

Theory and Practice in Fostering Literacy in a New Language

Spring 2021

Educator Licensure Programs
97 Hawley Street, Northampton, MA 01060
413.586.4900 Phone
413.586.2878 Fax
Email: licensure@collaborative.org
www.teachinmass.org



Fitchburg State University
EDUCATOR Programs
Comprehensive Syllabus

Spring 2021
EDUC 7055

Theory and Practice in Fostering Literacy in a New Language

3 Graduate Credit Hours or 67.5 PDPs

Hybrid Online (4 Face-to-face sessions on Saturdays 9 AM-12:30 PM plus 13 Online Sessions)
39 Contact Hours

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Contact your Instructor

Instructor: Carmelo Chiello
E-mail: cchiello@collaborative.org

A. COURSE DESCRIPTION

This course provides participants with an introduction to pedagogical approaches to reading and writing instruction for English Language Learners (ELLs); an overview of best practices to enhance literacy development within content area curriculum; an in-depth examination of the learning needs of students for whom English is a second language at different stages of proficiency (including those with limited or interrupted formal schooling); and a survey of authentic and effective methods of assessing growth in ELLs' reading and writing.

Three core principles underlie the course design:

1. Literacy is directly correlated to long-term academic achievement for ELLs and must be comprehensively and meaningfully developed across the curriculum.
2. Effective literacy instruction incorporates regular opportunities for students to develop academic vocabulary and oral language skills.
3. Teachers must be aware of and develop curricula that take into account the ways reading and writing are taught and learned in second language classrooms.

The essential question for this course is: How can we design curriculum and classroom practices to simultaneously develop the literacy of students learning content in a second language?

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

Professional Standards for Teachers: Standards and Indicators

1. Curriculum, Planning, and Assessment standard: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.
 - a. Curriculum and Planning indicator: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.
 - b. Assessment indicator: Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction.
 - c. Analysis indicator: Analyzes data from assessments, draws conclusions, and shares them appropriately.
 - d. SEI Indicator (a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges. SEI Indicator (c) Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.
2. Teaching All Students standard: Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective environment, and demonstrate cultural proficiency.
 - a. Instruction indicator: Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
 - b. Cultural Proficiency indicator: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.
 - c. Expectations indicator: Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.

SEI Indicator (b) Uses effective strategies and techniques for making content accessible to English language learners.

3. Family and Community Engagement: Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

SEI Indicator (e) Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.

4. Professional Culture Standard: Promotes learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.
 - a. Reflection indicator: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning

B. TEXTS

The following text should be purchased for this course:

Peregoy, S.F. and O.F. Boyle (2012). Reading, writing and learning in ESL: A resource book for K-12 teachers (6th Edition). ISBN: 978-0132685153. New York: Allyn & Bacon.

The following required readings may be found online:

Fitchburg State University Teacher Preparation Programs (2012). Conceptual Framework.

Fitchburg, MA: Author. [Online] Available:

<http://www.fitchburgstate.edu/offices/academic-offices/education-unit/conceptual-framework/>

Massachusetts Department of Elementary and Secondary Education. (1999-2011). Curriculum Frameworks. Malden, Ma: Author. [Online] Available:

<http://www.doe.mass.edu/frameworks/current.html>

Fitchburg State University Teacher Education Conceptual Framework



C. LEARNING OUTCOMES / OBJECTIVES

This course will address the dispositions of the Conceptual Framework as described below.

Alignment with the ESL MTEL Objectives is noted in blue.

Knowledge: As a result of the learning experiences in the course, you will become more cognizant of:

- K1. understanding listening, speaking, reading and writing development in a new language as well as the importance of explicit vocabulary instruction for language learners

0003 Evaluate and apply knowledge of ESL instructional approaches and best practices for promoting ELD

- K2. the theories and strategies for literacy development in a new language, including English as a second language at different proficiency levels using WIDA's Performance Definitions

0002 Apply knowledge of processes and stages of language acquisition.

- K3. the relevance of linguistic differences between first and second language for reading instruction including reading instruction for English Language Learners (ELLs)

0007 Apply knowledge of reading instruction and assessment for ELLs

0008 Apply knowledge of writing instruction and assessment for ELLs

- K4. approaches and best practices to foster reading proficiency, as described in the WIDA ELD Standards as well as the Massachusetts curriculum frameworks, in students learning a new language, including English for ELLs;

0007 Apply knowledge of reading instruction and assessment for ELLs

0008 Apply knowledge of writing instruction and assessment for ELLs

K5. research-based best practices writing theory and practice in second language learning.

0006 Apply knowledge of theory, research, and practice related to developing reading skills and reading comprehension in English as a first language

Skill: As a result of the learning experiences in the course, you will become better able to:

S1. review case study and assessment information of English language learners and second language learners and determine appropriate instructional needs

0010 Prepare and organized, developed analysis related to one or more of the following: foundations of second-language instruction; second-language and content learning

S2. design and present a thematic unit consisting of five lesson plans which reflects best practices for reading and writing instruction and incorporates activities to promote vocabulary development for ELLs or students of foreign language

0010 Prepare and organized, developed analysis related to one or more of the following: foundations of second-language instruction; second-language and content learning

S3. articulate ways to implement approaches and practices for the teaching of writing in sheltered content, ESL, and/or world language classrooms

0001 Apply Knowledge of basic linguistic and sociolinguistic concepts related to instruction for ELLs

0006 Apply knowledge of theory, research, and practice related to developing reading skills and reading comprehension in English as a first language

0008 Apply knowledge of writing instruction and assessment for ELLs

0009 Apply knowledge of instruction and assessment related to the development of ELLs' social and academic language proficiency and content-area learning

- S4. plan and implement appropriate reading activities in sheltered content classrooms for ELLs at different levels of English language proficiency
[0007](#) Apply knowledge of reading instruction and assessment for ELLs
[0008](#) Apply knowledge of writing instruction and assessment for ELLs
- S5. apply knowledge of materials and sheltered strategies for vocabulary development in lesson planning and delivery in sheltered content classes
[0009](#) Apply knowledge of instruction and assessment related to the development of ELLs' social and academic language proficiency and content-area learning
- S6. identify and critique a scientifically-based reading program that has demonstrated effectiveness in helping students become successful early readers (for participants whose focus is on early elementary education) or more successful readers in higher grades. This critique will include the program used in your context.
[0006](#) Apply knowledge of theory, research, and practice related to developing reading skills and reading comprehension in English as a first language
- S7. identify appropriate words for explicit vocabulary instruction, develop a sequence of activities for instruction, integration, and application of vocabulary knowledge for a particular content area textbook chapter or other reading.
[0003](#) Evaluate and apply knowledge of ESL instructional approaches and best practices for promoting ELD
[0009](#) Apply knowledge of instruction and assessment related to the development of ELLs' social and academic language proficiency and content-area learning

Caring: As a result of the learning experiences in the course, you will become more competent in your ability to:

- C1. strengthen collaboration among ESL, grade level and subject matter and resource teachers
[0009](#) Apply knowledge of instruction and assessment related to the development of ELLs' social and academic language proficiency and content-area learning

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:

- E1. plan and deliver writing instruction and activities that are appropriate for students who are at differing levels of English language proficiency or second language proficiency

0010 Prepare and organized, developed analysis related to one or more of the following: foundations of second-language instruction; second-language and content learning

MTEL Objectives

001 Apply Knowledge of basic linguistic and sociolinguistic concepts related to instruction for ELLs

0002 Apply knowledge of processes and stages of language acquisition.

0003 Evaluate and apply knowledge of ESL instructional approaches and best practices for promoting ELD

0004 Apply Knowledge of factors, including social-emotional and sociocultural considerations, that influence the teaching and learning of ELLs

0005 Apply knowledge of aural and oral language instruction and assessment for ELLs

0006 Apply knowledge of theory, research, and practice related to developing reading skills and reading comprehension in English as a first language

0007 Apply knowledge of reading instruction and assessment for ELLs

0008 Apply knowledge of writing instruction and assessment for ELLs

0009 Apply knowledge of instruction and assessment related to the development of ELLs' social and academic language proficiency and content-area learning

0010 Prepare and organized, developed analysis related to one or more of the following: foundations of second-language instruction; second-language and content learning

D. INSTRUCTIONAL STRATEGIES

- | | |
|---|------------------------------------|
| x Lecture | Data Collection and Analysis |
| x Discussion/Questioning | x Pre-Practicum |
| Laboratory (Pre-Practicum) | x Role Playing/Simulation |
| x Problem Finding/Solving | x Independent Learning |
| x Discovery | Field Trips |
| x Interviewing (Pre-Practicum) | Computer Applications |
| x Collaborative Learning Groups | x Viewing/Listening to Followed by |
| x Reflective Responses | Discussing |
| x Creating Visual Illustrations of Concepts | Other _____ |

Technology Initiatives

Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology.

Candidates will utilize technology as:

a research tool

a communication method (email)

an enhancement tool for the design of lessons and curriculum units

E. COURSE REQUIREMENTS

Participant Time Expectation: The expectation is that, in a three-credit course, participants will undertake between 110 and 120 hours of work including time spent in class. **Note that due dates for all assignments including Forum posts to be posted in Canvas.**

These tasks have been designed to create opportunities for class participants to engage the ideas of the course, and apply them to second language students and classrooms. These tasks are also the means in which the instructor evaluates the performance of course participants.

1. Forum Contributions (each week)

At the start of each *online* session, topics, assignments (readings and/or other tasks), and forum question(s) will be posted by the instructor. Please read each post carefully before beginning assignments. Every participant is expected to complete assignments and then post a response to the discussion question(s) posed. Additionally, every participant is required to post substantive replies to fellow participants in regard to their responses to the assignments (the assumption being that you will read and reflect upon others' contributions).

The following are the parameters for forum participation. You will be informed at the start of a weekly session if there are any adjustments to these parameters.

Response to discussion question(s):

- **Relevancy** - Respond directly to the question(s) posed as it relates to the week's readings, activities, and your own experiences
- **Sufficient detail** - Please cite page numbers when referring to readings and provide sufficient length (250-400 words, unless indicated otherwise)
- **Timeline:** Respond by Sunday (11pm EST, unless indicated otherwise)

Replies to fellow participants:

- **Sufficient substance** - Replies beyond "I agree" that relate to specific points your colleagues have raised (100-150 words for each of the two replies, unless indicated otherwise)
- **Timeline:** respond by Tuesday (11pm EST, unless indicated otherwise)

[DESE Professional Standards for Teachers (PST) 7.08(2): A2-4; B1b; B2a,b,d,g; D3,4; E3,6] [DESE Subject Matter Knowledge Requirement for Teachers – English Language Learners (SMKR-ELL) 7.06(9)(a): 1d, e, f, g] [DESE Subject Matter Knowledge Requirements for Teachers – Teachers (1-6) (SMKR-Teachers 1-6) 7.06(7)(c): 2a] [DESE Standards and Indicators for Effective Teaching Practice (SIETP) 603 CMR 35.03: I.A1-4; II.A 1-3, B1-3, C1-2, D1-3; III.A1, B1-2, C1-2; IV.A1-2] (Learning Outcomes K1-2; S1-2, C1, C3, E1-2)

#2 NA as an independent study

2. Participation in four Face-to-Face sessions (see dates and times below)

Dates and times for these sessions are:

January 11, 2020	9:00 am-12:30 pm	February 1, 2020	9:00 am-12:30 pm
February 29, 2020	9:00 am-12:30 pm	April 4, 2020	9:00 am-12:30 pm

Participants are required to participate actively by sharing resources, asking questions, reflecting on the readings and assignments, and actively engaging and participating in the face-to-face classes. Participants will demonstrate an understanding of the connections between the course readings and their personal beliefs and understandings about teaching and learning.

[DOE SMKR-ELL 7.06(9)(a): 1d, e, f, g] [DESE SMKR-Teachers 1-6: 7.06(7)(c): 2a] [DESE SIETP: I.A1-4; II.A 1-3, B1-3, C1-2, D1-3; III.A1, B1-2, C1-2; IV.A1-2] (Learning Outcomes K1-3, S1-2, C1-3, E1-2)

3. Text Analyses

Participants will conduct an analysis of two separate texts (each at least one page in length), one of lower complexity and the other of higher complexity (e.g. a text used towards the beginning of the year and one used toward the end of the year). For each analysis, the needs of a low (WIDA 1-2), mid (3-4) and high level (5-6) ELL will be addressed. Participants will analyze the text for its complexity at the word, sentence, and discourse levels using the WIDA Performance Definitions. They will determine if the piece is a good match for each of the ELL's reading levels and explain their reasoning. Participants will explain what supports should be provided if the analysis shows the piece may be somewhat challenging for the ELL based on their reading level, and also what actions should be taken when the piece is beyond the ELL's reading level.

- Both analyses together should be about 4-5 double-spaced pages in length.
- Timeline: reflection will be due at the end of Module One. Please refer to precise date in Canvas.

[DESE PST 7.08(2): B4a] [DESE SMKR-ELL) 7.06(9)(a): 1d, e, f, g] [DESE SMKR-Teachers 1-6) 7.06(7)(c): 2a] [DESE SIETP: I.A1-4; II.A 1-3, B1-3, C1-2, D1-3; III.A1, B1-2, C1-2; IV.A1-2] (Learning Outcomes K1-2; S1-2, C1, C3, E1-2)

4. Student Writing Analyses

This assignment will complement the pre-practicum assignment (see section F, below). Participants will conduct two analyses of ELL student writing, each in response to a different class writing assignment. Each piece will be examined for its complexity at the word, sentence and discourse levels using the WIDA Performance Definitions. Along with this language analysis, participants will evaluate the level of content knowledge the writer brought to the task. Based on this analysis, participants will determine and explain possible next steps in terms of literacy instruction for each of the students, including any future

modifications to the original writing task. Participants will then implement these next steps in a subsequent class and reflect on the use of the WIDA protocols to evaluate student work and its usefulness in informing future instruction. Both analyses together with the reflection should be about 4-5 double-spaced pages in length.

[DESE PST 7.08(2): D3, 4; E3, 6] [DOE SMKR-ELL 7.06(9)(a): 1d, e, f, g] [DESE SMKT-Teachers 1-6: 7.06(7)(c): 2a] [DESE SIETP: I.A1-4; II.A 1-3, B1-3, C1-2, D1-3; III.A1, B1-2, C1-2; IV.A1-2] (Learning Outcomes K1-3, S1-2, C1-3, E1-2)

5. Personal Reflection Paper

Write a four- to five-page reflection (12-pt. font, double-spaced) This reflection paper is due on the last day of the course, and should address the following:

- The approaches and practices that you will use for developing vocabulary and literacy in English; the strategies and activities that you will use for helping your ELLs develop vocabulary in English and in content, and the ways in which you will design writing activities for content learning. Explain reasons for your decisions. The reasons for your modifications and decisions should reflect the major concepts presented in the course and your personal ideas. Explain your point(s) of view where there are differences between your personal ideas and the course concepts presented.
- Assess your own learning of the principles covered in this course and your progress toward meeting your learning goals. Discuss the next steps that you will take to develop your understandings, knowledge, and skills beyond the boundaries of the course.
- Please feel free to directly incorporate points you have made in your weekly online postings!

[DESE PST 7.08(2): A2-4; B1b; B2a,b, d, g; D3,4; E3,6] [DESE SMKR-ELL 7.06(9)(a): 1d, e, f, g] [DESE SMKR-Teachers 1-6: 7.06(7)(c): 2a] [DESE SIETP: I.A1-4; II.A 1-3, B1-3, C1-2, D1-3; III.A1, B1-2, C1-2; IV.A1-2] (Learning Outcomes K1-3, S1, C1-3, E1)

6. Pre-Practicum Observation

All participants must complete the pre-practicum process. Refer to Section F for a description of the Pre-practicum requirements.

Module Overview

The course is comprised of five modules.

Module I – Reading in ESL (Sessions 1-4).

An overview and rationale for the course will be provided on Session One. After that, the overall goal of the first module is to orient teachers of ELLs to the typical language learner profile; the psycholinguistic and sociocultural processes involved in reading in a second language; to introduce the concept of “literacy orientation” as it impacts reading readiness; and to examine instructional practices that can support ELLs learning to read in English.

Essential Questions for Enduring Understandings (Module 1):

- *Who are ELLs and what do they bring to classroom language learning?*
- *What is involved in reading in a non-native language?*
- *What are some instructional practices that can support students learning to read in English?*

Module II – Writing in ESL (Sessions 5-7).

The overall goal of the second module is to explore the nature of writing in a second language; identify challenges English Language Learners face in accomplishing writing tasks in a content classroom (including the use of process writing or “writers’ workshop”); and generate ideas for learning activities to develop ELLs’ writing skills (e.g. the “Six Traits”). The role of cultural background as it relates to writing practices and narrative styles will also be discussed.

Essential Questions for Enduring Understandings (Module 2):

- *What is involved in writing in another language?*
- *What are some challenges ELLs face in learning to write in English?*
- *What are some instructional practices that can support students learning to write in English?*

Module III – Vocabulary (Sessions 8-10).

The overall goal of the third module is to explore vocabulary development vis-à-vis the Beck, McKeown and Kukan (2013) framework of “tiered” vocabulary. Teachers will have an opportunity to experience and evaluate cooperative learning activities to promote appropriate use of new words in context. The use and selection of dictionaries, approaches such as Total Physical Response, word walls and graphic organizers will also be discussed.

Essential Questions for Enduring Understandings (Module 3):

- *How does a student's vocabulary impact his or her ability to read and write in another language?*
- *What is the "tier" framework, and how can it be applied to reading and writing instruction for ELLs?*
- *What are some meaningful practices that can help ELLs acquire, retain, and correctly use new words?*

Module IV – Assessment (Sessions 11-12).

The overall goal of the fourth module is to investigate the kinds of assessments that can be used to determine learning and growth in ELLs. The importance of authenticity, clarity and appropriateness of assessments will be examined. Students will become more familiar with Massachusetts DESE required assessments for ELLs such as the ACCESS and will use the WIDA to create assessments appropriate for the proficiency levels of their ELLs.

Essential Questions for Enduring Understandings (Module 4):

- *How and when can teachers assess their English language learners' reading and writing skills fairly and appropriately?*
- *What is the difference between formative and summative assessments? How can they be used effectively in literacy instruction?*
- *What are some authentic assessments that can be used with ELLs to make learning and growth measurable, and how can we best communicate those results to parents and caregivers?*

Module V – Synthesis and Closure (Session 13).

The overall goal of the final module is to synthesize participants' content learning throughout the course. Participants will also provide the course instructor with oral and written feedback on the course's design and delivery.

F. FIELD-BASED REQUIREMENTS

General Requirements

All course participants, including both Licensure candidates and non-licensure participants, are required to complete this field-based experience for each licensure course. When arranging for a pre-practicum experience, use the following table for guidance:

No. of Pre-practicum Experiences	Location
4 (max.)	in your school or district
2 (min.)	in other districts

Note: Those who do not work in a school can do their field experiences in any public school in the Commonwealth and should attempt to find a situation that will allow them to achieve practice and diversity as described below. Please contact your instructor and/or advisor or the Licensure office if you are having difficulty finding a pre-practicum site.

The pre-practicum experiences are designed to gradually increase the amount of responsibility that a candidate assumes in the classroom during the course of the Licensure program and to prepare candidates for the practicum experience. It is an opportunity to engage in one or more of the following activities:

1. Observe classroom activities
2. Interview classroom teacher(s)
3. Assist with the teaching of a lesson
4. Teach a section of a lesson

Use the Pre-Practicum Log Form to record the time spent on various pre-practicum activities and to reflect on those activities. See your course syllabus for course-specific details.

Over the course of the Program, these activities should involve diverse learners, in diverse settings, using different models and indifferent grades. When considering the location of a pre-practicum experience for each course, the goal is to achieve diversity with regard to one or more of the following:

- School community: Rural, Suburban, Urban
- Grade levels: K – 2, 3 – 5, 6 – 8, 9 – 12, (academic, comprehensive, and technical/vocational)
- Student population: cultural and linguistic diversity, proportion of students receiving special education services, special education service delivery (inclusion, pullout, or substantially separate settings), socioeconomic levels.
- School organization: public schools, including charter schools and alternative schools; independent schools, including state-approved day and residential schools for students with diagnosed special needs; and/or schools serving youth in the care of the Departments of Youth Services, Mental Health, and Public Health, as well as the County Houses of Correction.
- Curriculum and instructional resources used to support tiered instruction

These diversity data are recorded by completing the Pre-practicum Data Survey in Moodle. The pre-practicum is estimated to require approximately ten hours and counts for at least 10% of your grade. See your course syllabus for course-specific details

Pre-Practicum Assignment Guidelines

The participant conducting the lesson should use the first portion of the Pre-Practicum Report and Log to describe the experience. While the participant teaches the lesson, the peer observer will use the rubric portion of the Pre-Practicum log to assess the lesson.

Final Product should contain both the log portion of the Pre-Practicum form (filled out by the Participant conducting the lesson) and the Evaluation portion (filled out by the peer observer).

For participants who do not have a current teaching position or access to a school, please contact Cecelia Buckley (cbuckley@collaborative.org) or Joyce Tapper-Benham (jtapperbenham@collaborative.org). One of them will help you find a school or district where you can do your pre-practicum. You will still need to have a peer observer conduct the evaluation.

Standards and Indicators of Effective Teaching Practice: Modified Teacher Rubric

http://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf

For use during the Pre-practicum Assignment

Standard I: Curriculum, Planning, and Assessment. The teacher promotes the learning and growth of all students by providing high- quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Subject Matter Knowledge	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.	Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.
I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of developmental levels of students this age or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.	Demonstrates knowledge of developmental levels of students this age but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to move toward meeting intended outcomes.	Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.	Demonstrates expert knowledge of the developmental levels of the teacher's own students and students in this grade or subject more generally and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element.

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-3. Rigorous Standards- Based Unit Design	Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/ local curricula, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills.	Designs units of instruction that address some knowledge and skills defined in state standards/local curricula, but some student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills.	Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.	Designs integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula. Is able to model this element.
I-A-4. Well- Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Standards and Indicators of Effective Teaching Practice: Modified Teacher Rubric

http://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf

For use during the Pre-practicum Assignment

Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Indicator II-A. Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Quality of Effort and Work	Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.	May states high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help students know what is expected of them; may establish inappropriately low expectations for quality and effort.	Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.	Consistently defines high expectations for quality work and effort and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.
II-A-2. Student Engagement	Uses instructional practices that leave most students uninvolved and/or passive participants.	Uses instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants.	Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.	Consistently uses instructional practices that typically motivate and engage most students both during the lesson and during independent work and home work. Is able to model this element.
II-A-3. Meeting Diverse Needs	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.

Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.				
II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Clear Expectations	Does not make specific academic and behavior expectations clear to students.	May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
II-D-3. Access to Knowledge	Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students.	Occasionally adapts instruction, materials, and assessments to make challenging material accessible to all students.	Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.	Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. Is able to model this element.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

After completing the Pre-practicum, submit it as an assignment in Moodle **and** attach it to a forum post in the Pre-practicum Forum. See the Pre-practicum Forum in Moodle for additional information.

Failure to submit an acceptable pre-practicum one-page description and complete the Pre-practicum Data Survey will result in a final grade of 0.0 for the course.

Course-specific Pre-practicum assignment:

The pre-practicum assignment will complement the participant's work in analyzing student writing (see section E, above). Participants will conduct two analyses of ELL student writing, each in response to a different class writing assignment. Each piece will be examined for complexity at the word, sentence and discourse levels using the WIDA Performance Definitions. Along with this language analysis, participants will evaluate the level of content knowledge the writer brought to the task. Based on this analysis, participants will determine and explain possible next steps in terms of literacy instruction for each of the students, including any future modifications to the original writing task. Participants will then implement these next steps in a subsequent class and reflect on the use of the WIDA protocols to evaluate student work and its usefulness in informing future instruction. Both analyses, together with the reflection, should be about 4-5 double-spaced pages in length.

G. EVALUATION OR GRADING POLICY

A passing grade requires satisfactory completion of all course requirements. Numerical grades will reflect a judgment of thinking and growth in relation to concepts about second language learning and teaching.

Session Due	Assignment Description	% of Total Grade
	Participation in face-to-face sessions	10%
	Forum Contributions	35%
	Text analysis	15%
	Personal reflection paper	15%
	Student writing analysis	15%*
	Pre-practicum	10%*
	Total Value	100.%

* These two components are complementary and designed to be completed together, although each component will be assessed separately. Taken as a whole, the project will represent 25% of the total grade for the course.

Final grades will be based on a 4.0-point scale. If *individual* assignments are graded on a 100-point scale or on a letter-grade scale, those grades will be converted to the 4.0-point scale for the final grade for the course.

All assignments must be typed, doubled-spaced; follow the Department Writing Guide; and use APA format when appropriate. You are expected to use word processing for all assignments (unless otherwise instructed). Work must be proofread and prepared with a sense of professionalism. Papers that do not meet this standard may be returned to the participant for resubmission. Papers submitted late without prior approval will receive a reduced or failing grade.

FITCHBURG STATE UNIVERSITY

GRADUATE GRADING SYSTEM

4.0	95 - 100	A
3.7	92 - 94	A-
3.5	89 - 91	A-/B+
3.3	86 - 88	B+
3.0	83 - 85	B
2.7	80 - 82	B-
2.5	77 - 79	B-/C+

2.3	74 - 76	C+
2.0	71 - 73	C
0.0	0 - 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

H. RUBRICS

All assignments submitted on time may be redone on a time schedule determined with the instructor. Late assignments will not be accepted except with express permission from the instructor. All assignments must be professionally prepared and presented (e.g., word-processed with no spelling or mechanical errors, with proper citations for all sources).

Criteria for final grades follows:

4.0 - The participant demonstrates all required competencies at an exemplary level and participant work is completed at assigned times. Details of assignments are highly developed. Knowledge, application and synthesis of readings, concepts and strategies are demonstrated at an exemplary level. Products and performances are worthy of dissemination beyond the class. Class attendance and participation are at an exemplary level.

3.7 - The participant demonstrates all required competencies at better than expected graduate level standards, and products and performances are submitted or demonstrated on time. Details of assignments are highly developed. Knowledge, application and synthesis of readings, concepts, and strategies are demonstrated at an exemplary level. Products and performances are demonstrated at better than proficient levels. Class attendance and participation meet highly acceptable levels.

3.5 - The participant demonstrates all required competencies at expected graduate level standards, and products and performances are submitted or demonstrated on time. Details of assignments are highly developed. Knowledge, application and synthesis of readings, concepts and strategies are demonstrated at a proficient level. Class attendance and participation are at an acceptable level.

3.3 - The participant demonstrates all required competencies at a more than satisfactory level. Products and performances are submitted or demonstrated on time and demonstrate a more than satisfactory attention to detail and application of ideas and concepts. Class attendance and participation are at an acceptable level.

3.0 - The participant demonstrates required competencies at a satisfactory level. Most products and performances are submitted or documented on time and demonstrate attention to detail, and application of ideas and concepts are at a satisfactory level. Class attendance and participation are at an acceptable level.

2.7 - The participant demonstrates required competencies, but at a not entirely satisfactory level. Most products and performances are submitted or documented on time, but may demonstrate insufficient attention to detail, and application of ideas and concepts. Class attendance and participation are at an acceptable level.

2.5 - The participant demonstrates all required competencies at a marginally adequate level. The participant is sometimes late in submitting products or demonstrating performances. Some understanding, application and synthesis of readings, concepts and strategies are evidenced. Class attendance and participation are at an acceptable level.

2.3 - The participant demonstrates all required competencies at a level that is below that of standard graduate work. The participant is often late in submitting products or demonstrating performances. Some understanding, application and synthesis of readings, concepts and strategies are evidenced. Class attendance and participation are at a minimally acceptable level.

2.0 - The participant demonstrates all required competencies at below standard graduate work. The participant is often late in submitting products or demonstrating performances. Understanding, application and synthesis of readings, concepts and strategies are at a superficial level. Class attendance and participation are at a minimally acceptable level.

0.0 (Failure) - The participant does not demonstrate required competencies.

W (Withdrew)

IN (Incomplete) - An incomplete (IN) may be awarded with the recommendation of the instructor when the participant has completed 80% of the coursework but cannot complete the rest due to illness or some other serious reason. The participant must file a petition for an incomplete with the instructor prior to the last day of class. A participant who has received an Incomplete in lieu of a course grade must make up the missing part of their coursework by no later than four weeks into the following semester. Failure to do so will result in an automatic 0.0 for the course.

Access to FSU Grades (for Participants Who Registered for Graduate Credit)

After the course ends, participants who registered for graduate credit can view and print their FSU grades through FSU's upgraded Web4 Student Self-Service system. Participants will not receive a paper grade mailer, but can access their grades 24/7 as soon as the instructor has posted them. Information on accessing grades can be found at <http://www.fitchburgstate.edu/offices-services-directory/registrar/student-records/accessing-grades-in-web4/>.

I. COURSE CONTENT/TOPICAL OUTLINE

The Topical Outline below is a plan for what will be addressed in the course. Instructors may depart from this Outline, making changes that respond to current issues, to the nature of the class, to new and important ideas that arise, to clarify or even revise assignments. Revisions will appear in the Moodle Topical Outline, which is the course. Announcements about changes are typically made through Moodle.

* Unless otherwise posted in Moodle.

MODULE I – Reading in ESL

SESSION 1	Online: January 8-14, 2020 Face-to-Face: January 11, 2020
Topics	<ul style="list-style-type: none">· TPFLNL course overview· Who are ELLs?· What is literacy?· What is a “literacy orientation”?
Readings and/or video	<ul style="list-style-type: none">· Pre-course readings· Peregoy & Boyle Ch. 1
Assignments	<ul style="list-style-type: none">· Create profile in Moodle· In-class participation (whole group and small group contexts)

SESSION 2	Online: January 15-21, 2020
Topics	<ul style="list-style-type: none">· Introduction to the reading process· What does “reading comprehension” mean?· Emergent Literacy and “Reading Readiness”
Readings and/or video	<ul style="list-style-type: none">· Peregoy & Boyle Ch. 5· <i>Beneath the Surface</i> (Pransky) Ch. 4
Assignments	<ul style="list-style-type: none">· In-class participation (whole group and small group contexts)· Respond to forum question (s) using guidelines in syllabus*

SESSION 3	Online: January 22-28, 2020
Topics	<ul style="list-style-type: none"> · Defining oral language; social vs. academic language · Impact of oral language development on reading and writing · Classroom practices to promote integration of the four skills
Readings and/or video	<ul style="list-style-type: none"> · Peregoy & Boyle Ch. 4 · Connie Tumavicus' ESL class video
Assignments	<ul style="list-style-type: none"> · Respond to forum question (s) using guidelines in syllabus*

SESSION 4	Online: January 29- February 4, 2020 Face-to-Face: February 1, 2019
Topics	<ul style="list-style-type: none"> · Enhancing metacognitive awareness and thinking skills · Cooperative learning structures · Literature response activities vs. independent reading
Readings and/or video	<ul style="list-style-type: none"> · Peregoy & Boyle Ch. 8
Assignments	<ul style="list-style-type: none"> · Text Analyses · Respond to forum question (s) using guidelines in syllabus* · In-class participation (whole group and small group contexts)

Upload *Text Analyses* to Canvas by February 4, 11pm

MODULE II – Writing in ESL

SESSION 5	Online: February 5-11, 2020
Topics	<ul style="list-style-type: none"> · Process writing and ELLs · Supporting writing skills and English language proficiency · Addressing errors in student writing
Readings and/or video	<ul style="list-style-type: none"> · Peregoy & Boyle Ch. 7

Assignments	<ul style="list-style-type: none"> · Respond to forum question (s) using guidelines in syllabus*
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SESSION 6	Online: February 12-18, 2020
Topics	<ul style="list-style-type: none"> · Writing as a learning tool · Thematic study and the role of contextualization · Maintaining and evaluating writing portfolios
Readings and/or video	<ul style="list-style-type: none"> · Peregoy & Boyle Ch. 9
Assignments	<ul style="list-style-type: none"> · Respond to forum question (s) using guidelines in syllabus*

SESSION 7	Online: February 19-25, 2020
Topics	<ul style="list-style-type: none"> · Dialogue journals, interactive editing, sentence combining and other assistive strategies · FCAs and the “Six Traits” to support growth in mechanics, organization and style
Readings and/or video	<ul style="list-style-type: none"> · Peregoy & Boyle Ch. 10
Assignments	<ul style="list-style-type: none"> · Student Writing Analyses · Respond to forum question (s) using guidelines in syllabus*

Upload *Student Writing Analyses* to Canvas by February 25, 11pm

MODULE III – Vocabulary

SESSION 8	Online: February 26-March 3, 2020 Face-to-Face: February 29, 2020
Objectives	<ul style="list-style-type: none"> · Overview of “tier” framework: what words do students need to know? · Practice activities for vocabulary learning

	<ul style="list-style-type: none"> Integrating vocabulary practice into lesson design and delivery
Readings and/or video	<ul style="list-style-type: none"> <i>Bringing Words to Life</i> (Beck et al) Ch. 1 and 2
Assignments	<ul style="list-style-type: none"> Respond to forum question (s) using guidelines in syllabus* In-class participation (whole group and small group contexts)

SESSION 9	Online: March 4-10, 2020
Topics	<ul style="list-style-type: none"> Modifying vocabulary instruction for different proficiency levels TPR, read alouds and other strategies to present and practice new words The “bricks and mortar” distinction in academic vocabulary
Readings and/or video	<ul style="list-style-type: none"> Peregoy & Boyle Ch. 6
Assignments	<ul style="list-style-type: none"> Respond to forum question (s) using guidelines in syllabus*

SESSION 10	Online: March 11-17, 2020
Topics	<ul style="list-style-type: none"> Graphic organizers TPR, read alouds and other strategies to present and practice new words
Readings and/or video	<ul style="list-style-type: none"> <i>Words, Words, Words</i> (Allen) Ch. 3
Assignments	<ul style="list-style-type: none"> Respond to forum question (s) using guidelines in syllabus*

MODULE IV – Assessment

SESSION 11	Online: March 18-24, 2020
Topics	<ul style="list-style-type: none"> Types of authentic assessment for reading and writing Rubrics, portfolios, running records and self-assessments Formative vs. summative assessments Equity and fairness in assessment of language learners

Readings and/or video	<ul style="list-style-type: none"> · Various Materials on Assessment
Assignments	<ul style="list-style-type: none"> · Respond to forum question (s) using guidelines in syllabus* · In-class participation (whole group and small group contexts)

SESSION 12	Online: March 25- 31, 2020
Topics	<ul style="list-style-type: none"> · Theoretical approaches to literacy assessment · Reading inventories · Massachusetts standardized assessments for ELLs: WIDA's ACCESS · Communicating progress to parents and caregivers
Readings and/or video	<ul style="list-style-type: none"> · Peregoy & Boyle Ch. 11; WIDA CAN-DO Descriptors
Assignments	<ul style="list-style-type: none"> · Respond to forum question (s) using guidelines in syllabus* · Personal Reflection Paper · Pre-Practicum Log

UPLOAD the following to Canvas by April 3, 11pm:

-- *Personal Reflection Paper*

-- *Pre-Practicum Log*

MODULE V – Synthesis and Closure

SESSION 13	Online: April 1-7, 2020 Face-to- face session: April 4, 2020
Topics	<ul style="list-style-type: none"> · TPFLNL course content synthesis · Reflection on prior topics · Course feedback
Readings and/or video	<ul style="list-style-type: none"> · Review MTEL material as desired

Assignments	· In-class participation (whole group and small group contexts)
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Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

FITCHBURG STATE UNIVERSITY

DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to the Linda LeBlanc, Access Services Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest Falcon Key to use while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at <http://www.fitchburgstate.edu/librarycf/cardrequest.cfm> or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form <http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm> or present a course registration confirmation at the OneCard Office in the Anthony Building, main campus. Please call 978-665-3039 for available times or if you have any questions about your OneCard.

UNIVERSITY AND EDUCATION UNIT POLICIES

Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me.

Attendance and Participation

1. Licensure courses are conducted in a hybrid online format with three or four face-to-face meetings; the remainder of the course is conducted online. This hybrid-online format provides a high-quality and convenient format for working adults. Face-to-face class sessions are a critical component of our courses, when instructors model a range of teaching strategies, and students and teachers are able to work collaboratively in real time. CES expects that students will participate fully, attend all face-to-face sessions and participate in all online sessions. In order to receive the full benefit of the limited number of face-to-face sessions, attendance at these sessions is mandatory. Missing a session for a reason other than an emergency will reduce your grade by one letter grade. Missing more than two sessions will likely result in failure for the course.
2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely

fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.

3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., 'You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.']

Cellular Telephones and Other Devices

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook located at

http://www.fitchburgstate.edu/uploads/files/EducationUnit_NCATE/Standard2/narrative/Student_Handbook_Web_1213.pdf

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of

copyrighted materials. See the Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.

J. READING AND RESOURCES

An expanded bibliography for further reading and research:

- Birch, B.M. (2002). *English L2 reading: Getting to the bottom*. Mahwah, N J: Lawrence Erlbaum Associates, Publishers.
- Bosma, B., and Guth, N. (eds.). (1995). *Children's literature in an integrated curriculum: The authentic voice*. New York: International Reading Association and Teachers College Press.
- Brisk, M.E. & Harrington, M.M. (2000). *Literacy and bilingualism: A handbook for all teachers*. Mahwah, N J: Lawrence Erlbaum Associates, Publishers.
- Chamot, A. and O'Malley, J.M. (1994). *Learning strategies for literature and composition. The CALLA Handbook*.
- Diaz- Rico, Lynne T. and Weed, Kathryn Z. (1995). *The cross-cultural, language and academic development handbook. A complete K–12 reference guide*. Boston: Allyn and Bacon.
- Edelsky, C. (1991). *With literacy and justice for all. Rethinking the social in language and education*. New York: The Falmer Press.
- Edelsky, C. (1986). *Writing in a bilingual program. Había una vez*. New Jersey: Ablex.
- Freire, P. and Macedo, D. (1987). *Literacy. Reading the word and the world*. New York: Bergin and Garvey.
- García, E. (1994). *Understanding and meeting the challenge of student cultural diversity*. Boston: Houghton Mifflin Company.
- Gibbons, P. (1991). *Learning to learn in a second language*. Portsmouth, NH: Heinemann.
- Gofort, F. and Spillman, C. (1994). *Using folk literature in the classroom: encouraging children to read and write*. Phoenix, Arizona: Orynx Press.
- Graves, D. (1985) "All children can write." *Learning Disability Focus*, 1(1), 36-43.
- Hendrick, J. and Smith, M. (1992). *Interaction Activities in ESL*. Michigan: University of Michigan Press.
- Hudelson, S. (1989). *Write on: Children Writing in ESL*. Englewood Cliffs: Prentice Hall Regents.
- Krashen, S. D. (1993). *The power of reading: Insights from the research*. Englewood, CO: Libraries Unlimited.
- Kroll, B. (ed). (1990). *Second language writing: Research insights for the classroom*. Boston: Newbury House.
- Levine, J. (ed.). (1990). *Bilingual Learners and the Mainstream Curriculum*. New York: The Falmer Press.
- Lira, S., Serpa, M. and Stokes, W. "Valuing language diversity." *Currents in Literacy* 1 (1), Spring 1998.
- Macedo, D. (1994). *Literacies of power. What Americans are not allowed to know*. San Francisco, CA: Westview Press.

- Marzano, R. (2010). *Formative assessment & standards-based grading*. Bloomington, IN: Marzano Research
- MRA. (1995). *Teaching literacy to bilingual children: Effective practices for use by monolingual and bilingual teachers*. Springfield, MA: Massachusetts Reading Association.
- O'Connor, K. (2009). *How to grade for learning*. Thousand Oaks, CA: Corwin Press
- Opitz, M. F. (1998). (ed.) *Literacy instruction for culturally and linguistically diverse students*. Newark, Delaware: IRA.
- Purcell-Gates, V. (1997). *Other people's words. The cycle of low literacy*. Cambridge, MA: Harvard University Press.
- Serpa, M. and Stokes, W. (1997). "Speaking English is not enough: Understanding diversity of linguistic experience." *Learning Disabilities Journal* 6 (3), 30-33.
- Swan, M. and Smith, B. (eds) (1994). *Learner English. A teacher's guide to interference and other problems*. New York: Cambridge University Press.

Useful bilingual and ELL websites:

- <http://www.aitech.ac.jp/~iteslj/links/> - Very useful website for teachers of ELL students. It has many resources including lesson plans.
- <http://www.edb.utexas.edu/coe/depts/ci/bilingue/resources.html> - Links readers to other pages that have information on bilingual education.
- <http://www.edb.utexas.edu/coe/depts/CI/bilingue/resources.html>
- <http://giraffe.rmplc.co.uk/orgs/bln/> - Web site of Britain's Modern Foreign Languages and English-as-a-second-language (ESL) Forum. Readers can subscribe to exchange information via the Internet.
- <http://www.ed.gov/pubs/TeachersGuide/pt16.html> - Part of the Department of Education's web page. Describes programs and grants available aimed at improving the education of minority language speakers.
- (<http://scholastic.com/el/exclusive/links1095.html>) - Links readers to other sites where information on bilingual education and ESL is provided.
- Bilingual Research Center (<http://zzyx.ucsc.edu/Cntr/brc.html>) - Home page of the Bilingual
- Bilingual Families Web Page (<http://www.nvg.unit.no/~cindy/biling-fam.html>) - Provides parents who are raising their children bilingually with information and resources concerning bilingual language development. It also offers a mailing list for bilingual families.
- *CultureGrams. People. The World. You.* (www.culturegrams.com) Information about countries. You can purchase the information about specific countries.Center for the Study of Books in Spanish for Children and Adolescents (http://www.csusm.edu/campus_centers/csb/index.htm) - From California State University, San Marcos. Provides information on literacy materials available in Spanish for preschool through high school children.
- Curriculum Networking Specialists (<http://www.he.net/~epc>) - Describes materials and support available for educational programs, including ESL instruction.
- National Clearing House for Bilingual Education (NCBE) -(<http://www.ncbe.gwu.edu/>) - Highlights the purpose of this organization: to collect, analyze and disseminate information concerning the education of linguistically and culturally diverse individuals in the United States.
- Rainette! (<http://www.rainette.com/>) - Interactive program for children ages 3-10. Its purpose is to teach French to preschool and elementary-school-aged children.

- Research Center at the University of California, Santa Cruz. Provides information concerning various aspects of the center.
- U.S. Department of Education (<http://www.ed.gov/index.html>) - Official web site of the U.S. Department of Elementary and Secondary Education. Provides information concerning its grants, programs and services, and publications and products.

Videos:

- **Becoming American.*
- **Fear and Learning at Hoover Elementary.*
- *Helping English Learners Succeed: An Overview of the SIOP Model [Video].* Washington, DC: Center for Applied Linguistics. (2002a).
- **How Do We Feel: Latino Students Speak Out.*
- **Human Language Series. Pt. 1. 2 and 3.*
- **Profile of Effective Bilingual Teaching – Kindergarten, First Grade and Sixth Grades.* (1995). Santa Cruz, CA: The National Center for Research on Cultural Diversity and Second Language Learning.
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