College of Education and Human Development
Teaching Culturally and Linguistically Diverse Learners

EDCI 519 DL1 – Methods of Teaching Culturally and Linguistically Diverse Learners
3 Credits, SPRING 2023
Asynchronous Online January 23 to May 12, 2023

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.

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.

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Course Delivery Method (Online)

This course will be delivered online (76% or more) **using an 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 @gmu.edu) and email password. The course site will be available **January 16, 2023**.

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.

Course Requirements

Each Friday I will post an announcement on Blackboard that will direct you to the coming week's Module/Agenda. These weekly announcements are VERY important for your success in the course. Material will be suggested to you for readings, Discussion Board (DB) tasks, general observations from your required work will be shared, and deadlines and mini-assignments that are part of your grade will be provided. Please ensure that you are RECEIVING and READING these each week.

All assignments should be turned in on the due date indicated in the schedule via Blackboard. The **submission deadline for assignments is by midnight on Friday** (US eastern time) of each week. All projects must be typed, in 12-point font, with one inch margins, double-spaced, in Times New Roman font. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully.

Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe. Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.

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 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 the week of January 23rd.**
- 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.

Fairbairn, S. & Jones-Vo, S. (2019). *Differentiating instruction and assessment for English language learners.* 2nd Edition. Caslon. Philadelphia, PA. 9781934000380 ISBN

Hall Haley, M. & Austin, T. (2014). *Content-based second language teaching and learning: An interactive approach.* 2nd Edition. Allyn & Bacon. Boston, MA.
> **Chapter 1 will be provided. Chapters 2 and 3 full text are available through the GMU library reserve, Leganto. Instructions on how to access are on BlackBoard.**

Vogt, M.E., & Echevarria, J. (2022). *99 Ideas and activities for teaching English learners with the SIOP model.* 2nd Edition. Pearson. Boston, MA. ISBN: 9780135889671

EDCI 519 SPRING 2023 TEXTBOOK USE

Week	Haley/Austin	Fairbairn/Jones-Vo	Vogt/Echevarria	Echevarria/Vogt/Short
1	Chpt 1			Chpt 1
2	Chpt 2			Chpt 2
3	Chpt 3			
4			Chpt 3	Chpt 9
5			Chpt 4	Chpt 4
6				Chpts 6 & 7
7				pp. 66-67, 99, 122-123, 179-180, 201
8				Chpt 5
9			Chpts 5 & 6	
10		Chpt 2		
11		Chpt 3		
12		Chpt 5		Chpt 10
13				
14		Chpts 1 & 4		
15				

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard Assignment, VIA, and/or both).

WHERE TO UPLOAD YOUR WORK:

5 Lesson Unit Plan & Reflection	**VIA and Assignment**
Field Experience Record & Evaluation	**VIA and Assignment**
TCLDEL Fieldwork Log of Hours	**VIA**
Micro Teaching Application & Reflection	**Assignment**
Lesson Planning Common Assessment	**VIA**

VIA PERFORMANCE-BASED ASSESSMENTS SUBMISSION REQUIREMENTS

(1) **5-Lesson Unit Plan & Reflection Analysis Paper. You will submit this PBA through a VIA link AND to a Blackboard Assignment.**

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 VIA 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 VIA through Blackboard. Failure to submit the assessment to VIA (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 VIA submission, the IN will convert to an F nine weeks into the following semester.

(2) **Field Experience Record and Evaluation**
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.) **You will submit this PBA through a VIA link AND to a Blackboard Assignment.**

(3) **TCLDEL Fieldwork Log of Hours and Evaluation Forms must be uploaded to VIA on Blackboard**. The forms are located on Blackboard in your TCLDEL organization site in the "Fieldwork" page.

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf. You will check the box indicating that: *"I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace."* **The deadline to submit your field experience request form (FERF) is the end of Week 2 of class**. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1).

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf. You will check the box indicating that: I will need George Mason (Clinical

Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). **The deadline to submit your field experience request form (FERF) is the end of Week 2 of class**. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1).

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

TCLDEL Fieldwork Log of Hours and Evaluation Assessment – Upload to VIA

	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

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.

Field Experience Record

To the Mentor Teacher/Supervisor:

       The Teaching Culturally, Linguistically Diverse & Exceptional Learners graduate program at George Mason University requires all students complete a minimum of 15 hours of field experience in an appropriate K-12 classroom for each course. Field experience goes beyond observations of the classroom to include hands-on experience implementing teaching & learning activities required for professional educators. Your Mason student will provide a copy of the course syllabus indicating what is required to complete fieldwork, such as interviews with students, teachers or family members; lesson-planning; small group instructional activities; whole-class teaching or co-teaching; implementing or evaluating assessments; and other activities. Please verify the time and activities completed, as well as evaluate as best you can the students' dispositions for a career educator, by filling out and signing the document below. We appreciate your willingness to mentor/supervisor our Mason students into the profession and support their growth and learning.

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

Date	Grade	Activity Related to Performance Based Assessment	Number of Hours
8/22/22	5th Grade	Met with teacher to co-plan lesson	1

Student's Signature:_____ Date:_____

Mentor/Supervisor Signature:_____ Date:_____

Field Experience Evaluation Form

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

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

Comments:

Assignments and/or Course Requirements and Due Dates

Assignment Description	Grade %	Standards Addressed	Due Date
Self-Assessment of Dispositions	N/A	Completion of Self-Assessment of Dispositions required in this course.	Week # 12
Lesson Planning Assessment (Common Assessment) **Upload to VIA**	20%	Requirement for licensure/endorsement *TESOL/CAEP Standards: 3a, 3b, 3c, 3e*	Week # 10 March 31st
Class Attendance and Engaged/Informed Participation	25%	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*	Weekly
Mid-Term: "Innovative Approaches to Teaching with Technology" **Upload in Blog in Bb**	15%	Demonstrate a digital tool and its use in instructional design to support language and bi/literacy development. *TESOL/CAEP Standards: 3e*	Week # 7 March 10th
Field Work - Micro Teaching Application and Reflection **Upload under Assignments in Bb**	15%	Plan, implement, and reflect on an evidence-based instructional segment. *TESOL/CAEP Standards: 1b, 3a, 3b, 5c*	April 14th
Log of Hours – Field Experience Record **Upload to VIA**			April 14th
Five Day Unit Lesson Plan and Reflection Analysis Paper **Upload in VIA AND Assignment**	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.**	May 12th

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- **Assignments and/or Examinations**

1. Lesson Planning Assessment (Common Assessment performance-based 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 instructions and rubric later in the syllabus. THIS ASSIGNMENT IS REQUIRED IN ALL CEHD METHODS COURSES. IT IS DESIGNED TO BE GENERIC AND DOES NOT FOLLOW OUR SIOP LESSON PLAN TEMPLATE. THIS IS <u>NOT</u> THE SAME TASK AS THE UNIT LESSON PLAN!**

2. Mid-Term: Innovative Approaches to Teaching with Technology:
Choose an instructional technology tool that is useful in today's classroom with emergent bi/multilingual students. **Please select a digital tool that is free to teachers.** This can be one that you currently use or would like to learn to use. **See detailed instructions and rubric later in the syllabus. Due March 10th.**

3. Field Work: Micro-Teaching Application and Reflection (part of your field experience). Due April 14th
For this assignment, you will **prepare and teach a 15-20 minute lesson segment** to a small group of Emergent Bilinguals class that includes EBs in your field site. **Work with your mentor teacher to decide the group and topic/content for the mini-lesson segment**. *If your mentor teacher agrees, you are welcome to choose an active learning (e.g., engaging, hands-on) segment from one of the lessons in the 5-Lesson Unit Plan assignment*.
Your lesson segment should be centered on an **active learning task using a strategy or technique that you have learned in this course (**e.g., <u>not</u> teacher-led direct instruction or watching a video, reading a text, etc.).

Note: consult with your assigned mentor teacher to implement your lesson segment between weeks 8 and 10.

Note: You must use the Micro-Teaching Application & Reflection template (see Bb) for your reflection.

REFLECTION (on template) DUE by April 14th).
On the template you will include:
Background Information: Grade level, content area, and brief demographic info about the ELs to whom you taught this lesson segment (e.g., small group or whole class? How many ELs? What are their L1s? Include any other contextual info of importance).

Connection to Standards, Content and Language/Literacy Aims, Rational for Instructional Choices: VA SOL(s) and WIDA Standard that provided a foundation for your lesson segment; **Brief** explanation of the content and language/literacy aims of the 15-20 minute lesson segment; **Brief** explanation of why you chose the instructional approach (strategy or technique from this course) in your lesson segment.

Answers to Reflective Questions: Succinct but thorough (one or two paragraphs) answers to 4 reflective questions AFTER implementing the micro-teaching lesson segment:

1. *Overall, did your lesson segment go as you anticipated that it would? Why or why not? Be succinct but thorough in your response.*

2. *What did you learn about <u>implementing</u> the strategy/technique that you chose? For example, please consider: What was easy about teaching with this strategy/technique? Why? What was challenging in any way? Why?*

3. *How did the ELs respond to your instruction? What scaffolds did you include to be responsive to the learners? What adjustments would you make if you were to teach this lesson segment again? Why?*

Reflecting on the micro-teaching experience, what did you learn about YOURSELF as a teacher? Why is this self-knowledge important?

4. Five Day Unit Lesson Plan & Reflection Analysis Paper (Performance-Based Assessment). Due May 12th
Your thematic 5- Day Unit Lesson 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 instructions and rubric later in the syllabus**. **THIS IS NOT THE SAME AS THE COMMON ASSESSMENT – LESSON PLANNING ASSESSMENT # 1!**

5. 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, <u>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</u>. 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.**

Candidates are expected to complete an **initial Discussion Board post by Friday night at midnight and to respond briefly but thoughtfully to at least one peer's post.** Discussion Board posts must be **well-developed**, 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 12.* The course instructor will verify completion.

- **Other Requirements**

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 two or more absences will not receive credit for the course.**

- **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/

Professional Dispositions

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

Honor Code & Integrity of Work

- **Integrity of Work:** 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.

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.

Proposed Class Schedule for EDCI 519 – Spring 2023

Note: Faculty reserve the right to alter the schedule as necessary,

with notification to students.

Week # 1	Topics	Dates: Posted Jan 20th / Due Jan 27th
# 1 **Week of 1/23/23**	1. *Orientation* 2. *Introductions* 3. *Review* 4. *Syllabus* 5. *Discussion Board postings* 6. *Emergent Bilinguals Defined*	**Read:** • Syllabus • View YouTube: "Emergent Bilinguals" • Read Haley/Austin Chpt 1 (pdf file provided) • Read Echevarria/Vogt/Short Chpt 1 • Slide Deck activity **Tasks/Application/Activities/Assignments:** • **Discussion Board Week # 1** *Upload self-introduction to Discussion Board* • Email Dr. Haley your bio sheet (last page of syllabus) • Read Haley/Austin Chapt 1: Answer ?s on p. 20 I, II, III, IV – upload to BlackBoard • Respond to Slide Deck Activity

Week # 2	Topics	Dates: Posted Jan 27th / Due Feb 3rd
# 2 **Week of 1/30/23** SYNCHRONOUS MEETING THURSDAY, FEBRUARY 2ND: 7:00 PM Invite Link https://gmu.zoom.us/j/92716574479	1. *Language Learning/Language Acquisition* 2. *Planning Instruction* 3. *National, State, Local Standards and WIDA* 4. *TESOL Levels of Proficiency* 5. *Writing Content & Language Objectives*	**Read:** • Haley/Austin Chpt 2 (e-reserve) • Read Echevarria/Vogt/Short Chpt 2 • Ppt: Standards-based Planning • Ppt: Writing Objectives • Ppt: Second Language Acquisition • TESOL Levels of Proficiency • View TedTalk – "Hacking language learning: Benny Lewis at TEDxWarsaw" **Tasks/Application/Activities/Assignments:** • **Discussion Board Week # 2** *As we begin to embark on creating and constructing meaningful planning practices, why is it important to be familiar with Second Language Acquisition principles?* • Haley/Austin Chpt 2: Answer ?s on pp. 47-48, "Discuss and Reflect, Ask Yourself These Questions" Upload to Bb.

		• Echevarria/Vogt/Short Chpt 2: Practice writing 2 content and 2 language objectives and design an activity in which they would be applicable. Upload to Bb.

Week # 3	Topic	Dates: Posted Feb 3rd / Due Feb 10th
# 3 **Week of 2/6/23**	*Methods and Approaches*	**<u>Read:</u>** • Haley/Austin Chpt 3 (e-reserve) • View the YouTubes in the slide deck that provide a glimpse of some of the methods/approaches covered in Haley/Austin Chpt 3 **<u>Tasks/Application/Activities/Assignments:</u>** • **<u>Discussion Board Week # 3</u>** *Interview someone who has experienced learning a language in addition to their mother tongue. Ask that individual which methods/approaches worked best and which did not work well.* • Actively engage in this week's topics by editing the slide deck on methods/approaches throughout its entirety.

Week # 4	Topics	Dates: Posted Feb 10th / Due Feb 17th
# 4 **Week of 2/13/23**	1. *Assessment* 2. *Building Background Knowledge*	**<u>Read:</u>** • Chpt 9 – Echevarria/Vogt/Short • Chpt 3 – Vogt/Echevarria • View the YouTubes in the slide deck on Background Knowledge **<u>Tasks/Application/Activities/Assignments:</u>** • **<u>Discussion Board Week # 4</u>** *Select one of this week's YouTubes and identify one "take away" that you will find useful in your own teaching circumstance.* • Edit the slide deck activity based on V/E Chpt 3, Background Knowledge

Week # 5	Topics	Dates: Posted Feb 17th / Due Feb 24th
# 5 **Week of 2/20/23**	1. *Assessment and Assessment Strategies* 2. *Comprehensible Input*	**Read:** • Chpt 4 – Vogt/Echevarria • Chpt 4 – Echevarria/Vogt/Short • Gottlieb article - pdf provided • View the YouTubes in the slide deck on Comprehensible Input **Tasks/Application/Activities/Assignments:** • **Discussion Board Week # 5 –** *Based on your readings for this week and your own background, what are your views on assessment practices in today's schools?* • Use the information covered in this week's readings and create an original activity that enhances comprehensible input. Keep in mind that this can be an activity that you will want to use in your Unit Lesson Plan!! Upload to Bb assignment. • Complete and email to Dr. Haley Pulse Check # 1

Week # 6	Topics	Dates: Posted Feb 24th / Due Mar 3rd
# 6 **Week of 2/27/23** SYNCHRONOUS MEETING WEDNESDAY, MARCH 1ST: 7:00 PM Invite Link https://gmu.zoom.us/j/94386999409	1. *Interaction* 2. *Practice & Application*	**Read:** • Chpt 6 – Echevarria/Vogt/Short • Chpt 7 – Echevarria/Vogt/Short **Tasks/Application/Activities/Assignments:** • **There is no Discussion Board Week # 6!** • Chpt 6 – E/V/S: Answer questions 2, 4, 5 & 6 on p. 181 and upload to Bb in assignment. • Chpt 7 – E/V/S: Answer questions 5 & 6 on p. 203 and upload to Bb in assignment.

Week # 7	Topic	Dates: Posted March 3rd / Due March 10th
# 7 **Week of** 3/6/23	*Technology as an Integrative Tool*	**DUE:** Mid-Term Tech Project – Upload to Blog on Bb **Read:** • Electronic reserve: "Affordances of Technology" from Educating Emergent Bilinguals by Garcia & Kleifgen, Chapter 6 • Re-read the following "Teaching with Technology" in E/V/S: pp. 66-67, 99, 122-123, 179-180, & 201. **Tasks/Application/Activities/Assignments:** • **There is no Discussion Board Week # 7!** • **Mid Term Tech Project – "Innovative Approaches to Teaching with Technology"** Carefully read the instructions in the syllabus for the Mid-Term tech project. Upload in the Blog in Bb.

Week # 8	Topics	Dates: Mar 13ᵗʰ – Mar 19th
# 8 **Week of 3/13/23** **SPRING RECESS**		

Week # 9	Topics	Dates: Posted Mar 17ᵗʰ Due Mar 24th
# 9 **Week of** 3/20/23	1. *Bilingualism & Achievement* 2. *Strategies*	**Read:** • Chpts 5 & 6 – E/V/S, "Strategies" – Read the chapter and answer questions 5 & 6 on p.151. Upload to Bb in assignment. **Tasks/Application/Activities/Assignments:** • **There is no Discussion Board Week # 8!** • Chpt 5 – E/V/S, "Strategies" – Read the chapter and answer questions 5 & 6 on p.151. Upload to Bb in assignment.

Week # 10	Topics	Dates: Posted Mar 24th / Due Mar 31st
# 10 **Week of** 3/27/23 **LESSON PLANNING COMMON ASSESSMENT DUE – 3/31 UPLOAD TO VIA**	1. *Bi and Multiliteracies* 2. *Reading Instruction*	**Read:** • Chpts 5 & 6 – Echevarria/Vogt **Tasks/Application/Activities/Assignments:** • View the videos in the slide deck that focus on Multi-Literacies. • Edit the K-W-L-A chart in the slide deck on the next slide

Week # 11	Topics	Dates: Posted Mar 31st / Due Apr 7th
# 11 **Week of** 4/3/23 SYNCHRONOUS MEETING WEDNESDAY, APRIL 5TH: 7:00 PM Invite Link https://gmu.zoom.us/j/95194944860	1. *Translanguaging and Diversities of Learners* 2. *Emergent Bilinguals with Special Needs*	**DUE:** • Log of Hours Field Experience Record – upload to VIA • Lesson Planning Assessment – upload to VIA **Read:** • Chpt 2 – Fairbairn/Jones-Vo **Tasks/Application/Activities/Assignments:** • **There is no Discussion Board Week # 10!** • Complete and email to Dr. Haley Pulse Check # 2 • View the YouTubes on Translanguaging & Emergent Bilinguals with Special Needs in the slide deck • Edit the 3-2-1 activity in the slide deck • Edit the slide deck activity for F/J-V, Chpt 2

Week # 12	Topics	Dates: Posted Apr 7th / Due Apr 14th
# 12 **Week of** 4/10/23 **DUE APRIL 14TH:** **Field Work - Micro Teaching Application and Reflection Upload under Assignments in Bb** **Log of Hours – Field Experience Record Upload to VIA**	*Culturally relevant and culturally sustaining pedagogy*	**Read:** • Chpt 3 – Fairbairn/Jones-Vo • See folder with articles and YouTubes **Tasks/Application/Activities/Assignments:** • Edit the slide deck activity for F/J-V, Chpt 3

Week # 13	Topics	Dates: Posted Apr 14th / Due Apr 21st
# 13 **Week of** 4/17/23	*Reading Instruction*	**Due 4/21:** 1. Field Work – Micro Teaching Application and Reflection. Upload under Assignments in Bb 2. Log of Hours – Field Experience Record. Upload in VIA 3. Self-Assessment Dispositions **Read:** • Chpt 5 – Fairbairn/Jones-Vo • Chpt 10 – Echevarria/Vogt/Short **Tasks/Application/Activities/Assignments:** • **There is no Discussion Board Week # 12!** • For further practice in developing your planning skills to differentiate, use one of your activities from your 5 Day Unit Lesson Plan and demonstrate HOW you will differentiate across all domains, e.g., listening, speaking, reading, and writing for students at Level 2. Pay careful attention to the samples provided in this week's readings. Upload to Bb in assignment.

Week # 14		
# 14 **Week of** 4/24/23	Unit Lesson Plan Virtual Workshop - TBD	

Week # 15	Topics	Dates: Posted Apr 28th / Due May 5th
# 15 **Week of** 5/1/23	*Putting It Together*	**Read:** • Chpts 1 & 2 – Fairbairn/Jones-Vo **Tasks/Application/Activities/Assignments:** • **There is no Discussion Board Week # 14!** • Edit the slide deck to demonstrate comprehension of this week's readings

Week # 16		Dates: Posted May 5th / Due May 12th
Week of 5/8/23		**Five Day Unit Lesson Plan and Reflection Analysis Paper** **Upload in VIA AND Assignment**

Assignments and/or Course Requirements and Due Dates – Check When Completed

Assignment Description	Grade %	Standards Addressed	Due Date	Check When Completed
Self-Assessment of Dispositions	N/A	Completion of Self-Assessment of Dispositions required in this course – see VIA link	Week # 12	
Lesson Planning Assessment (Common Assessment) Upload to VIA	20%	Requirement for licensure/endorsement TESOL/CAEP Standards: 3a, 3b, 3c, 3e	March 31st	
Class Attendance and Engaged/Informed Participation	25%	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	Weekly	
Mid-Term: "Innovative Approaches to Teaching with Technology" Upload to Blog in Bb	15%	Demonstrate a digital tool and its use in instructional design to support language and bi/literacy development. TESOL/CAEP Standards: 3e	March 10th	
Field Work - Micro Teaching Application and Reflection Upload to Bb in Assignment	15%	Plan, implement, and reflect on an evidence-based instructional segment. TESOL/CAEP Standards: 1b, 3a, 3b, 5c Consult with mentor teacher to implement lesson segment Reflection (on template)	April 14th	
Log of Hours – Field Experience Record Upload to VIA			April 14th	
Five Day Unit Lesson Plan and Reflection Analysis Paper Upload to VIA and in Assignment	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.**	May 12th	

InTASC Lesson Plan: Common Assessment - Lesson Planning Assessment – Due Mar 31st

George Mason University

Initial Teacher Preparation InTASC Rubric

All teacher preparation programs in the Commonwealth of Virginia are required to be accredited by CAEP (Council for the Accreditation of Educator Preparation).

CAEP requires all teacher preparation programs to develop assessments that align with the InTASC (Interstate Teacher Assessment and Support Consortium) Standards to measure a candidate's content and pedagogical knowledge.

To meet both the Virginia and CAEP requirements, this instrument has been developed to monitor candidate growth and progress in achieving proficiency of the InTASC standards. This instrument will be used at points in a program where candidates have the opportunity to demonstrate most, if not all, of the InTASC standards. Each rubric row singularly assesses one InTASC standard.

As noted in *InTASC Model Core Teacher Standards and Learning Progressions for Teachers 1.0* (2013), the 1992 InTASC standards were initially developed only for beginning in-service teachers; however, "...[t][hese standards are no longer intended only for 'beginning' teachers but as professional practice standards, setting one standard for performance that will look different at different developmental stages of a teacher's career." (2013)

Considering that the InTASC standards were created for in-service beginning and advanced teachers, not pre-service candidates, our teacher preparation programs recognize that candidates will develop and grow during their program, with the goal of reaching proficiency towards the end of their program.

During field experience and the internship, a lesson plan is developed. As a novice teacher, lesson plans are developed for each instructional episode.

This rubric assesses a candidate's preparedness and proficiency in becoming a beginning In-Service Teacher using the following categories:

- Not Proficient: The candidate has not demonstrated, or provided evidence of, the "Possible Ways of Demonstrating Proficiency" listed in the "Proficient Beginning In-Service Teacher" Category.
- Progressing Toward Proficiency: The candidate has demonstrated, or provided evidence of, a developing proficiency of the "Possible Ways of Demonstrating Proficiency" listed in the "Proficient Beginning In-Service Teacher" Category.
- **Proficient Beginning In-Service Teacher: The candidate has demonstrated, or provided evidence of, consistent proficiency across varied instructional settings/experiences of the "Possible Ways of Demonstrating Proficiency" listed in the "Proficient Beginning In-Service Teacher" Category.**
- Highly Proficient: The candidate has demonstrated, or provided evidence of, consistent proficiency of more than the "Possible Ways of Demonstrating Proficiency" listed in the "Proficient In-Service Teacher" Category.

- No opportunity to observe: In some circumstances, there may be no opportunity to observe the demonstration of an InTASC standard. This designation is not a negative reflection of the candidate or the structure of the experience. It allows the intern, mentor teacher and/or faculty to look for opportunities to create additional experiences.

Candidates are not expected to reach proficiency at the start, or even the mid-point, of their initial licensure program. Early in their programs, candidates and faculty should view scores of "Not Proficient" or "Progressing Towards Proficiency" as opportunities for reflection, development, and progress. Faculty can reference this rubric outside of the formal assessment review at any point in a candidate's program to provide feedback, and to outline the expectations for a beginning in-service teacher.

Candidates are expected to be at least in the "Proficient Beginning In-Service Teacher" category by the end of their internship. Any concerns identified by the candidate, faculty, or mentor teacher prior to this final evaluation should be immediately addressed through additional resources, or opportunities to improve the candidate's mastery of the InTASC standards.

Directions for Completing this Assessment Task

Develop and teach a lesson plan using the Lesson Plan Template provided below. Review the rubric to guide the development of your lesson plan and the Evaluation Tool with points criteria (see Blackboard).

This assignment can be the development of the FIRST lesson in your 5-Lesson Unit Plan. However, please note that there are 2 different lesson plan templates. For THIS Lesson Planning Assessment assignment, you must use the Lesson Plan Template provided below. You will use the SIOP lesson plan template for the Unit Lesson Plan!

Thus, to complete this assignment, you must first take these steps:

➢ Identify a group of learners from your field experience site in a grade level and content area for whom you may design your 5-lesson unit plan. **Work with your mentor teacher.**

LESSON PLAN TEMPLATE – NEXT PAGE ONLY USE THIS FOR InTASC LESSON PLANNING COMMON ASSESSMENT!!!

LESSON PLAN TEMPLATE FOR COMMON ASSESSMENT – LESSON PLANNING

Grade level: **Number of students:**   **Content Area:**   **Name of Unit:**   **Lesson planned for ____ minutes**   **Circle when this lesson occurs in the unit: _ beginning   middle   __end**   Narrative including any additional contextual information that will impact planning:

Section 2. Planning for Instruction
Performance-based Objective(s)   **National content standards and VA Standards of Learning (SOL)/Career- and College- Ready Standards**
Lesson Rationale (What research base did you use to make instructional decisions? Why have you selected these objectives and these specific strategies?)
Differentiation and Accommodations
Materials/Technology

Section 3. Instruction and Assessment
Instruction Context: describe purpose of the lesson
Lesson Procedures: detail the sequence of the lesson, including the Opening/Strategies/Assessments/Closure activities. (The reader should be able to teach the lesson from this plan.)
Assessments: include explanation of assessment choices (formal/informal and formative/summative assessments) and alignment of assessments to lesson objectives.
Section 4. Reflection: Impact on Student Learning
Narrative reflection on the lesson and the impact on student learning. Include any changes you would make to the lesson based upon your reflection.

Lesson Plan Directions

You will submit a detailed lesson plan 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).

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) **Your focus here will be to reflect on implementation of the instruction that you planned.**

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.

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.

InTASC Standards	Not Proficient 1	Progressing Toward Proficiency 2	Proficient Beginning In-Service Teacher 3	Highly Proficient 4	No opportunity to observe 0
Applies an understanding of learners' developmental levels in designing and implementing developmentally appropriate learning experiences. *(InTASC Standard #1: Learner Development)*	Demonstrated no proficiency of InTASC #1.	Demonstrated developing proficiency of InTASC #1.	Demonstrated consistent proficiency across varied instructional settings/experiences of InTASC #1. ***Possible Ways of Demonstrating Proficiency:** a. based on theory/observation identifies and uses patterns of students' learning and development in terms of cognitive, linguistic, social, emotional, and physical development b. incorporates student's strengths, interests, and readiness needs in the design of appropriate, varied learning experiences c. collaborates with others (child, families, colleagues, specialists) to design developmentally appropriate lessons within the zone of proximal development.	Demonstrated proficiency beyond that of an "Proficient Beginning In-Service Teacher" of InTASC #1.	The experience did not provide an opportunity to provide evidence of demonstrating this InTASC standard.
Comments					
Applies an understanding of learner differences and diverse cultures in creating an inclusive learning environment. *(InTASC Standard #2: Learning)*	Demonstrated no proficiency of InTASC #2.	Demonstrated developing proficiency of InTASC #2.	Demonstrated consistent proficiency across varied instructional settings/ experiences of InTASC #2. ***Possible Ways of Demonstrating Proficiency:** a. demonstrates familiarity with the learners' background, readiness, and interests b. uses strategies to identify and incorporate learners' diverse strengths, needs, and backgrounds c. incorporates multiple approaches to learning, including appropriate support tools or interventions and varied approaches to demonstrating understanding d. includes perspectives of diverse cultures and communities in their teaching e. incorporates tools for making grade-level	Demonstrated proficiency beyond that of an "Proficient Beginning In-Service Teacher" of InTASC #2.	The experience did not provide an opportunity to provide evidence of demonstrating this InTASC standard.

			content accessible for all including English learner and students with exceptional needs f. demonstrates an asset-based approach to the differences among learners		
Comments					
Applies an understanding of how to create a supportive, collaborative, and engaging learning environment. *(InTASC Standard #3: Learning Environments)*	Demonstrated no proficiency of InTASC #3.	Demonstrated developing proficiency of InTASC #3.	Demonstrated consistent proficiency across varied instructional settings/ experiences of InTASC #3. ***Possible Ways of Demonstrating Proficiency:** a. collaborates with learners, families, and colleagues to establish norms and procedures that are respectful of cultural backgrounds and differing learner perspectives b. sets appropriate and explicit expectations to create a safe, responsive, and supportive environment for all learners c. monitors and responds to learner behaviors (both positive and negative) d. creates norms and procedures to support collaborative and self-directed learning and maximize instructional time e. promotes positive relationships by modeling respectful interactions f. uses a variety of methods, including interactive technologies to engage learners g. builds learner capacity to collaborate in both in-person and online environments	Demonstrated proficiency beyond that of an "Proficient Beginning In-Service Teacher" of InTASC #3.	The experience did not provide an opportunity to provide evidence of demonstrating this InTASC standard.
Comments					

Applies knowledge of the content, including central concepts, tools of inquiry and structures of the content. (InTASC Standard #4: Content Knowledge)	Demonstrated no proficiency of InTASC #4.	Demonstrated developing proficiency of InTASC #4.	Demonstrated consistent proficiency across varied instructional settings/ experiences of InTASC #4. ***Possible Ways of Demonstrating Proficiency:** a. accurately and effectively communicates the content of the discipline b. utilizes knowledge of common misconceptions and available resources to anticipate learners' needs c. incorporates pedagogical tools appropriate for the content (e.g., multiple representations and explanations, content-specific methods of inquiry, linking new concepts to familiar concepts, discussing new academic language/vocabulary) d. creates learning experiences that make these aspects of the content accessible and meaningful for learners to assure mastery of the content	Demonstrated proficiency beyond that of an "Proficient Beginning In-Service Teacher" of InTASC #4.	The experience did not provide an opportunity to provide evidence of demonstrating this InTASC standard.
Comments					
Applies knowledge of how to engage learners in applying content knowledge in a variety of authentic contexts. (InTASC Standard #5: Application of Content)	Demonstrated no proficiency of InTASC #5.	Demonstrated developing proficiency of InTASC #5.	Demonstrated consistent proficiency across varied instructional settings/ experiences of InTASC #5. ***Possible Ways of Demonstrating Proficiency:** a. uses knowledge of the content to make cross-curricular connections and facilitate problem solving related to local and global issues b. develops literacy and communication skills relevant to the content area c. supports learners in identifying relationships across disciplines by making cross-curricular connections through a variety of representations and perspectives	Demonstrated proficiency beyond that of an "Proficient Beginning In-Service Teacher" of InTASC #5.	The experience did not provide an opportunity to provide evidence of demonstrating this InTASC standard.
Comments					

Demonstrates knowledge and use of multiple types of assessments for ongoing progress monitoring and data-based decision making. *(InTASC Standard #6: Assessment)*	Demonstrated no proficiency of InTASC #6.	Demonstrated developing proficiency of InTASC #6.	Demonstrated consistent proficiency across varied instructional settings/ experiences of InTASC #6. ***Possible Ways of Demonstrating Proficiency:** a. uses multiple and appropriate types of formative and summative assessments b. analyzes data from multiple types of assessments (including digital assessments or digital recording tools) to draw conclusions about learner progress and adapt instruction to meet all learners' needs through differentiation c. provides assessments in an ethical manner with appropriate accommodations	Demonstrated proficiency beyond that of an "Proficient Beginning In-Service Teacher" of InTASC #6.	The experience did not provide an opportunity to provide evidence of demonstrating this InTASC standard.
Comments					

Demonstrates use of curricular knowledge, pedagogical knowledge, and knowledge of learners to plan instruction that meets appropriate learning objectives. *(InTASC Standard #7: Planning for Instruction)*	Demonstrated no proficiency of InTASC #7.	Demonstrated developing proficiency of InTASC #7.	Demonstrated consistent proficiency across varied instructional settings/ experiences of InTASC #7. ***Possible Ways of Demonstrating Proficiency:** a. plans and sequences learning experiences aligned to appropriate and measurable learning objectives b. uses analysis of prior assessment and performance data to plan and adjust instruction c. uses knowledge of a variety of research-based instructional strategies, curricular resources, and technological tools to plan instruction that meets all students' needs d. collaborates with school professionals to plan appropriate instruction to meet all students' needs	Demonstrated proficiency beyond that of an "Proficient Beginning In-Service Teacher" of InTASC #7.	The experience did not provide an opportunity to provide evidence of demonstrating this InTASC standard.
Comments					
Demonstrates use of variety of instructional strategies, responsiveness to learner needs, and achievement of explicit learning objectives. *(InTASC Standard #8: Instructional Strategies)*	Demonstrated no proficiency of InTASC #8.	Demonstrated developing proficiency of InTASC #8.	Demonstrated consistent proficiency across varied instructional settings/ experiences of InTASC #8. ***Possible Ways of Demonstrating Proficiency:** a. uses multi-modal/multi-sensory graphic organizers, multiple models or representations, variety of sources b. poses questions c. implements differentiated instruction d. implements concept mapping e. builds group work skills, language skills, technology skills, and/or creative thinking skills f. uses available technology to engage/challenge learners g. varies in role in instructional process h. engages learners in identifying their strengths and needs	Demonstrated proficiency beyond that of an "Proficient Beginning In-Service Teacher" of InTASC #8.	The experience did not provide an opportunity to provide evidence of demonstrating this InTASC standard.

Comments					

Engages in structured learning opportunities, searching for resources, and reflection on, identification of, and addressing of improvement needs. *(InTASC Standard #9: Professional Learning and Ethical Practice.)*	Demonstrated no proficiency of InTASC #9.	Demonstrated developing proficiency of InTASC #9.	Demonstrated consistent proficiency across varied instructional settings/ experiences of InTASC #9. ***Possible Ways of Demonstrating Proficiency:** a. seeks feedback from colleagues and/or data on current performance b. takes responsibility for self-assessment of practice and ongoing professional learning (self-study research) c. collaborates with colleagues to broaden their understanding of learners' development and diverse needs d. supports others in following ethical guidelines e. takes steps to prevent or address unethical action by others f. recognizes their own potential biases or perceptions	Demonstrated proficiency beyond that of an "Proficient Beginning In-Service Teacher" of InTASC #9.	The experience did not provide an opportunity to provide evidence of demonstrating this InTASC standard.
Comments					

Use of advice and support from colleagues to meet learners' needs, participation in larger efforts to support learners and community, and development	Demonstrated no proficiency of InTASC #10.	Demonstrated developing proficiency of InTASC #10.	Demonstrated consistent proficiency across varied instructional settings/ experiences of InTASC #10. ***Possible Ways of Demonstrating Proficiency:** a. collaborates with colleagues to improve instruction b. works with school professionals to	Demonstrated proficiency beyond that of an "Proficient Beginning In-Service Teacher" of InTASC #10.	The experience did not provide an opportunity to provide evidence of demonstrating this InTASC standard.

of collaborative relationships inside and outside of the classroom *(InTASC Standard #10: Leadership and Collaboration.)*			plan and jointly facilitate ongoing learning c. engages families to develop mutual expectations and/or connected families to community and school resources d. accesses resources to deepen their understanding of other communities and differences in an effort to build support for all learners e. Applies professional knowledge to advocate for implementation of appropriate laws, policies, and practices for all learners		**********
Comments					

FIELD WORK: MICRO-TEACHING APPLICATION & REFLECTION TEMPLATE

Attribution: Dr. Marjorie Hall Haley Fall 2022 & Dr. Kathy Ramos 12/21/2021
EDCI 519 Micro-Teaching Reflection Template: 15 points

After you have facilitated a 15-20 minute, engaging, active learning lesson segment in your field placement, please complete this Reflection Template. Your Micro-Teaching Reflection will be graded holistically as follows:

Holistic Checklist:	Points
Provide required background information (see below)	5
Provide connection to Standards, content and language/literacy aims of the lesson segment, and rationale for instructional choices	5
Thoughtful, reflective, clearly explained answers to each of four questions on this template.	5
TOTAL	/15 points

Please label this document: LAST NAME Micro-Teaching Reflection
(Upload via Blackboard Assignment Link for that purpose by due date in Syllabus)

Background Information: In this box, please include the grade level, content area, and brief demographic info about the ELs to whom you taught this lesson segment (e.g., small group or whole class? How many ELs? What are their L1s? Include any other contextual info of importance): **5 Points**

Connection to Standards, Content and Language/Literacy Aims, Rational for Instructional Choices:
In this box, please list the VA SOL(s) and WIDA Standard that provided a foundation for your lesson segment. **Briefly** explain the content and language/literacy aims of the 15-20 minute lesson segment. **Briefly** explain why you chose the instructional approach (strategy or technique from this course) in your lesson segment: **5 Points**

Next, <u>after</u> implementing the micro-teaching lesson segment, please answer the questions below. Your answers to each of the 4 question sets should be single-spaced and not exceed one or two clear paragraphs. <u>Please double space between paragraphs</u>. *Type your answers directly below each question set.* **5 POINTS**

1. *Overall, did your lesson segment go as you anticipated that it would? Why or why not? Be succinct but thorough in your response. (**1.25 points**)*

2. *What did you learn about <u>implementing</u> the strategy/technique that you chose? For example, please consider: What was easy about teaching with this strategy/technique? Why? What was challenging in any way? Why? (**1.25 points**)*

3. *How did the ELs respond to your instruction? What scaffolds did you include to be responsive to the learners? What adjustments would you make if you were to teach this lesson segment again? Why? (**1.25 points**)*

4. *Reflecting on the micro-teaching experience, what did you learn about YOURSELF as a teacher? Why is this self-knowledge important? (**1.25 points**)*

Mid-Term: Innovative Approaches to Teaching with Technology

Option A

The goal of this mid-term project is for you to challenge yourself to review a technology tool that you can use in your current or future teaching circumstance and with which you are NOT familiar. Additionally, you are to create a User Guide to instruct a first-time user of the tool.

Your use of this technology must do more than enhance a teacher-centered lesson (as is often the case with PowerPoint presentations). Your learner-centered, standards-based technology lesson must enhance the learning experiences of your students and must be age and language level appropriate.

Objectives
Teachers in EDCI 519 will be able to:
- Select, review, and practice using a tech tool to create a learner-centered, standards-based product/project that engages emergent bi/multilingual learners through the use of technology
- Write an introduction that situates this lesson within the larger curriculum and includes references to course readings to support the use and choice of technology
- Create a step-by-step user guide for a novice user to utilize the project

Task:
Create a learner-centered, technology-based lesson/activity (you are not required to use a lesson plan template!) that may include: Class Dojo, Book Creator, Google Classroom, Show Me Interactive Whiteboard, Plickers, Nearpod, Edpuzzle, Poll everywhere, Blog, Wiki, Podcast, Voxopop, Prezi, Socrative, Quizlet, ThingLink, Sock Puppets, Skype, YouTube, Photostory, Mind Meister, or other multi-media technology.

1. Prepare/create a technology-based lesson/activity that employs a course outline topic, e.g., methods, assessment, planning, second language acquisition, etc., of your choice and apply it to a teaching setting. The lesson/activity time should be no more than 20 minutes.
2. Your lesson/activity and tech app should be interactive in the sense that the learners are active participants in the lesson (No "Death by PowerPoint" projects please!).
3. Prepare a printed guide for your product/project to help a novice user utilize it.

Your project must include the following sections:
- **Introduction:** An introduction that describes the student population and their diverse needs.
- **Effective use of technology related to course readings:** A section that explains how your project can be adapted to the context of a standards-based lesson or thematic unit plan.
- **User Guide:** A section that provides step-by-step details of how to use your product/project
- **Lesson Description:** A brief description of the lesson for which the tech tool can be used (No lesson plan required!)
- **References:** References to various course readings to support your choice of technology.

4. Submit your project on Bb in the blog created for you.

5. Mid term projects are due on or before **March 10, 2023**

Option B

If you have other ideas for ways to increase your knowledge on the successful implementation of technology in your classroom, please contact your instructor for permission to pursue another option. **You must obtain approval for this option at least 2 weeks in advance of the due date.**

Analytic Scoring Rubric – Mid Term Project Option A

POINTS	Exceeds Requirements	Meets Requirements	Does Not Meet Minimum Requirements
TOTAL = 15	3 Points	2 Points	1 Point
Fulfillment of Task_____			
	All segments of the project were completed. Tech app is appropriate for K-12 emergent bi/multilingual learners	Most of the segments of the project were completed. Tech app is somewhat appropriate for K-12 emergent bi/multilingual learners	Not all of the segments of the project were completed. Tech app is not appropriate for K-12 emergent bi/multilingual learners
Effective Use of Technology Related to Course Readings_____			
	Project is based on a course outline topic Projects applies to a teaching setting	Project is partially based on a course outline topic Project somewhat applies to a teaching setting	Project is not based on a course outline topic Project does not apply to a teaching setting
Introduction/Student Population _____			
	Describes the teacher/student population and their needs	Partially describes the teacher/student population and their needs	Does not describe the teacher/student population and their needs
User Guide: Step By Step ____			
	Prepares a printed guide of the product to help a novice use it Refers to course topics to add support to project	Partially prepares a printed guide of the product to help a novice use it Does not refer to course topics to add support to project	Does not prepare a printed guide of the product to help a novice use it Does not refer to course topics to add support to project
	Lesson Description Describes an interactive, standards-based lesson that incorporates the tech app. Grade level of students and expected outcome is included.	Partially describes an interactive, standards-based lesson that incorporates the tech app. Grade level of students and expected outcome is somewhat clear.	Does not describe an interactive, standards-based lesson that incorporates the tech app. Grade level of students and expected outcome is somewhat clear.

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

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 EBs 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:

➢ You have now identified 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 a solid draft of two of your lesson plans (see due date in syllabus) with a Peer Partner or instructor to receive formative 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 to **BOTH** the **VIA link AND** 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 2023.**

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 knowledge that you have gained in your course readings and/or field experience placement, 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 assessment 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 across 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
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.

ONLY USE THIS FOR: LESSON PLAN TEMPLATE FOR UNIT LESSON PLAN!!

Teacher(s): _____   Date(s): _____

Key: SW = Students will; TW = Teacher will;   SWBAT = Students will be able to…:

Topic:	Grade/Class:

Standards Covered:

Content Objective(s):	Language Objectives:

Materials (including supplementary and adapted):

Higher Order Questions:

Building Background

Links to Students' Past Experience:

Teacher links to Prior Learning:

Key vocabulary:

Comprehensible Input

This component comprises some of the features that make SIOP® instruction different from "just good instruction."

Check those that apply and describe below. Include those selected to the lesson sequence section below.

__Speech appropriate for students' proficiency level

__Clear explanation of academic task

__Techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities,

   demonstrations, gestures, body language) for the following levels:

    __Newcomers/Entering (Level 1)

    __Novice/Emerging (Level 2)

    __Developing (Level 3)

    __Expanding (Level 4)

    __Bridging (Level 5)

Scaffolding   __Modeling   __Guided Practice   __Independent Practice

Verbal Scaffolding:

Procedural Scaffolding:

Instructional Scaffolding:

Interaction   __Whole class   __ Small group   __Partners   __Independent

Description of Cooperative Learning Structure/s:

Use of Students' Primary Language/s:

Practice & Application   __Hands-on   __Meaningful   __Linked to objectives   __Promotes engagement

Integration of Language Domains   __Listening   __Speaking   __Reading   __Writing

Description of Hands-on activity:

Lesson Delivery   __Pacing   __Student engagement   __Content objectives   __Language objectives

Description of Lesson Delivery features:

Time:	Lesson Sequence	Notes regarding differentiation

Review & Assessment (Check all that apply and describe)

__Individual   __Group   __Oral   __Written

__Formative Assessment   __Summative Assessment

Review Key Vocabulary:

Review Key Concepts:

Adapted from Echevarría, J., Vogt, M.E., & Short, D. (2017). *Making content comprehensible for English learners: The SIOP® Model*. (5th ed.) Boston, MA: Pearson Allyn and Bacon.

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see https://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 VIA should be directed to viahelp@gmu.edu. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

STUDENT BIOGRAPHICAL INFORMATION

Name:_____

E-mail address:_____

Home phone:_____

GMU Program:_____ Academic Advisor_____

Year admitted:_____ Expected completion year_____

Currently teaching?_____ If yes, where, what, and for how long?
_____

Language(s) you speak/read/write_____

Level(s) of proficiency_____

Travel experience?_____ Where?_____

For how long?_____

Career goals:_____

What you hope to gain from this class?

Favorite leisure/pastime activities:

Which name do you prefer to go by in interactions in this course? What are your pronoun preferences?

What is ONE way that you practice self-care?