FITCHBURG STATE UNIVERSITY

EDUC XXXX Literacy Methods for English Learners

3 Graduate Credits

Instructor:

Office:

Telephone:

E-mail:

Office Hours:

A. COURSE DESCRIPTION:

This course serves as a foundation in the methods, materials and approaches for teaching literacy to English learners in grades PK-12. Teacher candidates will apply second language acquisition theory to planning, implementing, and assessing instruction. In addition, sociocultural factors and their influence on learning as well as the role of ESL teachers as advocates will be explored. There is a 20-hour pre-practicum associated with this course where teacher candidates will put their planning, instructional and assessment techniques into practice. This pre-practicum experience must be at a site (or sites) where the candidate can interact and teach a variety of students at different English language development (ELD) levels (1-5).

Please Note:

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. TEXT:

Honigsfeld, A. (2019). *Growing language & literacy: Strategies for English learners*. Portsmouth, NH: Heinemann.

Additional Readings and Resources:

Bunch, G. C., Kibler, A., & Pimentel, S. (2012). Realizing opportunities for English learners in the Common Core English language arts and disciplinary literacy standards. Understanding Language. Palo Alto, CA: Stanford University. Revised September 12, 2017.

Massachusetts Department of Elementary and Secondary Education. (2016). *Next generation ESL project: Curriculum resource guide.* Retrieved from:
http://www.doe.mass.edu/ell/curriculum.html

Moschkovich, J. (2012). Mathematics, the Common Core, and language: Recommendations for mathematics instruction for ELs aligned with the Common Core. Understanding Language. Palo Alto, CA: Stanford University.

Quinn, H., Lee, Okhee, & Valdes, G. (2012). Language demands and opportunities in relation to Next Generation Science Standards for English language learners: What teachers need to know. Understanding Language. Palo Alto, CA: Stanford University.

WIDA website: https://wida.wisc.edu/

WIDA Speaking and Writing Rubrics:
https://wida.wisc.edu/sites/default/files/resource/Speaking-Writing-Interpretive-Rubrics.pdf

Application. The Professional Standards for Teachers define the pedagogical and other professional knowledge and skills required of all teachers. These standards and indicators referred to in 603 CMR 7.08 (2) and (3) are used by sponsoring organizations in designing their teacher preparation programs and in preparing their candidates. The standards and indicators are also used by the Department in reviewing programs seeking state approval, and as the basis of performance assessments of candidates. Candidates shall demonstrate that they meet the Professional Standards and indicators referred to in 603 CMR 7.08 (2) and (3) by passing a Performance Assessment for Initial License using Department guidelines.

(2)

Professional Standards for Teachers.

(a)

Curriculum, Planning, and Assessment: 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.

(b)

Teaching All Students: 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.

(c)

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

(d)

Professional Culture: Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

(3)

Indicators. The Department shall publish guidelines with detailed indicators for each standard set forth in 603 CMR 7.08(2). The guidelines shall include at least the following indicators:

(a)

Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.

(b)

Uses effective strategies and techniques for making content accessible to English learners.

(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 learners at various levels of English language proficiency and literacy.

(d)

Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.

(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.

Other Resources:

Fitchburg State University Teacher Preparation Programs. (2012).

       Conceptual framework. Fitchburg, MA: Author. [Online] Available:

       http://www.fitchburgstate.edu/academics/academic-departments/education-unit/conceptual-framework/

Fitchburg State University Teacher Education Conceptual Framework
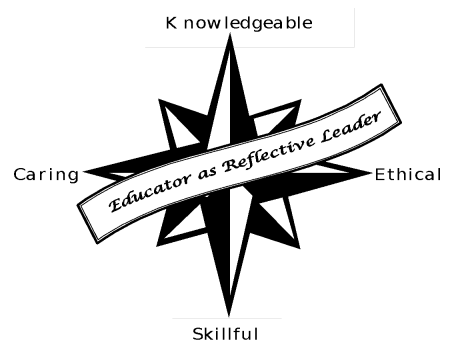
C.   **LEARNING OUTCOMES / OBJECTIVES:**

This course will address the dispositions of the Conceptual Framework, as well as the Subject Matter Knowledge Requirements for the Massachusetts Department of Elementary and Secondary Education ESL Endorsement in the following ways:

Knowledge: As a result of the learning experiences in the course, you will gain knowledge around the following:

SMK ESL B. Language acquisition and literacy development

        o   Theory and research in first and second languages

        o   Relevance of linguistic differences between the first and the second language for reading instruction in English

- Differences in initial reading instruction in English (including phonemic awareness and phonics) for students who may or may not be literate in their first language: effects of first language literacy on second language learning and literacy
- Formal and informal measures for assessing development in reading skills and their use with second language learners
- Development of listening, speaking, reading and writing vocabulary.
- Approaches and practices for developing writing skills and the use of writing tools
- Writing process and formal elements of writing
- Social and academic English and academic language for the content areas
- Development of metalinguistic skills and vocabulary appropriate to cognitive, academic and language proficiency levels.

SMK ESL C. Instructional approaches and best practices for teaching ESL

- Foundations of ESL instruction
- Theories and sheltered strategies for developing English language skills in listening, speaking, reading, and writing for English language learners in bilingual or multilingual classrooms from the primary grades on
- Research-based practices for English language development
- Program models and teaching strategies for developing and integrating language skills.
- Planning and implementing standards-based ESL and content instruction

SMK ESL D. Socio-cultural and socio-emotional considerations in teaching ESL

- The nature and role of culture and their intersection with teaching and learning
- Cultural racial, ethnic and linguistic identity
- Intercultural communication in the classroom
- Special populations and situations: long-term English language learners, English learners with disabilities, and students with limited or interrupted formal education
- The role of the community, families, and schools in English language learner education

SMK ESL E. Formal and informal English language assessment procedures and instruments for English language learners: selection, administration, and interpretation; identification of bias and normal variation in performance, as well as possible differentiation from learning disabilities.

SMK ESL H. Instruction, assessments, resources, research and advances in the field of ESL

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

SMK ESL C. Use instructional approaches and best practices for teaching ESL, including:
- o Theories and sheltered strategies for developing English language skills in listening, speaking, reading, and writing for English language learners in bilingual or multilingual classrooms from the primary grades on
- o Research-based practices for English language development
- o Program models and teaching strategies for developing and integrating language skills.
- o Planning and implementing standards-based ESL and content instruction

SMK ESL D. Apply socio-cultural and socio-emotional considerations in teaching ESL, including:
- o Adapting for the nature and role of culture and its intersection with teaching and learning in your classroom
- o Understand and build upon the cultural racial, ethnic and linguistic identities of your students
- o Promoting intercultural communication in the classroom
- o Instructing and advocating for special populations and situations: long-term English language learners, English learners with disabilities, and students with limited or interrupted formal education
- o Using culturally responsive methods to connect community, families, and schools in English language learner education.

SMK ESL E: Use formal and informal English language assessment procedures and instruments for English language learners: including selecting, administrating, and interpreting results; identify bias and normal variation in performance, as well as provide differentiation between language development needs and learning disabilities

SMK ESL H. Apply your knowledge of instruction, assessments, resources, research and advances in the field of ESL to the English learners you serve

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

- collaborate and communicate thoughtfully and sensitively with (students, parents, guardians, colleagues, administrators, etc.)
- work collaboratively with others to design and implement developmentally appropriate learning experiences
- demonstrate a sensitivity to students' and families' cultural and language backgrounds in communicating with them about issues in the school.

Ethical: As a result of the learning experiences in the course, you will become:

- more competent in your ability to appreciate the need for professional standards in interacting with others in educational settings and for students with disabilities and their families.
- aware of the importance of confidentiality in your work with students, families and other team members.

D. INSTRUCTIONAL STRATEGIES:

X	Lecture/Presentation	X	Data Collection and Analysis
X	Discussion/Questioning	X	Pre-Practicum
__	Laboratory	_	Role Playing/Simulation
X	Problem Finding/Solving	X	Independent Learning
_	Interviewing	X	Computer Application
X	Collaborative Learning Groups	X	Viewing or Listening
X	Reflective Response	_	Field Trip
X	Creating Visual Illustrations of Concepts		

Technology Initiatives:

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

Candidates will utilize technology as:

- a research tool; and

- a communication tool

E. <u>COURSE REQUIREMENTS:</u>

It is recommended that students review the syllabus, course format, field experience requirements, and assignments **prior to** the beginning of the course to ensure they feel comfortable with the technology and to verify that they can access all the online materials needed to successfully complete the work required in this course.

Participation: Students are expected to engage in the activities and assignments for each module and to communicate with the instructor regarding any issues throughout the course. Participation in module discussions and reflections is expected. All students are responsible for meeting required deadlines on projects and assignments.

Readings: All readings are due before you start the activities for the given module. The readings along with the assignments are designed to prepare you to engage meaningfully in the discussions for that module.

1. Class Attendance and Participation in Class Activities (10%)

Participation is essential in this course.   It is expected that you will read assignments and come to class prepared to discuss each required reading for the assigned date.

2. Journal Reflections/Discussions via Blackboard: (20%)

You will respond on Blackboard to reflective journal questions or posted discussion questions which are based on your observations in classrooms and/or the lessons you teach, along with the readings we do for class. Your grade will be based on the level of details and thought you put into your responses as well as evidence that you are using your reflection to think about and plan for changes in your future practice.

Discussion expectations: Initial posts on discussion questions should be completed by Friday. This allows you to receive comments and feedback and will give you time to return to the posts to comment on those made by your peers. You need to minimally respond to the posts of at least 3 peers.

3. Lesson Planning: (40%)

You will design and teach 4 lessons with a variety of goals and methods. These lessons will include all the components in the lesson plan template and will incorporate one or methods covered in this course. More information will be provided in class and choices of goals/methods can be found on the information sheet at the end of this syllabus. Each lesson will focus on a different ELD level of students and should include oral language development/practice. Group/pair work is highly encouraged to achieve this oral language practice for each lesson. You will be expected to be prepared to share your lesson and reflection in class. Examples of methods required may include Language Experience Approach (LEA), use of sentence frames/sentence starters, development of sight words, focus on comprehension strategies, etc.

4. Recording of lesson and Reflection (30%)

You will video a lesson you teach using one of the methods in a list provided by the instructor and provide a written reflection. The instructor may also provide other criteria such as ELD levels. Your reflection should include the goals of your lesson, why you chose those goals (what assessment led you to believe they were appropriate for the students), how your methods and topics were designed to help your students achieve the targeted standards, what you think worked well and what you would do differently in the future. You will submit the video with your reflection.

F. FIELD-BASED REQUIREMENTS:

You will spend at least 20 hours observing English learners in various grades and their teachers, both classroom and ESL. You will teach lessons to students of various grades and ELD levels. These observations and lessons may take place at different sites in order to give you more experience across different grade/age levels.

G. EVALUATION OR GRADING POLICY:

Lesson Plans and Reflections	40%
Final Video Reflection	30%
Class participation	10%
Discussions/Journals	20%

Total   100%

Rubrics to assess each assignment will be provided on Blackboard.

All assignments are due on the dates listed.   All assignments will be scored on a point system.   Scores on assignments will be converted to point systems using the formula listed below:

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	

Late Assignments: An assignment is considered late if it is passed in after the date and time it is due (as listed on this syllabus). A Late assignment will receive a 5% reduction in the overall grade for each day it is late.

H. COURSE CONTENT/TOPICAL OUTLINE:

Module	Topics	Activities and Readings
Weeks 1-2:	Introductions	**READ before class:** Honigsfeld Intro

	Overview and Expectations Introduction ELD Levels	**Access:** http://www.uniqueteachingresources.com/Fry-1000-Instant-Words.html **Do:** In your site visit, get to know the students you will be working with. Working with the classroom teacher and/or ESL teacher, review the most recent literacy assessments and create a baseline for each student in both reading and writing. **In class discussion/exit ticket:** What are your hopes for this course? What areas of concern do you have? What particular skills would you like to learn? **Journal:** Discuss your experience with literacy teaching. What formal methods have you used for reading and writing instruction? What challenges do you face in these areas? How can you use sight words to help your students?
Weeks 3-4:	ELD Levels 1-2 Sight Word Development Labels Oral Language Development Use of Native Language Language Experience Approach	**Read before class:** **Honigsfeld Chs. 1-2** **Watch and/or Read:** https://www.theliteracybug.com/using-the-language-experience-approach https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/teachingpraclangexp.aspx **Do:** At your site: observe the ESL teacher for at least one hour. What strategies from our reading did you see used? What other strategies did you see? Analyze the

		effectiveness of these strategies and be prepared to discuss these in class. **Discussion:** (See above) Instructor will design the format. **Journal Reflection:** What pre-reading strategies do you already use with your students? Which of the outlined strategies would you like to try? Next week you will reflect on your efforts.
Weeks 5-6:	Students at the Developing level Differentiating for various ELD levels Vocabulary development Sentence Frames/Starters Graphic organizers and other supports Close Reading Continued oral language development to support literacy Background knowledge development Modeling Journaling Reading fluency	**Read before class:** **Honigsfeld Ch. 3** https://www.colorincolorado.org/article/connect-students-background-knowledge-content-ell-classroom https://www.colorincolorado.org/article/accessing-students-background-knowledge-ell-classroom https://www.colorincolorado.org/article/introducing-text-reading https://www.colorincolorado.org/blog/background-knowledge-key-close-reading-ells **Do:** During your observations, explain how the strategies you see being used meet the needs of the students at various ELD levels. Compare the strategies you observe to those identified in Honigsfeld's work. Be prepared to discuss these in-depth during class. **Journal:** Identify 2 strategies for each level of ELD development from Honigsfeld that you will try to implement in the next two weeks and explain why you have chosen them for your particular students. You will be asked to reflect on these strategies.

		DUE: Lesson Plan and reflection #1
Weeks 7-8:	Expanding and Bridging Students Think and Comprehend-Alouds Sentence starters/frames Coaching/conferencing Graphic organizers Visual supports Oral language support for comprehension and vocabulary development Project-based learning Cooperative learning Language study Writing specific support	**Read:** **Honigsfeld Chs. 4-5** **In class discussion: In-class discussion**: You will be split into groups around ELD levels. Using Honigsfled's work, your group will identify important strategies and supports for students at that level to share with the class. This is an important review for your own practice. **Discussion:** Share a strategy you have tried and reflect on the results. DUE: Lesson Plan and reflection #2 **Journal Reflection:** What key traits do you see in level 4 (expanding) students vs. those at level 3 (developing)? How does this influence your instructional approaches?
Weeks 9-10:	Writing Areas of difficulty for students with writing problems Qualities of strong writing instruction Establishing routines Additional instructional considerations Breaking down different genres in writing	**Read:** Colorin' Colorado: Improving writing skills: ELLs and the joy of writing https://www.colorincolorado.org/article/improving-writing-skills-ells-and-joy-writing Colorin' Colorado: Teaching writing to diverse student populations https://www.colorincolorado.org/article/teaching-writing-diverse-student-populations

	Building and assessing advanced writing components Accommodating all students Spelling and handwriting strategies Teaching composing strategies Integrating writing instruction with content area learning Making writing fun Assessing writing using the WIDA rubric	Colorin' Colorado: The writing road: Reinvigorate your students' love for writing https://www.colorincolorado.org/article/writing-road-reinvigorate-your-students-enthusiasm-writing **DO:** Use the WIDA writing rubric to analyze 3 different students' writing. https://wida.wisc.edu/sites/default/files/resource/Speaking-Writing-Interpretive-Rubrics.pdf **Journal Reflection:** How can you use the WIDA rubric for instruction? How can you share this with your team members? And finally, how could you introduce this to students to help them develop as writers? DUE: Lesson Plan and reflection #3
Weeks 11-12:	Putting it all together Collaborating with general and special education teachers Rethinking family engagement to build literacy	**Read:** Krashen, S., & Williams, C. (2012). Is self-selected reading the cure for the long-term ELL syndrome? A case history. *NABE Perspectives*, (September-December), 26-27. Retrieved from: http://www.sdkrashen.com/content/articles/is_self_selected_reading_the_cure.pdf Krashen, S. (2018). Do libraries and teacher librarians have the solution to the long-term English language learner problem? *CSLA Journal, 41(2)*, 16-19. Retrieved from: http://sdkrashen.com/content/articles/2018_krashen_long-term_ells.pdf WIDA: Language-focused family engagement

		https://wida.wisc.edu/sites/default/files/resource/FocusOn-Language-Focused-Family-Engagement.pdf?utm_source=Marketing%20-%20WIDA%20News%20Extra%20101618&utm_medium=WiscList%20Email&utm_campaign=WIDA%20News&utm_content=Text%20-%20Focus%20Bulletin
		Confianza: ESL teachers supporting content teachers https://ellstudents.com/blogs/the-confianza-way/aligning-allies
		Read/Watch/Do: Colorin' Colorado: ESOL and special education collaboration: A teacher's perspective. READ the article and WATCH embedded video inside the article. https://www.colorincolorado.org/article/esol-and-special-education-collaboration Colorin' Colorado: A principal's perspective on supporting ELLs and immigrant families. WATCH the series of videos https://www.colorincolorado.org/videos/facebook-live-series/principals-perspective-helping-ells-have-great-year-event-archive **In-Class Discussion:** How does your school view curriculum maps? How much wiggle-room do you have to have students self-select reading or other materials? How much room do you have as a professional to bring in curriculum that will meet standards and be engaging for your students?

		Discussion: What challenges do you see at your site with collaboration efforts? How could these be addressed? How can you advocate for change? **Journal Reflection:** How are the families of ELs talked about in your school? What efforts have been made to be culturally responsive in connecting with them? What suggestions do you have for change and how could you advocate for these changes? DUE: Lesson Plan and reflection #4
Week 13-14:	Reflection and evaluation	Instructor will provide resources for this week. DUE: Video lesson and reflection

I. FITCHBURG STATE UNIVERSITY 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 978/6653427 or 978/665-3575 TTY. 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. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Cellular Telephones

Turn-off cellular telephones during class time. For emergency messages please set the telephone device to vibrate. Thank you in advance for your consideration of colleagues and children.

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. If you are not satisfied you can follow the appeal process outlined in the university catalog.

Policy on Academic Integrity

Academic integrity is an essential component of the educational experience. Individual or group work submitted to fulfill course requirements should be solely that of the individual student or collaborative group seeking credit for that work. The University Academic Integrity Policy outlined in the University Catalogue will be followed in cases where students do not conform to this expectation.

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 Student Handbook for more details.

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FITCHBURG STATE UNIVERSITY

DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

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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 Loans, online and toll-free phone reference assistance, access to subscription databases, and more. Any questions relating to library services should be directed to the Access Services Librarian at 978-665-3062 or DLLIBRARY@FITCHURGSTATE.EDU. There is also a special section for Distributed Learning Library Services at http://www.fitchburgstate.edu/library/distributed/index.html 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.fitchurgstate.edu/library and clicking on the All Research Databases link. Select the

resource you want to access from the alphabetical listing or from the 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 Information Technology Help Desk at 978-665-4500.

All registered Fitchburg State University students are eligible for a Fitchburg State University One Card ID, which also serves as his/her library card. If you have not received your One Card 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 One Card, students may also use any Massachusetts State College and University Library and participating libraries in the Academic and Research Collaborative (ARC) during the current semester. ID cards are available on campus all year round. Students wishing ID cards must either complete the online Photo-less One Card request form (http://www.fitchburgstate.edu/onecard/photoless/index.cfm) or present a course registration confirmation at One Card Office in the Conlon Industrial Arts Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

Students are also eligible for a Fitchburg State University email account. Please contact the IT User Services department in room 230 of the Conlon Industrial Arts Building of the main campus or call 978-665-4500.

Lesson Planning:
You will design 4 lessons with a variety of goals and methods. These lessons will include all the components in the modified FSU Lesson Plan Rubric and will incorporate one or methods covered in this course.   More information will be provided in class and choices of goals/methods can be found on the information sheet at the end of this syllabus. You MUST be prepared to share your lesson and your reflection in class. This may take the form of a small group discussion or you may present your lesson and reflection to the whole group. It is very important to set up times to teach your students early on in order to be prepared for these discussions.

You will design one lesson for each area (but you may combine areas in a lesson, for example, reading and vocabulary development). Lessons can be organized around content areas the students are

experiencing in their general education classes, take the form of sheltered instruction, or be delivered in small groups depending on the need of the students. Oral language practice/development should always be embedded in each lesson and group work is highly encouraged as a way to do this. Which lesson you teach and when is up to you and your cooperating teacher as you should be designing lessons to best meet the needs of your students. It goes without saying that you must teach these lessons to ELs, although other students may be a part of the lessons as well. Finally, the grade levels of the students you are teaching should vary with each lesson. (For example, you may teach one lesson to kindergarten students and a different lesson to 5th grade students).

- Background knowledge development
- Vocabulary development
- Reading
- Writing

Finally, you will use the modified FSU rubric to self-score your lesson plan. You must turn in your lesson and the lesson plan rubric at the class in which it is due (or via Blackboard at the discretion of the instructor) using the course lesson plan template and will incorporate one or more methods covered in this course.   Each lesson will focus on a different ELD level of students and should include oral language development/practice. Group/pair work is highly encouraged to achieve this oral language practice for each lesson. You will be expected to be prepared to share your lesson and reflection in class. This may take the form of a small group discussion or you may present your lesson and reflection to the whole group. It is very important to set up times to teach your students early on in order to be prepared for these discussions.

Name:

Lesson Plan and Reflection Rubric		
Components	Points	Comments/Feedback
The lesson plan design demonstrates a strong understanding of: ● The diversity and backgrounds of ELS ● Applicable strategies to shelter English instruction and for English language development ● The principles and theories of second language acquisition and literacy and academic language development as	0-10 pts	

discussed in class and found in readings		
The lesson plan: ● Effectively and creatively addresses the needs of ELs at various proficiency levels ● Is clearly and appropriately aligned with standards ● Builds connections to prior learning and activities ● Uses resources and materials that are appropriate and include language adaptations for diverse learners	0-10 pts.	
More than one effective formative assessment is employed to determine ELs learning Assessments assess learning at more than two proficiency levels (as appropriate)	0-10 pts	
Self-assessment exhibits a deep level of analysis and personal reflection on teacher implementation and student performance during the strategy implementation	0-15 pts	
● Overall writing has few to no typos, spelling or grammatical errors ● Ideas are clearly communicated	0-5 points	
Score:	Comments:	

Recording of lesson and Reflection

You will video one of the lessons that you teach and provide a written reflection. This reflection should include the goals of your lesson, why you chose those goals (what assessment led you to believe they were appropriate for the students), how your methods and topics were designed to help your students

achieve the targeted standards, what you think worked well and what you would do differently in the future. You will submit the video with your reflection.

Rubric:

Component	Possible Points	Criteria for earning highest number of points possible	Points earned/Comments
Topic	5	● Paper address prompt ● All components of prompt are addressed	
Organization and writing skills	10	● The paper is free from spelling, punctuation and other errors. ● The paper is well-organized, with an introduction, body and conclusion that flow well together ● The writing stays on topic throughout the paper ● APA style is used throughout paper, including appropriate references to literature	
Content of paper	35	● Reflection is not only evident, but also demonstrates an understanding of our course material and the needs of the students at the site. If appropriate, suggestions for changes or improvements are made, supported by references to our course learning/readings ● Paper is a good representation of best practice related to second language learning.	
Total Points Earned/Comments			

References:

Anthanases, S. Z., & Martin, K. J. (2006). Learning to advocate for educational equity in a teacher

  credential program. *Teaching and Teacher Education, 22*(6), 627-646. doi:

  10.1016/j.tate.2006.03.008

August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for

  English language learners. *Learning Disabilities Research and Practice,* 20(1), 50-57. doi:

  10.1111/j.1540-5826.2005.00120.x

August, D., & Shanahan, T. (Eds.). (2006). *Developing literacy in second-language*

  learners: Report of the national literacy panel on language-minority children and youth.

  Mahwah, NJ: Lawrence Erlbaum Associates. Retrieved from:

  www.dcrsd.org-August_Shanahan_Executive_Summary

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., . . . Newman-Gonchar, R. (2014).

  Teaching academic content and literacy to English learners in elementary and middle school. IES

  Practice Guide. NCEE 2014-4012 *What Works Clearing House.* Retrieved from:

  https://ies.ed.gov/ncee/wwc/PracticeGuide/#19

Bui, Y.N., & Fagan, Y.M. (2013). The effects of an integrated reading comprehension strategy: A culturally

  responsive teaching approach for fifth-grade students' reading comprehension. *Preventing*

  School Failure: Alternative Education for Children and Youth, 57(2), 59-69.

Buly, M. R. B., & Coskie, T. (2013). Preparing teacher candidates to work with language learners:

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ESL Lesson Plan Template

Lesson Background Information								
Name:			**Date:**					
District/School/Grade Level:			**Lesson Topic:**					
Content Area:			**# _____ of students in my class, of which _____ are ELLs**					
My ELLs' linguistic and cultural background(s):								
My ELs' levels of English Proficiency: (From Spring WIDA Access Scores)								
Student		**Reading**	**Writing**	**Speaking**	**Listening**	**Overall**		

Lesson Standards and Objectives

Common Core State Standards (discipline, standard number, and description):

WIDA ELD Standards:

Essential Question:

Content Objective(s):	**Language Objective(s):** (Differentiated for proficiency
All students will be able to…	Levels. Use Can Dos to help write these.)
	Students at ELD level ____ will be able to …. in English.

Materials/Equipment:

Targeted Tiered Vocabulary		
Tier 1 words (Basic words most children know in their primary language: may include connectors or compounds)	**Tier 2 words** (Essential to comprehension: i.e. process & transition, specificity, sophistication polysemy, transitional terms, idioms, clusters, cognates…)	**Tier 3 words** (Low frequency, content specific, typically glossed in the back of the text book)

Language Supports: Type an "X" in the box to the left of any supports that will be used in the lesson

	Sensory Support		Graphic Support		Interactive Support
	Real-life objects (realia)		Charts		In pairs or partners
	Manipulatives		Number Lines		In triads or small groups
	Pictures & photographs		Tables		In whole group
	Illustrations & diagrams		Graphs		Using cooperative group structures
	Magazines & newspapers		Timelines		
	Physical activities		Graphic organizers:		Using the internet or software programs
	Videos & films				
	Broadcasts				In the native language
	Models & figures				With mentors
	Other:		Other:		Other:

Instructional Procedures
The activities below should reflect the targeted language and content objectives for this lesson.

Student Prerequisite Skills or Background Knowledge: (What content or language knowledge or skills do my ELLs need to successfully complete the content and language objectives? What background knowledge or skills might my ELLs already have in their primary language but may need help in transferring to English? How will I help my students make these connections?)

Lesson Sequence - Activities, resources, and materials to present new content and language knowledge or skill: (Do these activities connect my content and language objectives? Does this facilitate my students' ability to access the content? Does this provide comprehensible input for my students? Have I integrated all possible language domains into my teaching?)	
Duration	*Description*

Assessment of content learning and language development: (formative and/or summative assessment should be included here)

Adaptations:

Homework/Extension Activities (Do these activities reinforce the comprehension and discourse as well as content or language objectives?)

Reflection
1. What do you consider to be the most effective elements of this lesson to be for English learners?
2. What feedback did you get from others (or determine for yourself) regarding the PLANNING of this lesson?
3. What would you do differently next time? What feedback did you receive from your cooperating teacher regarding the success of this lesson? (Implementation, student learning, student engagement. . .)