assessment components of your lesson plan.**

Section 3: Instruction and Assessment

After you have identified *what* your class will learn, you will begin to chart out specifically *how* you will teach the lesson. When completing this section of the lesson plan, you will identify the procedures that you will use from the opening of the lesson through the lesson closure. Script this section of the plan, noting what you will say and do and what you are asking learners to do. Be certain to include formative assessments and guided practice activities and any independent practice and summative assessments you will have learners complete. (2–3 pages) **Your focus here will be to illuminate what YOU will say and do to teach your lesson and guide learners through learning tasks.**

Section 4: Reflection: Impact on Learning

John Dewey noted that without reflection, there is no learning. In this section, reflect upon the lesson and consider whether your learners were able to meet the learning objectives/goals/outcomes for the lesson (Dewey, 1933). How do you know learners were able to successfully meet the lesson objectives/goals/outcomes? (Be specific here and use formative/summative assessment results to guide your

response.) What was your impact on learning? (That is, how did your instructional decisions seem to affect learning? Again, be specific.) What strategies or activities were the most successful? What could have made the lesson stronger? What did you learn about teaching, learners, and learning that will affect your next instructional experience? (1 page) **As you will not actually implement your lesson in Spring 2021, your focus here will be to reflect on what you learned about yourself as an instructional designer as you created your lesson. What came easily to you? Why? Which aspects presented challenges? Which resources did you draw on to surmount those challenges? What did you discover that you need to learn more about? (Just thinking prompts!)**

NOTE: Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; whether there was an appropriate match between the assessment of learning and learning objectives; coherence of writing, and mechanics. Additionally, plans should include the Virginia Standards of Learning (SOL), Aligned Standards of Learning (ASOL), College- and Career-Ready skills, and other content specific objectives.

References

Dewey, J. (1933). *How we think. A restatement of the relation of reflective thinking to the educative process* (Revised edn.). Boston: D. C. Heath and Company.

Spencer, J. (2003). *Learning and teaching in the clinical environment*. London, England: BMJ Publishing Group.

George Mason University
College of Education and Human Development

Council for the Accreditation of Educator Preparation Common Assessment

Lesson Plan Rubric

The target score for all Candidates is "Proficient," Level 2. The Candidate must earn a score of 2 to be successful on this assignment. If a Candidate does not earn a 2 on the assignment, he/she must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practice and gaps in developing and assessing a specific lesson plan and its impact on student learning.

GENERAL SCORING GUIDELINES

3 = *Highly Proficient:* rich, sophisticated, exemplary in all aspects of quality (including both mechanics of writing and clarity/insightfulness of thinking), thoroughly accurate and developed, exceeds expectations for a Candidate at this stage of development, integrates thorough understanding of relevant professional literature/research**.**

2 = *Proficient:* well developed, good quality (may include very few errors in mechanics, and shows clarity of thinking), fully meets expectations for a Candidate at this stage of development, shows understanding of relevant professional literature/research. **This is the TARGET score.**

1 = *Not Proficient:* superficially developed, minimally acceptable quality (Written work/plans may include a few errors in mechanics and inconsistent clarity in thinking), lags behind expectations for most Candidates at this stage of development. May show beginning/weak understanding of the relevant professional literature/research**.**

Lesson Plan Rubric

Section 1: Classroom Context

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
The Candidate identifies individual and group prerequisites in order to design instruction to meet learners' needs in the cognitive, linguistic, social, emotional, and physical areas of development. *InTASC 1* *VDOE 1* *CAEP 1.1* *CAEP CCT: Diversity*	◯ The evidence indicates that the Candidate demonstrated a partial understanding of learners' developmental levels, planning instruction that aligned to the developmental levels of some (but not all) of the learners.	◯ The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels by planning varied instruction appropriate to support learning goals, actively engaging learners in learning that aligned with overall subsets of learner's developmental levels.	◯ The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.

Section 2: Planning for Instruction

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
The Candidate identifies performance-based objectives and/or appropriate curriculum goals/outcomes that are relevant to learners. *InTASC 7* *VDOE 2* *CAEP 1.1* *CAEP 1.2* *CAEP CCT: Diversity*	◯ The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with standards and/or use of prior knowledge.	◯ The evidence indicates that the Candidate planned challenging activities using learner- appropriate and measurable objectives that used appropriate scaffolds and differentiation that address learner needs to build on prior knowledge.	◯ The evidence indicates that the Candidate planned challenging activities using learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of previous and future learning.
The Candidate identifies national/state/local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners. *InTASC 7* *VDOE 2* *CAEP 1.1* *CAEP 1.2*	◯ The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with national/state/local standards that are aligned with appropriate for curriculum goals.	◯ The evidence indicates that the Candidate planned challenging activities using learner- appropriate and measurable objectives closely aligned with national/state/local standards address learner needs, build on prior knowledge and used instructional	◯ The evidence indicates that the Candidate planned challenging activities using learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with multiple standards, including College- and Career-Ready

CAEP CCT: Diversity		strategies, including College- and Career-Ready Skills, and connects to future learning.	Skills, clearly connects to the range of future learning.
The Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. *InTASC 4* *VDOE 1* *CAEP 1.1* *CAEP 1.3*	◯ The evidence indicates that the Candidate demonstrated knowledge of the content using explanations that were not always accurate and clear.	◯ The evidence indicates that the Candidate displayed knowledge of the important content in the discipline by using content-related strategies that clearly identify how concepts related to one another, using developmentally appropriate terminology/ language to build an understanding of content for all learners.	◯ The evidence indicates that the Candidate displayed extensive knowledge of the important concepts in the discipline by using multiple representations, multiple formats, and appropriate content-related strategies and developmentally appropriate terminology/language, including varied levels of questioning, a wide variety of opportunities to build a higher-level of understanding of content for all learners.
Criteria	**Not Proficient** **1**	**Proficient** **2**	**Highly Proficient** **3**
The Candidate organizes and creates face-to-face and/or virtual environments that support individual and collaborative learning. *InTASC 3* *VDOE 5* *CAEP 1.1* *CAEP 1.4* *CAEP 1.5* *CAEP CCT:* **Technology**	◯ The evidence indicates that the Candidate transitions inefficiently between learning activities with some loss of instructional time, monitoring and responding to learner behavior (both positive and negative) in a way. that is inconsistent, inappropriate and/or ineffective for meeting classroom and individual learner needs, including in virtual environments.	◯ The evidence indicates that the Candidate transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations that includes monitoring and responding to learner behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs; including in virtual environments.	◯ The evidence indicates that the Candidate demonstrates respect for and interest in individual learner's experiences, thoughts and opinions and uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners, including in virtual environments.
The Candidate uses appropriate technology to engage learners and to assess and address learner needs. *InTASC 6* *VDOE 4*	◯ The evidence indicates that the Candidate is inconsistent, inappropriate and/or ineffective in using appropriate technologies for	◯ The evidence indicates that the Candidate uses appropriate technology in a way that is consistent, appropriate and effective for meeting	◯ The evidence indicates that the Candidate uses appropriate technology effectively, maximizing instructional time, and combining independent, collaborative, and the individual needs of all

CAEP 1.1 CAEP 1.5 CAEP CCT: Technology CAEP CCT: Diversity	meeting classroom and individual learner needs.	classroom and individual learner needs.	learners.
The Candidate facilitates learners' use of appropriate tools and resources to maximize content learning in varied contexts. InTASC 5 VDOE 2 CAEP 1.1 CAEP 1.4 CAEP 1.5 CAEP CCT: Technology	◯ The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of tools appropriate for the content being learned.	◯ The evidence indicates that the Candidate used a variety of appropriate tools to explore content that includes learner-led learning activities including cross-curricular learning opportunities, with clear connections between content and other disciplines.	◯ The evidence indicates that the Candidate used collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities including real-world and cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking.

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
The Candidate plans how to achieve learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners. InTASC 2 VDOE 2 CAEP 1.1 CAEP CCT: Diversity	◯ The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable goals aligned to the developmental levels of some (but not all) of the learners; instruction was inappropriate and/or inaccessible for groups of learners.	◯ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable goals that used appropriate scaffolds and differentiation that aligned with overall subsets of learner's developmental levels making learning accessible and challenging for the classroom.	◯ The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.
The Candidate plans instruction based on pre-assessment data, prior knowledge, and skills. InTASC 7 VDOE 2 CAEP 1.1	◯ The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with pre-assessment data and/or use of	◯ The evidence indicates that the Candidate planned challenging activities using learner- appropriate and measurable objectives that address learner needs to build on	◯ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used

	prior knowledge.	prior knowledge aligned with pre-assessment data and/or use of prior knowledge.	pedagogical content knowledge/teaching strategies that aligned with pre-assessment data and/or use of prior knowledge.

Section 3: Instruction and Assessment

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
The Candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill. *InTASC 8* *VDOE 2* *CAEP 1.1*	◯ The evidence indicates that the Candidate used limited instructional strategies that did not allow for differentiated learning experiences and/or did not provide multiple ways to demonstrate learning.	◯ The evidence indicates that the Candidate used a variety of instructional strategies to engage and challenge learners in differentiated learning situations.	◯ The evidence indicates that the Candidate used a variety of instructional strategies to engage and challenge learners in differentiate learning situations allowing all learners to take ownership of their learning.
The Candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways. *InTASC 8* *VDOE 3* *CAEP 1.1*	◯ The evidence indicates that the Candidate used limited instructional strategies that did not allow for differentiated learning situations and/or did not engage and challenge learners.	◯ The evidence indicates that the Candidate used a variety of instructional strategies to engage and challenge learners in differentiated learning situations allowing learners to have ownership of their learning.	◯ The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiate learning situations allowing all learners to have ownership of their learning.
The Candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. *InTASC 6* *VDOE 4* *CAEP 1.1*	◯ The evidence indicates that the Candidate provided limited opportunities for learners to demonstrate learning and did not have opportunities of feedback or analysis of learner data to inform future instruction.	◯ The evidence indicates that the Candidate provided effective feedback to learners on multiple instances of formative, summative, informal, and/or formal assessments and analyzed data to inform instruction.	◯ The evidence indicates that the Candidate provided multiple opportunities for learners to demonstrate learning by using formative, summative, informal, and/or formal assessments. Assessments were differentiated to match a full rating of learner needs and abilities.

Section 4: Reflection: Impact on Learning

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3

The Candidate uses a variety of self-assessment and reflection strategies to analyze and reflect on his/her impact on student learning and to plan for future instruction/ adaptations. *InTASC 9* *VDOE 7* *CAEP 1.1*	◯ The evidence indicates that the Candidate did not participate in professional development; participated in professional development not relevant to personal needs identified through ethical and responsible self-reflection to plan for future instruction/ adaptations, and personal learning goals.	◯ The evidence indicates that the Candidate used self-reflection to identify professional development opportunities relevant to learning needs and applied activities in their teaching in an ethical and responsible manner to plan for future instruction/ adaptations, and personal learning goals.	◯ The evidence indicates that the Candidate consistently used self-reflection to identify professional development opportunities relevant to improving teaching and learning for specific groups of learners and successfully made systematic application of activities in their teaching in an ethical and responsible manner to plan for future instruction/ adaptations, and personal learning goals.

FACULTY USE ONLY	
	Candidate was not evaluated due to extenuating circumstances that impeded the completion of this assessment.

Some content adapted from the STAR Evaluation developed by Emporia State.

<div align="center">**Teaching with Technology**</div>

Using Technology to Enhance Learning Experiences for English Learners

You will select an educational technology that can be utilized in today's classroom with ELs. **Please select a tool/app that is free to teachers.** This can be a digital tool that you currently use or would like to learn to use. You can choose one of the digital tools explored on Blackboard or choose another one. You will incorporate this technology into one of the lessons in the 5-Lesson Unit Plan assignment.

For this assignment you will write a ***brief* <u>single-spaced paper</u>** using *Times New Roman* 12-point font and 1" margins to address the items below. **Please use headings to label each section and double-space between paragraphs**.

(1) Describe the digital tool that you have chosen and provide a rationale for why you chose this tool for the specific grade level and content-area lesson from your mini-unit plan in which it will be situated; (.5 page)

(2) Share the way that you, as the teacher, would explain/direct students to use this digital tool during the lesson. For example, write exactly what you would say (verbatim) and do to share the purpose of using the digital tool and facilitate students' use of this digital tool. You should consider and explain how you would support ELs at various levels of English language and literacy proficiency to be successful as they work alongside of their English-only peers (e.g., modeling, providing written and verbal instructions, peer-support, graphic organizers, participatory roles, or any scaffolds that you deem appropriate). Also share the amount of time that students would be given to use this digital tool during the lesson. (1.0 page)

(3) Explain how/why use of this digital tool supports students' progress toward the lesson's objective(s). (.5 page)

(3) Identify 3other digital tools from options on Blackboard that you have not yet used but would like to integrate into your teaching in the future. Learn about the tools you've chosen using reliable websites. For *each* tool, write a brief explanation about how/why this tool would be useful for enhancing ELs' language and literacy development along with learning content. Share a brief idea for a way that you may use this tool during instruction. (1.0 page)

Use the assignment criteria checklist on Blackboard to guide your work. You will share your Teaching with Technology paper via BOTH a Discussion Board link (so that your peers can learn from your thinking and share feedback with you) AND the Blackboard Assignment Link for this assignment.

Performance-based Assessment: 5-Lesson Unit Plan & Reflection Analysis Paper

NOTE: This is an Alternative Assignment –Adapted for Spring 2021 due to COVID-19 and waiving of field experience placement

FINAL PROJECT

GUIDELINES FOR UNIT LESSON PLAN: Planning for Standards-based ESOL and Content Instruction; Managing and Implementing Standards-based ESOL and Content Instruction; and Using Resources Effectively in ESOL and Content Instruction

Purpose: Designing a thematic 5-Lesson Unit Plan will allow you to put the methods, strategies, and techniques that you have learned into practice! Planning rigorous, standards-aligned, appropriately scaffolded instruction that supports ELs in accessing and learning grade-level content and strengthening language and literacy skills in tandem is the foundation of effective teaching with CLD learners!

Please see the rubric for this assignment at the end of this syllabus-- **Performance-based Assessment Unit Lesson Plan and Paper.** This rubric delineates the criteria based on TESOL/CAEP Standards and richly describes the performance expectations that educators of PK-12 emergent bilingual children must strive to master. **The specific evaluation tool for this assignment can be found on Blackboard**.

Resources for this Project:

Throughout this course, you will have had access to, engagement with, and discussion around a wide variety of resources that will serve to deepen your knowledge for designing, implementing, and reflecting on research-based, culturally responsive, effective instruction and assessment for PK-12 ELs. **You should draw upon these resources as you create your 5-Lesson Unit Plan!** Strive to apply what you have learned in this course and others to create optimal instruction for PK-12 emergent bilinguals!

Important resources include:
*Your textbooks – all of them offer a plethora of considerations, strategies, and techniques for effective lesson design;
*WIDA (2020) English Language Development Standards Framework and tools for PK-12 multilingual learners:
https://wida.wisc.edu/teach/standards/eld;
*WIDA (2019) Guiding Principles of Language Development: https://wida.wisc.edu/sites/default/files/resource/Guiding-Principles-of-Language-Development.pdf
*Virginia Department of Education (VDOE) resources for English Learner Education: https://www.doe.virginia.gov/instruction/esl/index.shtml;
*TESOL's 6 Principles for Exemplary Teaching of English Learners: https://www.tesol.org/the-6-principles/;
*Practitioner articles about teaching ELs in content classrooms across grade levels;
*Many education websites shared on Blackboard with lesson ideas, digital tools, and resources for instruction for CLD learners;
*Your peers and your instructor! ☺

Process for the 5-Lesson Unit Plan:

- From the Teaching Channel video options on Blackboard, identify a group of learners in a grade level and content area for whom you will design your 5-lesson unit plan.
- Choose a theme or topic for your 5-lesson unit plan (must connect to VA Standards of Learning—SOLS) https://www.doe.virginia.gov/testing/sol/standards_docs/ and WIDA (2020) ELD Standards Framework https://wida.wisc.edu/teach/standards/eld
- Carefully plan 5 consecutive days of *detailed* instruction using the Lesson Planning template provided on Blackboard (one template for each lesson plan).
- Share two of your lesson plans with a Peer Partner (instructor determined) to seek feedback.
- Write a Reflective Analysis paper to accompany your 5-Lesson Unit Plan.
- **SAVE** your **5-Lesson Unit Plan**, **AND Reflective Analysis paper AS ONE DOCUMENT (Word or PDF)** and upload via the Bb Assignment Link by the due date in the course schedule.

Criteria for Lesson Design:

- Lessons are standards-aligned (e.g., VA SOLS; WIDA ELD), include content and language objectives, and represent rigorous, grade-level instruction;
- Learning tasks must be student-centered, focused on meaning-making, and include cooperative learning and flexible grouping;
- Lessons include integrated reading, writing, listening, and speaking activities and multiple active learning tasks for accessing/engaging with content;
- Lessons reflect research-based best practices for culturally responsive teaching;
- Lessons clearly include appropriate scaffolds for ELs at varied levels of English language proficiency who are learning in inclusive classrooms with their English-only peers;
- Lessons include a wide range of age-appropriate materials, resources, and technologies;
- Formative assessments are embedded throughout lessons;

Writing the Reflective Analysis Paper and Putting It Together with Your 5-Lesson Unit Plan:

Please be sure that your paper is <u>double-spaced</u> with 1" margins using Times New Roman 12-point font. Your 5-Lesson Unit Plan and Reflective Analysis Paper will be saved as ONE document in the order below. **Please save as: LAST NAME 5-Lesson Unit and Paper Spring 2021.**

Title Page – Include your first and last name, title of this course, assignment title, instructor's name, and date.

5-Lesson Plans – Follow the title page with the 5 detailed lesson plan templates.

Paper:

Part I – Introduction: Based on what you know about a group of emergent bilingual learners that you have identified in the school site OR that you have gleaned from the Teaching Channel classroom video that you have selected, write a brief description of the cultural context, school and class setting. This description should include age/grade level, content area, classroom environment, and resources available. **(1.0-2.0 pages)**

Part II – Explain the way that your unit plan reflects culturally and linguistically responsive student-centered, developmentally appropriate learning activities, strategies, and formative assessments that promote optimal learning for ELs. *(TESOL Standard 3a, 3b)* **(2.0-3.0 pages)**

Part III – Describe the importance of inclusion of classroom-based formative assessments in your unit plan and how these inform both English language and content assessment. Describe any diagnostic and summative assessments if applicable. *(TESOL Standard 4b)* **(1.0-2.0 pages)**

Part IV – Select at least two methods or instructional strategies included in your 5-Lesson Unit Plan and explain how they can be useful in gaining insights into ELs' funds of knowledge and can be used to develop effective individualized instructional and assessment practices. *(TESOL Standard 2c)* **(1.0-2.0 pages)**

Part V – Share your thinking about how you would adjust instructional decisions after a critical reflection on individual EL's learning outcomes. Which lesson components do you expect you may need to adjust based on individual learner outcomes? *(TESOL Standard 3c)* **(1.0-2.0 pages)**

Part VI – Explain why it is important that your Unit Plan demonstrate knowledge of English language structures or patterns to promote acquisition of reading, writing, speaking and listening skills in the content area? *(TESOL Standard 1a)* **(.5-1.0 pages)**

Part VII – Describe how you chose relevant materials and resources, including digital resources, to plan lessons for ELLs. *(TESOL Standard 3e)* **(1.0-2.0 pages)**

Part VIII – Share in what ways have you practiced self-assessment and reflection throughout this project? How are you planning for self improvement and continuous professional development in the field of English language learning and teaching? *(TESOL Standard 5c)* **(1.0-2.0 pages)**

Performance-based Assessment Unit Lesson Plan and Paper

EDCI 519: Methods of Teaching CLD Learners

Unit Plan

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points
Describe cultural context, school and class setting	Candidate did not describe the cultural context, school and class setting for whom the plan is intended.	Candidate described the class setting including cultural context but not the school for whom the plan is intended.	Candidate described the cultural context, school and class setting for whom the plan is intended.	Candidate described the cultural context, school and class setting, including program model, class composition, class composition, and resources available.
Demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. *TESOL Standard 1a*	Candidate does not demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas.	Candidate demonstrates some knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas.	Candidate demonstrates knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas.	Candidate demonstrates knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidate provides activities that integrate all language skills: listening, speaking, reading, and writing in content areas through thematic and discovery-learning activities. Candidate demonstrates high-level integrated learning activities that build meaning through practice.

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points
Demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning. **TESOL Standard 1b**	Candidate does not demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.	Candidate demonstrates some knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.	Candidate demonstrates knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.	Candidate demonstrates knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning. Candidate's plans provide strong evidence of a clear understanding of second language acquisition theory and developmental process that scaffolds instruction for all levels of ELLs.
Devise and implement methods to understand each ELLs academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for ELLs. **TESOL Standard 2c**	Candidate does not provide evidence of implementing methods to understand ELLs academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for ELLs.	Candidate provides some evidence of implementing methods to understand ELLs academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for ELLs.	Candidate provides evidence of implementing methods to understand ELLs academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for ELLs.	Candidate provides evidence of implementing methods to understand ELLs academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for ELLs. Candidate uses her/his knowledge of the field of ESL and best teaching practices to make instructional and assessment decisions and design appropriate instruction for students.

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points
Plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning *TESOL Standard 3a*	Candidate does not demonstrate evidence of plans for culturally and linguistically relevant environments that promote ELLs' learning.	Candidate demonstrates some evidence of plans for culturally and linguistically relevant environments that promote ELLs' learning.	Candidate demonstrates plans for culturally and linguistically relevant environments that promote ELLs' learning.	Candidate demonstrates plans for culturally and linguistically relevant environments that promote ELLs' learning. Plans include scaffolded instruction of language and literacies.
Plan for ELL instruction using evidence-based, student-centered, developmentally appropriate interactive approaches. *TESOL Standard 3b*	Candidate's plans do not include instruction using evidence-based, student-centered, developmentally appropriate interactive approaches.	Candidate's plans include some instruction using evidence-based, student-centered, developmentally appropriate interactive approaches.	Candidate's plans include instruction using evidence-based, student-centered, developmentally appropriate interactive approaches.	Candidate's plans include instruction using evidence-based, student-centered, developmentally appropriate interactive approaches. Candidate provides a five-day unit plan with standards-based, student-centered ESL and math, science, social studies, and English language arts objectives. Objectives are appropriate for age and educational background level of diverse learners and include descriptions of scaffolded support.

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points
Demonstrate how to adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content. *TESOL Standard 3c*	Candidate does not demonstrate how to adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.	Candidate approaches demonstrating how to adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.	Candidate demonstrates how to adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.	Candidate demonstrates how to adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content. Candidate demonstrates the impact of reflection on how to organize learning in a variety of ways that support ELLs in both content and language.
Demonstrate how to use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs. *TESOL Standard 3e*	Candidate does not demonstrate how to use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs.	Candidate partially demonstrates how to use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs.	Candidate demonstrates how to use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs.	Candidate demonstrates how to use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs. Candidates use a variety of tools with a focus on hands-on, visual, and multimedia means of instruction. Candidates use a variety of resources to obtain and create materials that promote language, literacy, and content development in English and whenever possible the students' L1s.

Criteria	Does Not Meet Standard 1 Point	Approaches Standard 2 Points	Meets Standards 3 Points	Exceeds Standard 4 Points
Demonstrate an understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. *TESOL Standard 4b*	Candidate does not demonstrate an understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment.	Candidate demonstrates some understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment.	Candidate demonstrates an understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment.	Candidate demonstrates an understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidate understands and can effectively use a variety of assessments to plan instruction that is scaffolded appropriately for all levels of ELLs.
Practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching. *TESOL Standard 5c*	Candidate does not provide well-written and detailed self-reflection and critical analysis. Candidate does not make connections to overall teaching practice or provide for continuous professional development in the field of English language learning and teaching.	Candidate provides limited self-reflection and critical analysis. Candidate partially draws connections to overall teaching practice but does not provide plans for continuous professional development in the field of English language learning and teaching.	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching and plans for continuous professional development in the field of English language learning and teaching.	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice and plans for continuous professional development in the field of English language learning and teaching.