Theory and Practice in Sheltering Instruction

Summer 2021

collaborative.org
Collaborative for Educational Services

Fitchburg State University
EDUCATOR Programs
Comprehensive Syllabus

Summer 2021
EDUC 7073

Theory and Practice in Sheltering Instruction

3 Graduate Credit Hours or 67.5 PDPs
Hybrid Online (4 Face-to-face- 5/8, 6/5, 7/10, 7/31 - sessions on Saturdays 1:30-5:00 pm plus 13 Online Sessions)
39 Contact Hours

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Contact your Instructor

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A.   COURSE DESCRIPTION

This course provides participants with an introduction to the linguistic, sociocultural, academic and cognitive needs of English Language Learners (ELLs) in the K-12 content classroom; an in-depth examination of the implications and challenges of simultaneously learning content and language; an overview of the eight components of sheltered content instruction as delineated in the Sheltered Instruction Observation Protocol (SIOP®) Model, including rationale, approach, and application to specific content areas; an analysis of considerations for ELLs and their families in the wider contexts of school, home and community; and an inventory of best practices for sheltered content instruction, including curriculum development, task design, instructional techniques, and ideas for collaboration.

Four principles underlie the course design (Zacarian 2011):

1. Learning language is a sociocultural process. It involves building connections with ELLs' prior personal, social, cultural, and world experiences. It also involves supporting their understanding of the dominant and school cultures.
2. Learning language is a developmental linguistic process. Teachers must take into account the various proficiency levels of the ELLs with whom they work and target instruction, homework, and assessment to these specific levels.
3. Learning language and content occurs best when it is built upon the prior academic experiences of students and when the academic and language goals and objectives are made explicit.
4. Learning language and content includes developing a high level of cognitive thinking skills. These must be intentionally taught.

The essential question for this course is: How can we effectively shelter instruction for ELLs, for the benefit of all students?

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.

B.   TEXTS

The following texts are required to be purchased for this course:

Echevarria, J., Vogt, M.E. and Short, D. (2016). Making content comprehensible for English learners: The SIOP® Model (5th edition). Boston, MA: Pearson Allyn and Bacon. NOTE: This text will hereafter be referred to as "MCC4".

Hyerle, D. & Lawrence, L. (2011). Student successes with Thinking Maps®: School-based research, results, and models for achievement using visual tools, Second Edition. ISBN 978-1-4129-9089-9. Thousand Oaks, CA: Corwin Press. NOTE: This text will hereafter be referred to as "SSWTM".

The following text is recommended for this course

Wiggins, G. & McTighe, J. (2005). Understanding by Design, Expanded 2nd edition. Alexandria, VA: ASCD.

The following required resources may be accessed online:

World-Class Instructional Design and Assessment (WIDA) CAN-DO Descriptors. The University of Wisconsin-Madison. (2021) Board of Regents of the University of Wisconsin System
https://wida.wisc.edu/teach/can-do/descriptors

Fitchburg State University Teacher Preparation Programs (2021). Conceptual Framework. Fitchburg, MA: Author. [Online] Available:
https://www.fitchburgstate.edu/academics/academic-schools/school-education/education-department/education-unit-educator-licensure-office/conceptual-framework

Massachusetts Department of Elementary and Secondary Education. (2017). 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.   the theories and sheltered strategies for developing English Language skills in listening, speaking, reading, and writing;

0002 Apply knowledge of processes and stages of language acquisition.

K2.   effective research-based instructional practices for teaching sheltered subject matter and for assessing student learning;

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

K3.   the purpose of WIDA's 2012 ELD and 2007 ELP Standards and their relation to classroom practice and curriculum for ELLs;

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

K4.   the Massachusetts Curriculum Frameworks and Common Core standards in relation to the Massachusetts ELA Standards and WIDA ELD as well as the SIOP Protocol;

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*

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

S1.   use strategies for analyzing subject matter texts and academic tasks using a four-pronged framework;

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

S2.   use functional perspectives (as found in the Massachusetts ELA Standards and WIDA ELD Standards) on language use to guide curriculum planning;

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

S3.   plan lessons appropriate for English language learners at the levels of proficiency described in the WIDA ELD Standards and in the Massachusetts curriculum frameworks;

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

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

S4.   plan lessons that are guided by language and content objects that are appropriate to the grade levels and English proficiency levels of students as well as the Massachusetts Curriculum Frameworks;

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

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

S5.   plan lessons that are informed by research and theory on second language acquisition;

0002 *Apply knowledge of processes and stages of language acquisition.*

S6.   demonstrate the importance of routinely making content and language objectives explicit for all learners;

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

S7. use and interpret formal and informal assessment information, identifying key differences in content-area performance between English language learners and native speakers of English; **0009** *Apply knowledge of instruction and assessment related to the development of ELLs' social and academic language proficiency and content-area learning*

S8. apply knowledge of supplementary materials and sheltered strategies for promoting English language learners' achievement of content-area standards (e.g., providing comprehensible input, using graphic organizers); **0009** *Apply knowledge of instruction and assessment related to the development of ELLs' social and academic language proficiency and content-area learning*

S9. integrate language and content instruction. **0005** *Apply knowledge of aural and oral language 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*

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

C1. demonstrate an understanding of sheltering instruction using a standards-based approach; and
C2. design lessons that use group work routinely;

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

E1. develop effective ways for ensuring that all English language learners are effectively and actively participating.

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)		Role Playing/Simulation
	Problem Finding/Solving	x	Independent Learning
x	Discovery		Field Trips
x	Interviewing (Pre-Practicum)	x	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 Expectations: The expectation is that in a three-credit graduate course, participants will undertake 110−120 hours of work, including time spent in class.

1.   Participants will conduct one (1) in-depth study of one component of sheltered instruction. The study will examine the chosen component's theoretical foundations and classroom applications and provide examples of concrete techniques or strategies for use in implementation of content area curriculum. [DESE PST 7.08(2): (a)3, 4; (b)2b, d, g; 3a, b, c; 4a; (d)1, 2]. [DESE Standards and Indicators for Effective Teaching Practice (SIETP) 603 CMR 35.03: II.B1-3, C1-2] DESE SMKRT-ELL 7.06(9)(a) 1g, h, i, j] [Learning Outcomes K1-K4, S3-S5]

2.   Participants will develop an integrated thematic unit consisting of a sequential series of at least two lesson plans for delivery in a sheltered content classroom, taking into account and/or including the following: students' levels of English proficiency according to the WIDA Performance Definitions; students' prior knowledge or background as it relates to the unit or lesson focus; achievable and measurable language and content objectives; providing comprehensible input; incorporating appropriate learning strategies; deliberate and varied interaction patterns; opportunities for practice and application; and provisions for review and assessment. All readings, projects, materials and resources should be targeted for ELLs who are at differing levels of English language proficiency and enrolled in the grade levels appropriate for the license sought. See requirement description below. [DESE PST 7.08(2): (a)3, 4; (b)2b, d, g; 3a, b, c; 4a; (d)1, 2] [DESE SIETP: I.A1-4, B1-2, C1-3; II.A1-3, B1-3, C1-2, D1-3; III.A1, B1-2, C1-2] [DESE SMKRT-ELL 7.06(9)(a) 1g, h, i, j] [Learning Outcomes K1-K4, S3-S5]

3.   Participants are required to participate actively by sharing resources, asking questions, reflecting on the readings and assignments, and actively engaging and participating in the assigned writing tasks on the Discussion Board or in Forums. [DESE PST 7.08(2): (b) 2b, d, g; 3a, b, c; 4a; (d)1, 2] [DESE SIETP: IV.A1-2, B1, C1, D1, E1, F1-2] [DESE SMKRT-ELL 7.06(9)(a)] [Learning Outcomes K1-K5, S1-S7, C1, E1]

4.   Participants will demonstrate an understanding of the course readings' connections with their personal beliefs and understandings about teaching and learning through participation in class

discussions. [DESE PST 7.08(2): (a)3, 4; (b)2b, d, g; 3a, b, c; 4a; (d)1, 2] [DESE SIETP: I.A1-4, B1-2, C1-3; II.A1-3, B1-3, C1-2, D1-3; III.A1, B1-2, C1-2; IV.A1-2, B1, C1, D1, E1, F1-2] [DESE SMKRT-ELL 7.06(9)(a): 1g, h, i, j] [Learning Outcomes K1-K5, S1-S7, C1, E1]

5. Participants will complete a pre-practicum or reflective experience described below.

The following is required (all due dates posted on moodle):

1. **Sheltered Instruction Component Study (Due- June 29, 2021)**: Participants will research and submit a 3-5 page study examining one component of sheltered instruction in greater depth. Citing scholarly articles or book chapters, web-based resources, and anecdotal experiences, participants will explore the theoretical foundations that informed the creation and approach of the component, its proven benefits for ELLs' language and content learning, and its applications to lesson design and delivery. Students will also reflect briefly on how their improved understanding of their chosen component has impacted or will impact their instructional practices in the sheltered content classroom.

2. **Thematic Unit (Due- July 27, 2021)**: Participants will develop a thematic unit consisting of a sequential series of at least two lesson plans for delivery in a sheltered content classroom which take into account all components of sheltered instruction. Using the *SIOP*® Model and Understanding by Design (UbD) as guiding frameworks, the unit will be based on an high-interest, meaningful topic and will promote language development and content learning for ELLs at various stages of English language proficiency. All supplementary resources and materials should be targeted for English language learners who are at differing levels of English language proficiency and enrolled in the grade levels at the levels of the licensure sought. A unit template will be provided and participants will be expected to adapt and/or amplify it to reflect the needs of their students.

The thematic unit will consist of the following components:

a. **A description of classroom context and rationale for thematic focus, including overarching or essential question and daily content and language objectives.**

● Context: brief description of school and its surrounding community, students (including cultural, linguistic, and educational backgrounds as well as current proficiency levels in the four skills); why did you choose this particular thematic focus? Which aspects of your students' literacy are you attempting to develop, and why?

● Content and Language Objectives: What is it that you hoped that your students would be able to know and do by the end of the lesson?

● Correlation to WIDA CAN DO Descriptors and content area curriculum framework(s)

● Overarching question: Which enduring understanding will students take away from the unit?

- Background knowledge considerations: Why do your students already need to know or be familiar with to access the content in the unit? How will you ensure that this knowledge is provided or activated?

- Vocabulary considerations: Does this unit explicitly develop academic or content vocabulary? How?

- How does this unit take into account three to five core principles of sheltered instruction?

b. **Lesson Plan Procedure, Planned Activities, and Modes of Assessment**

- What will students be doing at various points in the lesson, and why? What will the teacher be doing, and why?

- Which participation structures will the students be placed in, and why?

- What kinds of homework will you assign, and why?

- How will you assess your students' learning? Will you use a rubric or any alternative forms of assessment? How will your assessment take into account students' current proficiency levels and strengths or challenges across the four skills?

3. **Presentation of Thematic Unit (July 31, 2021):** Participants will present their units at the last face-to-face meeting of the course. Units should be presented interactively and should include either electronic access for small group members or hard copies for each as well as any additional resource or support materials that will be used to deliver the unit (e.g. textbooks, readers, realia, visuals, web-based resources).

4. **Class Participation**: 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.

5. **Resource Contribution**: Participants will prepare a collection of three (3) contributions of resources for participants to the course. Each contribution will consist of three parts: an addition of content or visuals, an upload of a file (web link, lesson plan activity idea, etc.), and a narrative comment or explanation.

6. **Discussion Forum Participation**: Participants are required to participate actively by sharing experiences, asking questions, reflecting on the readings and assignments, and actively engaging and participating in the discussion forums. Participants will demonstrate an understanding of the connections between the course readings and their personal beliefs and understandings about teaching and learning. This should be viewed as an online discussion in which participants can post opinions, describe personal experiences, pose questions, etc., as they would in a face-to-face class meeting.

Posting will be assessed for clarity, thoughtfulness, originality and promptness.

7. **Pre-practicum Requirements**: Participants are required to design and teach a sheltering English instruction (SEI) lesson to a class of students that includes both native speakers and English as a second language learners (ELLs) as outlined in item number 4 in Section F below:

F. <u>FIELD-BASED REQUIREMENTS</u>

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 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 in different 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 Suzanne Judson-Whitehouse (sjudsonwhitehouse@collaborative.org) or Liza Manchester (lmanchester@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:
  See assignment 2.

G. EVALUATION OR GRADING POLICY

A passing grade requires satisfactory completion of all course expectations. Grades will reflect a judgment of thinking and growth in relation to concepts about assessing spoken language of English Language Learners as shown in class participation, self-reflection activities, and homework assignments.

Session Due	Assignment Description	% of Total Grade
	Sheltered Instruction Component Study	20%
	Three Resource Contributions	15%
	Thematic Unit (2 or more sequential lessons) and Presentation	30%
	Discussion Forum Participation	15%
	Class Participation	10%
	Pre-practicum (completion required for a passing grade)	10%
	Total Value	**100.%**

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, double-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 <u>submitted on time</u> 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

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 on the Canvas Course Page. Announcements about changes are typically made through the Canvas.

Module I: Introduction to Sheltered Instruction/Understanding English Language Learners (Sessions 1-2)

The overall goal of the first module is to orient teachers of ELLs to the current demographic profile of ELLs as a percentage of total school population and the various challenges they face in the classroom; legal guidelines and program models for servicing ELLs; theoretical considerations for the design of learning tasks; and a working understanding of what is meant by the term "sheltered instruction." Participants will also become familiar with Understanding by Design (UbD) as a complementary approach to sheltered instruction as well as the concept of "universal design" as it relates to meeting the needs of diverse learners in the content classroom.

Essential Questions for Enduring Understandings (Module 1):

● *Who are English Language Learners, and what are the sociocultural, linguistic, academic and cognitive challenges they face in the academic content classroom?*

● *What is sheltered instruction, and how does it provide ELLs with equitable access to subject area curriculum regardless of their English proficiency level?*

Objectives (Module I): Students will be able to…

1. describe ELLs as a segment of public school population, including issues of home language, home literacy, and interrupted schooling
2. describe the sociocultural, linguistic, academic and cognitive challenges ELLs face in the academic content classroom
3. explain what is meant by "sheltered instruction" and how its effective use helps ELLs access grade level content curriculum
4. conceptualize the Understanding by Design (UbD) approach to unit development and explain its applications to sheltered instruction

Session 1: Introduction (May 5-11, 2021 : Online and Face-to-Face Session May 8)
- TPSI course overview
- Getting to know ELLs/ELLs and the law
- Defining Sheltered Instruction and Understanding by Design
- Thinking Map: Circle Map (Defining in Context)
- Assigned reading (pre-course task): MCC4, Chapter 1

Session 2: What is Sheltered Instruction? (May 12-18, 2021: Online)
- Introduction to sheltered instruction and universal design
- BICS vs. CALP
- Common challenges ELLs face in specific content areas
- Thinking Map: Tree Map (Classifying)
- Assigned reading: *Transforming Schools for English Learners* chapter 5; SSWTM, Chapter 5

Module I Tasks:

Assignment 1.1	Complete assigned readings for each class and make postings to discussion forums for each class/week.
Assignment 1.2	Begin work on thematic unit. Describe classroom context and rationale for unit focus and consider the ways in which the unit will support students learning of language and content. Formulate overarching essential question for the unit. Submit initial document with this information.

Module 2: The Components of Sheltered Instruction (Sessions 3-10)

The overall goal of the second module is to familiarize participants with the eight components of sheltered instruction as delineated in the *SIOP*® Model, including their theoretical underpinnings, distinct features, and use in specific content areas. In addition, participants will examine the framework of Understanding by Design, a framework for improving student achievement.

Participants will gain a comprehensive understanding of the differences between traditional, teacher-dominated instruction and the more interactive and engaging aspects of sheltered instruction and UbD. Emphasis will be placed on applying understanding of these models to the ongoing development of the required thematic unit.

Essential Questions for Enduring Understandings (Module 2):

● *What are the eight components of sheltered instruction according to the SIOP$^®$ Model, and what are the premises of Understanding by Design and how can they be implemented in a content lesson?*

● *How and why does sheltered instruction differ from traditional, teacher-dominated instruction, and how do its components benefit ELLs' learning of language and content?*

Objectives (Module II): Participants will be able to…

1. Explain the difference between and correctly formulate language and content objectives
2. Demonstrate understanding of what is meant by "meaningful activities" for ELLs
3. Identify techniques for connecting students' personal experiences and past learning to lesson concepts
4. Select academic vocabulary words to highlight in a sheltered content lesson
5. Define "comprehensible input" and identify techniques for helping students fully understand lesson content regardless of language proficiency level
6. Define "learning strategies", list their benefits for ELLs, and incorporate them appropriately into sheltered content lessons
7. Explain the rationale behind student-to-student interaction and identify different participation structures in the sheltered content classroom
8. Describe the role of practice and application in the retention of new language and content and identify activities and techniques to incorporate into sheltered instruction
9. Describe characteristics of effective sheltered instruction lesson delivery and use tools of reflective practice to help guide the process
10. Articulate the purposes of review and assessment in sheltered instruction and identify ways to provide ELLs with authentic, clear and appropriate feedback on their learning
11. Conceptualize the purpose and structure of all eight (8) Thinking Maps, demonstrate ability to select and use the appropriate map for the cognitive skill being exercised, and incorporate their use into thematic unit design

Session 3: Lesson Preparation (May 19-25, 2021: Online)
● Drafting content and language objectives
● Supplementary materials

- Helping ELLs find meaning and value in school
- Thinking Map: Bubble Map (Describing)
- Assigned reading/viewing: MCC4, Chapter 2; SSWTM, Chapter 1; *SIOP*® Model video

Session 4: Building Background (May 26-June 1, 2021: Online)
- Linking concepts to students' background and experiences
- Supporting academic vocabulary development
- Thinking Map: Brace Map (Whole to Parts)
- Assigned reading/viewing: MCC4, Chapter 3; SSWTM, Chapter 2; *SIOP*® Model video

Session 5: Comprehensible Input (June 2-8, 2021: Online and Face-to-Face Session June 5)
- Modifying speech appropriately
- Incorporation of extra-linguistic supports
- Ensuring student engagement and understanding
- Thinking Map: Flow Map (Sequencing)
- Assigned reading/viewing: MCC4, Chapter 4; SSWTM, Chapter 4; *SIOP*® Model video

Session 6: Strategies (June 9-15, 2021: Online)
- What is scaffolding?
- Cognitive, metacognitive, and language learning strategies
- The role of questioning in sheltered instruction
- Thinking Map: Bridge Map (Seeing Analogies)
- Thinking Maps vs. generic graphic organizers
- Assigned reading: MCC4, Chapter 5; *SIOP*® Model video

Session 7: Interaction (June 16-22, 2021: Online)
- Rethinking participation structures
- Cooperative learning vs. "group work"
- The role of silence and wait time in sheltered instruction
- Thinking Map: Double Bubble (Comparing and Contrasting)
- Assigned reading: MCC4, Chapter 6; Twilight of the Lecture; *SIOP*® Model video

Session 8: Practice and Application (June 23-29, 2021: Online)
- Creating opportunities for hands-on learning
- Application of content and language through multiple modalities
- Integration of four skills
- Thinking Maps: How Students Learn to Choose
- Assigned reading: MCC4, Chapter 7; SSWTM, Chapter 4; *SIOP*® Model video

Session 9: Lesson Delivery (June 30-July 6, 2021: Online)
- Ensuring instruction supports content and language objectives
- Pacing, engagement, and student learning
- Reflective practice: really *seeing* the lesson
- Thinking Maps: Linking to Content
- Assigned reading: MCC4, Chapter 8; SSWTM, Chapter 16; *SIOP*® Model video

Session 10: Review and Assessment (July 7-13, 2021: Online and Face-to-Face Session July 10)
- Review, reuse, recycle: revisiting objectives
- The feedback loop
- The role of authenticity and adaptation in assessing ELLs content learning
- Thinking Maps: Applications for synthesis and closure
- Assigned reading: MCC4, Chapter 9; SSWTM, Chapter 19; *SIOP*® Model video

Module II Tasks:

Assignment 2.1	Complete assigned readings for each class and make postings to discussion forums for each class/week.
Assignment 2.2:	Submit a collection of three resource contributions to the course
Assignment 2.3	Continue work on thematic unit. Formulate content and language objectives and incorporate appropriate vocabulary learning activities into lesson design. Consider use of Thinking Maps to promote content learning and development of metacognition— Cover Page, Content, Objectives

Assignment 2.4	Complete Sheltered Instruction Component Study

Module III: Considerations Beyond the Classroom (Sessions 11-12)

The overall goal of the third module is to extend understanding of sheltered instruction beyond the confines of classroom learning and apply its principles to the broader contexts of the lives of ELLs and their families. The role of students' cultural background, immigration experience (including trauma), and prior schooling in their U.S. school experiences will be explored. Collaboration with in school partners such as administrators and community partners such as parents/caregivers and libraries will also be discussed.

Essential Questions for Enduring Understandings (Module III):

● *How can the principles of sheltered instruction inform our understandings of ELLs as individuals?*

● *How can we best collaborate to support ELLs acquisition of content and language as well as their full integration into the school learning community?*

Objectives (Module II): Students will be able to…
1. Describe the factors that impact ELLs' overall experience in U.S. public schools, including challenges such as feelings of marginalization or exclusion and approaches to addressing them
2. Demonstrate understanding of variations in immigrant experience (e.g. refugees, the undocumented) and their impact on student learning
3. Brainstorm strategies to collaborate with partners, both in and out of school, to ensure optimal learning and academic achievement for ELLs

Session 11: ELLs, Learning, and School: The Big Picture (July 14-20, 2021: Online)
● Understanding the immigrant experience
● How culture impacts schooling
● Trauma and its impact on ELLs and their families
● Thinking Maps: connecting the dots of sheltered instruction and ELLs
● Assigned reading: SSWTM Chapter 11; *The Essential Guide for Educating Beginning English Learners* (Zacarian), Chapter 7; Helping Traumatized Children Learn (MA Advocates for Children)

Session 12: Sheltered Instruction and Collaboration (July 21-27, 2021: Online)

- Sharing a common language/reflective practice among school faculty and staff
- Working effectively with parents and caregivers
- Thinking Maps: tools for problematizing and initiating change
- Assigned reading: SSWTM, chapter 13; *Transforming Schools for English Learners* (Zacarian), Chapter 6

Module III Tasks:

Assignment 3.1	Complete assigned readings for each class and make postings to discussion forums for each class/week. Original posts are due on Saturdays and response posts are due on Tuesdays.
Assignment 3.2	Finalize work on thematic unit. Clarify essential question(s), content and language objectives, and lesson procedure, emphasizing learning activities that are meaningful and relevant to students and which provide opportunities to exercise higher order thinking skills. Submit draft document with this information. Final draft is DUE 12/4.

Module IV: Synthesis and Closure (Session 13)

The overall goal of the final module is to synthesize participants' content learning throughout the course and create an opportunity for participants to share their completed thematic units in a supportive environment. Participants will provide oral and written feedback to one another at the conclusive of presentations. They will also provide the course instructor with oral and written feedback on the course's design and delivery.

Objectives (Module IV): Students will be able to…

1. articulate key areas of learning from course content, remaining questions, and plans to continue work toward achievement of learning goals set at outset of course
2. present and receive feedback on thematic unit assignment
3. provide constructive feedback on course design and delivery to instructor

Session 13: Synthesis and Closure (July 28-August 3, 2021: Online and Face-to-Face Session July 31)
- TPSI course content synthesis
- Thematic unit presentations and feedback
- Course feedback

Module IV Tasks:

Assignment 4.1:	Pre-practicum assignment
Assignment 4.2:	Present and submit thematic unit
Assignment 4.3	Submit final reflections and all assignments

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, underline 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

Participants are encouraged to purchase and read the following:

Echevarria, J., Vogt, M.E. (2008). *99 ideas and activities for teaching English learners with the SIOP® Model* (4th edition). ISBN 978-0-13-268972-4. Boston, MA: Pearson Allyn and Bacon.

Haynes, Judie and Zacarian, D. (2010). *Teaching English language learners across the content areas*. Alexandrian, VA: ASCD.

References Used to Support This Course:

Bailey, F., Burkett, D. & Freeman, D. (2008). "The mediating role of language in teaching and learning: A classroom perspective." In Spolsky and Hult (eds.), *Handbook of Educational Linguistics*. Blackwell Publishing Ltd.

Bailey, F. & Pransky, K. (2005). "Are 'Other People's Children' constructivist learners too?" *Theory into practice*. *44*, 1.

Chamot, A. U. & O'Malley, J. M. (1994). *The CALLA handbook. Implementing the cognitive academic language learning approach*. New York, NY: Addison Wesley.

Cohen, E. (1994). *Designing groupwork: Strategies for the heterogeneous classroom*. New York, NY: Teachers College Press.

ESL Standards for Pre-K-12 Students (TESOL 2006). www.tesol.org/s_tesol/sec_document.asp?CID=1186&DID=5349#frameworkhttp://www.tesol.org/s_tesol/sec_document.asp?CID=1186&DID=5349 - framework

Faltis, C. J. (2001). *Joinfostering: Teaching and learning in multilingual classrooms*. New York, NY: Merrill Prentice Hall.

Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*. Sydney: University of New South Wales Press.

Massachusetts Department of Education (2003). "Laws and regulations about educating public school English language learners."

Wiggins, G. & McTighe, J. (2005). *Understanding by design, Expanded 2nd edition*. Alexandria, VA: ASCD.

Zacarian, D. (2011). *Transforming schools for English learners: A comprehensive framework for school leaders*. Thousand Oaks, CA: Corwin Press.

Zacarian, D. (June 2005*). Essential Teacher*. "The road taken: Competent, literate, but still on the outside," 2(2) 11-13. TESOL Publications.