



EDUC XXXX Teaching English as a Second Language Methods

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 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 students 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. TEXTS:

- Diaz-Rico, L.T. (2020). *A course for teaching English learners (3rd Ed.)*. Upper Saddle River, NJ: Pearson Education, Inc.
- Zwiers, J. & Crawford, M. (2011). *Academic conversations: Classroom talk that fosters critical thinking and content understandings*. Portland, ME: Stenhouse Publishers.

Additional Readings and Resources:

- Ford, K. (n.d.). Differentiated Instruction for English Language Learners. Colorin' Colorado. Retrieved from: [Differentiated Instruction for English Language Learners | Colorín Colorado](#)
- 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.
- Duran, R. (2008). Assessing English-language learners' achievement. *Review of research in education* 32(1), 292-327. American Educational Research Association. doi:10.3102/0091732X07309372
- 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/>

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.

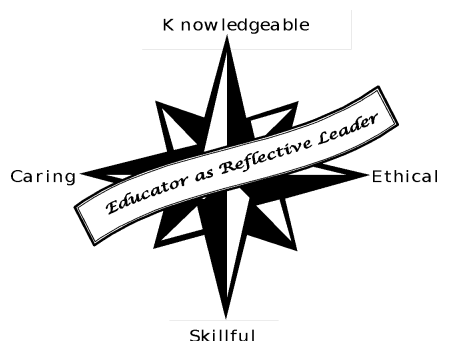
Other Resources:

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

- Theory and research in first and second languages
- Development of listening, speaking, reading and writing vocabulary.
- Oral/Aural fluency in English at different proficiency levels
- 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

SMK ESL I. Strategies for school collaboration, family outreach, and community involvement for English language learners.

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:

- 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. Apply socio-cultural and socio-emotional considerations in teaching ESL, including:

- Adapting for the nature and role of culture and its intersection with teaching and learning in your classroom
- Understand and build upon the cultural racial, ethnic and linguistic identities of your students
- Promoting intercultural communication in the classroom
- 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

SMK ESL E: Use formal and informal English language assessment procedures and instruments for English language learners: including selecting, administering, 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

SMK ESL I. Use strategies for school collaboration, family outreach, and community involvement for English language learners

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
- advocate for the needs of your students within 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:

<u>X</u>	Lecture/Presentation	<u>X</u>	Data Collection and Analysis
<u>X</u>	Discussion/Questioning	<u>X</u>	Pre-Practicum
—	Laboratory	—	Role Playing/Simulation
<u>X</u>	Problem Finding/Solving	<u>X</u>	Independent Learning
—	Interviewing	<u>X</u>	Computer Application
<u>X</u>	Collaborative Learning Groups	<u>X</u>	Viewing or Listening
<u>X</u>	Reflective Response	—	Field Trip
<u>X</u>	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. COURSE REQUIREMENTS:

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

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:

You will respond on Blackboard to reflective journal questions or posted discussion questions which are based on your observations in classrooms, 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:

You will design and teach 3 lessons with a variety of goals and methods. These lessons will be designed using the course lesson plan template and will incorporate one or more methods covered in this course. More information will be provided in class and specific topics can be found later in 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. 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.

4. Recording of Lesson and Reflection

You will video an additional lesson 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.

5. Teaching Philosophy:

After reviewing all of your coursework to date, you will write a comprehensive (and yet succinct) teaching philosophy for your future teaching with English learners. This will be no more than 2 pages and should discuss your philosophical approach to teaching in general, your views on social justice, critical pedagogy, advocacy, engagement, and culturally responsive teaching, along with any other specifics you would like to address related to culturally and linguistically diverse learners. Your instructor will provide more guidelines in class.

F. FIELD-BASED REQUIREMENTS:

You will spend at least 20 hours with English learners in various grades and who are at various ELD levels, both in general classrooms and in an ESL setting. 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	45%
Video Reflection	20%
Journals/Discussions	15%
Teaching Philosophy	10%
Class participation	10%
<hr/>	
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:	<p>Introductions</p> <p>Overview and Expectations</p> <p>Introduction</p> <p>Critical Pedagogy</p> <p>Review of ELs, language, structure, and programming for ELs</p>	<p><u>READ before class:</u></p> <p>Diaz-Rico Chs. 1, 2 & 4</p> <p>Zweirs & Crawford ch. 1</p> <p>Do: In your site visit, get to know the students you will be working with. Working with the classroom teacher and/or ESL teacher, identify a set of standards for one up-coming unit. Look for corresponding language development standards on the WIDA website. Be prepared to share these in the second class.</p> <p>In class discussion: What is critical pedagogy?</p> <p>Exit ticket: What are your hopes for this course? What areas of concern do you have? What particular skills would you like to learn?</p> <p>Journal: Review the lesson plan template and rubric. What previous experience do you have with lesson planning? Backwards Design? What do you think about the rubric? How can you use it to help you through this course?</p> <p>For next week:</p> <p>Identify a set of standards that will be targeted in the near future for one or more of your students in math, science or social studies. Look on the WIDA website to help you</p>

		determine corresponding English Language Development (ELD) standards. Bring both sets to class.
Weeks 3-4:	<p>Teaching and Learning Philosophies</p> <p>Factors that influence second language learning</p> <p>Brain-based learning and language acquisition</p> <p>Sociocultural factors</p> <p>Academic Conversations:</p> <ul style="list-style-type: none"> • Elaborate & Clarify • Support ideas with examples • Build on and/or challenge a partner's idea • Paraphrase • Synthesize <p>Academic and Language Goals</p>	<p>Read before class:</p> <p>Diaz-Rico, Ch.3</p> <p>Zweiers & Crawford Chs. 2 & 3</p> <p>Do: At your site: observe the ESL teacher for at least one hour. What strategies from our readings did you see used? What other strategies did you see? Analyze the effectiveness of these strategies and be prepared to discuss these in class.</p> <p>Bring your standards (as identified in week 1) and WIDA ELD standards to class to share with your group/partner. How can you share the WIDA standards with classroom teachers? How would you support students at the various ELD levels in meeting these standards? This will be a brainstorming session. Make sure you incorporate some of the ideas from Chs. 3-4.</p> <p>Set up at least two times to teach lessons (can be 10-30 mins in length) next week using strategies we have covered so far.</p> <p>In class discussion: Readings and strategies</p> <p>Journal Reflection: Put-ups vs. put-downs. Explain how you can incorporate the idea of put-ups on a regular, consistent basis in your classroom or with your students. How will you enforce the idea and make it fun and meaningful for students? What other ideas do you have to</p>

		support the emotional well-being of students from diverse cultures?
Weeks 5-6:	<p>Designing effective conversation tasks</p> <p>Building background knowledge and vocabulary through conversations</p> <p>Adapting content instruction for ELs</p> <p>Standards, objectives and models</p>	<p>Read before class:</p> <p>Diaz-Rico: Ch. 5</p> <p>Zwiers & Crawford: Chs. 4, 5 & 6</p> <p>Do: During your observations, note 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 our readings. Be prepared to discuss these in-depth during class.</p> <p>In-class discussion: Compare the strategies you observed to those identified in our readings. What suggestions do you have for improvements?</p> <p>Journal: Choose three of the “best practices” outlined in the Diaz-Rico chapter and discuss how you will incorporate them into your own pedagogy. Try at least one and be prepared to discuss the results in next week’s journal.</p> <p>DUE: Lesson Plan and reflection #1</p>
Weeks 7-8:	<p>Building knowledge and vocabulary across content areas</p> <p>Oracy development</p>	<p>Read:</p> <p>Diaz-Rico: Ch. 6</p> <p>Zwiers & Crawford Chs. 7-9</p> <p>In class discussion: Brainstorm (with your group) various strategies to promote students’ listening skills at your various grade levels and across subject areas.</p> <p>Journal Reflection: Choose three of the “best practices” outlined in the Diaz-Rico chapter and discuss how you will</p>

		<p>incorporate them into your own pedagogy. Describe the practice(s) you tried from last week and reflect on how it/they went.</p> <p>DUE: Lesson Plan and reflection #2</p>
<p>Weeks 9-10:</p>	<p>Literacy development</p> <p>Assessment for instruction</p> <p>Els with special needs</p>	<p>Read:</p> <p>Diaz-Rico: Chs. 7 & 8</p> <p>Discussion: Of the areas covered in chapter 7, which do you feel strongest in and which would you like to develop further?</p> <p>Journal Reflection: Choose three of the “best practices” outlined in the Diaz-Rico chapters and discuss how you will incorporate them into your own pedagogy. Describe the practice(s) you tried from the last couple of weeks and reflect on how it/they worked.</p> <p>DUE: Lesson Plan and reflection #3</p>
<p>Weeks 11-12:</p>	<p>Culture and cultural diversity and achievement</p> <p>Culturally inclusive instruction</p>	<p>Read:</p> <p>Diaz-Rico Chs. 9 & 10</p> <p>Discuss: What challenges do you see in your school setting for the academic achievement of ELs?</p> <p>Journal: As a teacher of ELs, how will you go about making positive connections and relationships with parents and families? How can you advocate for them in your school?</p> <p>DUE: Video Lesson and Reflection</p>

Weeks 13-14:	Reflection and evaluation	In-class discussion: Final Reflections and next steps DUE: Teaching Philosophy
-----------------	---------------------------	--

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.

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 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.fitchburgstate.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: (45%---15% for each lesson)

You will design and teach 3 lessons with a variety of goals and methods. These lessons will be designed 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.

You will design one lesson for each bulleted topic. Lessons should be organized around content areas of math, science or social studies that the students are experiencing in their general education classes and may take the form of whole group instruction (if appropriate for the entire class), sheltered instruction, or be delivered in small groups depending on the need of the students. Ideally, the background knowledge and vocabulary lessons would take place prior to a general education lesson to support the students' understanding in the general education classroom. Oral language practice/development should always be embedded in each lesson and cooperative 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). Ideally, you will also teach to a variety of ELD levels.

- Background knowledge development
- Vocabulary development
- Comprehension

Finally, you will use the 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).

Name:

Lesson Plan and Reflection Rubric		
Components	Points	Comments/Feedback
The lesson plan design demonstrates a strong understanding of: <ul style="list-style-type: none"> • 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 discussed in class and found in readings 	0-10 pts	
The lesson plan: <ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • Overall writing has few to no typos, spelling or grammatical errors • Ideas are clearly communicated 	0-5 points	
Score: ____ / 50	Comments:	

Recording of Lesson and Reflection (25%)

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	<ul style="list-style-type: none">• Paper address prompt• All components of prompt are addressed	
Organization and writing skills	10	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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			

Teaching Philosophy:

After reviewing all of your coursework to date, you will write a comprehensive (and yet succinct) teaching philosophy for your future teaching with English learners. This will be no more than 2 pages and should discuss your philosophical approach to teaching in general, your views on social justice, critical pedagogy, advocacy, engagement, and culturally responsive teaching, along with any other specifics you would like to address related to culturally and linguistically diverse learners. Your instructor will provide more guidelines in class.

Score	Portrays Herstory/History	Relation to student learning and discipline	Teaching and assessment is grounded in theory and/or experience	Language is appropriate to audience, essay is organized and succinct
4	Narrative is engaging, emotionally honest & reflective. The reader can understand her/his approach to teaching and learning You feel like you know the writer as a person and a professional	Clearly and concisely explains goals, teaching methods, assessments, assignments, etc. Clear connection to ELs is evident	Supports with relevant citations/educational theories and/or gives specific examples of used strategies, outcomes, etc.	Language is appropriate to those inside and outside of the discipline Word choice is clear and concise and contributes to overall readability Insightful, succinct, rhetorically effective. Every

				paragraph is relevant, logically arranged with no redundant points
3	<p>Narrative is engaging and reflective</p> <p>The reader can understand her/his approach to teaching and learning</p> <p>You wish you knew more about the writer as a person and a professional</p>	<p>Broadly explains goals, assignments & teaching methods</p> <p>Connection to ELs is evident</p>	<p>Notes relevant literature/educational theories and/or gives some evidence of used strategies, assessments, outcomes, etc.</p>	<p>Language is generally appropriate to those outside and within the discipline</p> <p>Mostly succinct</p> <p>Every paragraph is relevant, illustrative, logically arranged</p> <p>Some belabored or redundant points</p>
2	<p>Narrative is slightly engaging and reflective</p> <p>There is a limited sense of her/his approach to teaching and learning</p> <p>You wish you knew more about the writer as a</p>	<p>Broadly explains goals, assignments and teaching methods, but connection to ELs is not necessarily evident.</p>	<p>Shows little awareness of relevant educational theories and/or gives little evidence of strategies, assessments, outcomes, etc.</p>	<p>Writing appears confused or disjointed</p> <p>Language is inappropriate to those outside and inside of the discipline</p> <p>Some paragraphs are not relevant,</p>

	professional---what motivates her/him, how do they relate to students?			illustrative and/or logically arranged Some redundant points cause distraction
1	Narrative is not engaging or reflective There is no sense of the writer's approach to teaching/learning You do not feel as though you know the writer personally or professionally	Does not explain goals, assignments and teaching methods No relationship to teaching ELs	Shows no awareness of relevant educational theories and/or gives no evidence of strategies, assessments, outcomes, etc.	Language is inappropriate Rambling, wordy language Many paragraphs are not relevant and/or logically arranged Many redundant points

Rubric adapted from R. Neill Johnson by Lauren Koosistra, The Schreyer Institute for Teaching Excellence, The Pennsylvania State University

References

- Anthanasios, 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: Innovations in a literacy methods course. *Washington State Kappan*, 6(2).
- Chung, S. F. (2012). Research-Based Vocabulary Instruction for English Language Learners. *The Reading Matrix*, 12(2), 105-120. Retrieved from: http://www.readingmatrix.com/articles/september_2012/chung.pdf
- Colorin' Colorado. (2018). *Addressing student trauma, anxiety and depression*. Retrieved from: <https://www.colorincolorado.org/immigration/guide/trauma>
- Common Core State Standards (CCSS). (n.d.). *Application of common core state standards for English language learners*. Retrieved from: corestandards.org/assets/application-for-english-learners.pdf.
- Echevarrio, J., Sort, D., & Powers, K. (2008). Making content comprehensible for non-native speakers of English: The SIOP model. *The International Journal of Learning: Annual Review* 14(11), 41-50. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1054872.pdf>
- Freeman, Y., Freeman, D., Soto, M. & Ebe, A. (2016). *ESL teaching: Principles for success*. Portsmouth, NH: Heinemann.
- Gay, G. (2010). *Culturally responsive teaching: Theory, research and practice*. New York: Teachers College Press.
- Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide (NCEE 2007-4011). *What Works Clearing House*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf

- Goldenberg, C. (2008). Teaching English language learners: What the research does-and does not-say. *American Educator*, 32(2), 8-23, 42-44. Retrieved from:
<https://www.aft.org/sites/default/files/periodicals/goldenberg.pdf>
- Goldenberg, C. (2013). Unlocking the research on English learners: What we know---and don't yet know---about effective instruction. *American Educator*, 37(2), 4-11. Retrieved from:
<https://dataworks-ed.com/wp-content/uploads/2016/05/Goldenberg.pdf>
- Gottlieb, M., & Ernst-Slavit, G. (2014). *Academic language for diverse classrooms: Definitions and contexts*. Thousand Oaks, CA: Corwin.
- Harvey, L., & Teemant, A. (2012). Who does what and why?: ESL administrators' perspectives on the roles of ESL specialists and mainstream teachers. *INTESOL Journal*, 9(1), 35-50. Retrieved from:
<http://journals.iupui.edu/index.php/intesol/article/view/15538/15587>
- Herrara, S. & Murray, K. (2016). *Mastering ESL/EFL methods: Differentiated Instruction for culturally and linguistically diverse (CLD) students 3rd Ed*. Boston, MA: Pearson Education, Inc.
- Honigsfeld, A. & Dove, M.G. (2010). *Collaboration and co-teaching: Strategies for English learners*. Thousand Oaks, CA: Corwin.
- Krashen, S.D. (1981). *Second language acquisition and second language learning*. Oxford: Oxford University Press.
- Krashen, S. D., & Terrell, T.D. (1983). *The natural approach: Language acquisition in the classroom*. Oxford: Pergamon.
- 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
- Ladson-Billing, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 30(3), 465-491.
- Lave, J. & E. Wenger (1991). *Situated learning: Legitimate peripheral participation*. Cambridge, UK: Cambridge University Press
- Lesaux, N. K., Kieffer, M. J., Kelley, J. G., & Harris, J. R. (2014). Effects of academic vocabulary instruction for linguistically diverse adolescents: Evidence from a randomized field trial. *American*

- Educational Research Journal*, 51(6), 1159–1194. doi:
<https://doi.org/10.3102/0002831214532165>
- Marzano, R. J., & Pickering, D. J. (2015). *Building academic vocabulary: Teacher's manual*. Alexandria, VA: Association for Supervision and Curriculum Development.
- 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>
- Massachusetts Department of Elementary and Secondary Education. (2018). *Subject matter knowledge (SMK) guidelines*. Retrieved from:
<http://www.doe.mass.edu/edprep/resources/smk-guidelines.pdf#search=%22smk%22>
- Maxwell-Jolly, J., Gandara, P., & Mendez-Benavidez, L., (2007). Promoting academic literacy among secondary English language learners: A synthesis of research and practice. Davis, CA: University of California Linguistic Minority Research Institute, Education Policy Center. Retrieved from:
<https://cepa.stanford.edu/sites/default/files/22-Gandara-Rumberger%283-07%29.pdf>
- Mendez, L. I., Crais, E.R., Castro, D.C., & Kainz, K. (2015). A culturally and linguistically responsive vocabulary approach for young Latino dual language learners. *Journal of Speech Language and Hearing Research*, 58(1), 93. doi: [10.1044/2014_JSLHR-L-12-0221](https://doi.org/10.1044/2014_JSLHR-L-12-0221)
- Moreles, A. R., Abrica, E. J., & Herrera, S. G. (2019). The Mañana complex: A revelatory narrative of teachers' white innocence and racial disgust toward Mexican-American children. *The Urban Review* 51, 503-522. Retrieved from: <https://doi.org/10.1007/s11256-019-00499-1>
- Nakanishi, T. (2014). A meta-analysis of extensive reading research. *TESOL Quarterly*, 49 (1), 6-37. Retrieved from: <https://doi.org/10.1002/tesq.157>
- National Board for Professional Teaching Standards. (2010). *English as a new language standards*. Retrieved from: <http://www.nbpts.org/wp-content/uploads/ECYA-ENL.pdf>
- National Center for Education Statistics (NCES). (2019). *English Language Learners in Public Schools*. Retrieved from: https://nces.ed.gov/programs/coe/indicator_cgf.asp
- Norton, B., & Toohey, K. (2011). Identity, language learning, and social change. *Language Teaching*, 44(04), 412-446. doi:10.1017/S0261444811000309
- Olsen, L. (2010). Changing course for long term English learners. *Leadership*, 40(2), 30-33. Retrieved from: <http://www.ctdev.changeagentsproductions.org/wp-content/uploads/2014/12/Olsen.pdf>
- Olsen, L. (2010). *Reparable harm: Fulfilling the unkempt promise of educational opportunity for California's long-term English language learners*. Long Beach, CA: Californians Together.

Retrieved from:

<http://www.ctdev.changeagentsproductions.org/wp-content/uploads/2015/01/ReparableHarm2ndedition.pdf>

Peercy, M. M., DeStefano, M., Kidwell, T., & Ramirez, R. (2016). Co-constructing practice in an online ESOL literacy methods course. *Professional Development in Education*, 42(5), 752–766. <https://doi-org.ezproxy.fitchburgstate.edu/2443/10.1080/19415257.2015.1118707>

Peregoy, S. & Boyle, O. (2017). *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners*. 7th Ed. Upper Saddle River, NJ: Pearson Education, Inc.

Rao, A., & Morales, Z. (n.d.). Creating a climate for linguistically responsive instruction: The case for additive models. *Mid-Western Educational Researcher*, 27(4), 296-316. Retrieved from: <https://www.mwera.org/MWER/volumes/v27/issue4/v27n4-Rao-FEATURE-ARTICLE.pdf>

Rivera, M. O., Francis, D. J., Fernandez, M., Moughamian, A. C., Lesaux, N. K., & Jergensen, J. (2010). Effective practices for English language learners: Principals from five states speak. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Retrieved from: <https://files.eric.ed.gov/fulltext/ED517795.pdf>

Short, D.J., Echevarria, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms. *Language Teaching Research* 15(3), 363-380. doi: 10.1177/1362168811401155

Short, D. J., Fidelman, C.G., & Loguit, M. (2012). Developing academic language in English language learners through sheltered instruction. *TESOL Quarterly*, 46(2), 334-361. Retrieved from: <https://doi.org/10.1002/tesq.20>

Skinner, B. F. (1957). *Verbal Behavior*. United States: Appleton-Century-Crofts.

Staehr Fenner, D., & Segota, J. (2012). Standards that impact English language learners. Retrieved from <http://www.coloringcolorado.org/article/standards-impact-english-language-learners>

Sugarman, J. & Geary, C. (2018). *English learners in Massachusetts: Demographics, outcomes and state accountability policies*. Washington, D.C.: Migration Policy Institute. Retrieved from: https://www.migrationpolicy.org/sites/default/files/publications/EL-factsheet2018-Massachusetts_Final.pdf

Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. Lantoff (Ed.), *Sociocultural theory and second language learning* (97-114). Oxford: Oxford University Press.

- TESOL International Association. (2013). *Implementing the Common Core State Standards for ELs: The changing role of the ESL teacher*. Alexandria, VA: Author.
- U.S. Department of Education [USDOE]. (2016a). *English learner tool kit for state and local education agencies (SEAs and LEAs)*. Retrieved from:
<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>
- Valdes, G., Capitelli, S., & Alvarez, L. (2011). *Latino children learning English: Steps in the journey*. New York, NY: Teacher's College Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Zacarian, D., Álvarez-Ortiz, L. & Haynes, J. (2017). *Using a Strengths-Based Approach with ELs: Supporting Students Living with Trauma, Violence and Chronic Stress*. Retrieved from Colorin' Colorado website: <https://www.colorincolorado.org/article/using-strengths-based-approach-els-supporting-students-living-trauma-violence-and-chronic>

TESL Methods 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 ELLs' levels of English Proficiency: (From Spring WIDA Access Scores)							
Student	Reading	Writing	Speaking	Listening	Overall		

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		Using the internet or software programs
	Physical activities		Graphic organizers:		In the native language
	Videos & films				With mentors
	Broadcasts				Other:
	Models & figures				
	Other:		Other:		Other:
Instructional Procedures <i>The activities below should reflect the targeted language and content objectives for this lesson.</i>					
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. . .)