

Daytona State College
Bachelor of Science Degree in Education
Elementary Education/Exceptional Education

Course Policy and Syllabus

Course Number: TSL 4081, ESOL Issues and Strategies II

Instructor: Dr. Betty Nielsen Green

Title: Associate Professor

Office Bldg. 100, Room 224 R

Office Hrs:

March 21- May 13, 2011

Mondays 9:30 A.M -12:00 Noon

Tuesdays 2:00 P.M – 4:00 PM

Wednesdays 9:30 A.M -12:00 Noon

Thursdays 10:00 A.M - 11:00 P.M

HOST 8:30 -9:15 A.M ASC 10:00 A.M -11:00 P.M

Fridays 9:00 A.M – 12:00 A.M

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Department Homepage <http://www.daytonastate.edu/education/college.html>

Faculty Webpage:

<http://www.daytonastate.edu/CampusDirectory/empInfo.jsp?id=101103454433061>

Course Description:

This course is designed to build on the foundation course in TESOL for students in integrated teacher education programs. The goal of this course is to link the theory and practice for effective teaching of ESOL students. The course will focus primarily on methods, curriculum and assessment of ESOL students. This class includes 15 hours of field experience.

Prerequisites: Admission to teacher education program.

BNG/s Spring A/B 2011

TSL 3080 – ESOL Issues and Strategies I

EDG 4323 – Professional Teaching Practices

Student Learning Outcomes:

Standard Keys:

FEAP- Florida Accomplished Practices

PEC – Florida Professional Education Competencies

ESOL – English for Speakers of Other Languages

RC – Reading Competencies

*Indicates core assignment to be placed in professional portfolio by level:

I- Initial, R – Reinforcement, P - Proficient

At the completion of the course, Students will be able to:	FEAPs/ PECs	ESOL	RC	FSAC - ESOL	Activities/Tasks Related to Objectives
1. Present an overview of the Methods of Teaching English to Speakers of Other Languages within the parameters, goals, and stipulations of the Florida Consent Decree	FEAP 11 PEC 14	1, 5		11	Readings, Learning log, class discussion
2. Conduct and review aspects of ESOL curriculum and materials development.	FEAP/ PEC PEC 14	5		4	Readings, Learning log
3. Demonstrate an awareness and understanding of interaction in the multicultural classroom.	FEAP/ 2, 5, 9, 11 PEC 14	2, 4, 16, 18, 22, 23, 24		3	F. 1 and 2: Field experiences.
4. Demonstrate knowledge of, and identify major leaders in the field of ESOL methodology (Lado, Krashen, Cummins, Ellis, etc.) and apply the major instructional delivery models of bilingual education and ESOL programs	FEAP/ PEC 7, 10	9, 10, 11, 13, 24.		5, 6	Readings, Learning Log., Discussions A. Unit Plans C. Integrated Lesson Plan with ESOL Accommodations

					F. Field Experience
5. Select and apply essential strategies based on current trends in ESOL teaching for developing and integrating the four language skills of listening, speaking, reading and writing taking into account BICS and CALP	FEAP /PEC 2, 7, 8, 9, 10 PEC 14	8, 9, 10, 11, 13, 12, 13, 16	1F1 4.6, 4.7	2	Readings, learning log, discussions Readings, Learning Log, Discussions A. Unit Plans C. Integrated Lesson Plan with ESOL Accommodations
6. Demonstrate effective lesson planning for ESOL instruction, including adaptation of content area lessons and written texts for the needs of ELLs.	FEAP/ PEC 2, 5, 7, 8, 10, 12	4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 19, 21, 22	4.4, 4.6, 4.7, 4.9 5.2 5.10	4, 6, 8	C. Integrated Lesson Plan with ESOL Accommodations F2. Field Experience Micro teach.
7. Utilize and adapt knowledge of first and second language acquisition for teaching language arts and content area subjects.	FEAP/ PEC 10 PEC 14	4, 7, 8, 9, 10, 11, 12, 16	5.2	6	A. Unit Plans C. Integrated Lesson Plan with ESOL Accommodations F2. Field experience
8. Design and implement lesson plans which meet the needs of ESOL students within the context of the regular classroom.	FEAP/ PEC 5, 7, 8, 10 PEC 14	12, 16, 24	4.7 5.2 5.10	6	C. Integrated Lesson Plan with ESOL Accommodations F2. Field experience
9. Locate, evaluate, select, and utilize appropriate instructional materials, media and technology for ESOL, including ESOL in the content areas, elementary, middle and high school levels.	FEAP/ PEC 5, 12,	7, 15	4.9 5.2	4, 7	B. Annotated bibliography D. Internet resources
10. Demonstrate a knowledge base	FEAP/ PEC	13, 14,	3.11	9	Readings,

for the selection and development of appropriate instruments for testing and evaluating in ESOL.	PEC 1 PEC 14	15, 17, 19, 21	3.12 5.12 5.13		Learning Log E. Assessing ESOL students
11. Recognize indicators of learning disabilities, and especially hearing and language impairment and Limited English Proficiency	FEAP 5, 9, 11 PEC 14	25		10	Readings, learning log, class discussion

Class Format:

45 hours distributed (50% online and 50% face-to-face). Students will attend class sessions twice a week - 1 hour and 20 minutes – and online components consisting of weekly discussions covering FEAPS, ESOL and Reading Competencies for the course. Weekly discussions on <http://onlinedaytonastate.edu> will have an initial posting (250+words) by Thursday of each week, and two responses to other students’ initial postings (150+ words) by Sunday evening 11:55 PM of that week. All assignments for the course will be submitted using Live Text, on the day it is due as announced in the syllabus.

Required Textbooks:

Govoni, J. (Ed.) (2011). *Preparing the Way: teaching ELLs in the K-12 Classroom*. Kendall Hunt Publishing Company. (ISBN 978-0-7575-69909-8) **(This text is required for both TSL3080 and TSL4080).**

Echevarria, J., Vogt, M., & Short, D. (Latest Edition) *Making content comprehensible for English language learners: The SIOP Model. Third edition*. Boston, MA: Allyn & Bacon

<http://shop.efollet.com/htmlroot/storehome/daytonabeachcommunitycollege173.html>

Equipment and supplies: students must have a Live Text account and access to D2L/ Florida Online to complete the course. Students must to bring textbook(s) to all class sessions.

Important links:

<http://www.cal.org> - Center for Applied Linguistics – students will find research articles and pertinent information about language acquisition and language learning.

<http://www.tesol.org> – The International TESOL Organization providing students with information about the professions and research articles and professional information on teaching strategies for ELLs and bilingual students.

<http://www.sunshine-tesol.org> – The Florida State TESOL Organization which provides students with information about issues of the ELLs, legal updates, research, and advocacy.

<http://www.NABE.org> – National Association of Bilingual Education provides the student with an abundance of information related to language learning and the ESOL/ELL student.

<http://www.floridastandards.org/index.aspx> - this site provides the student with access to the Florida Sunshine State Standards.

<http://www.learner.org> - this is the PBS page for Education, and will give students access to many different learning communities, and teacher training programs dealing with language and reading for ELLs.

Videos/Podcasts: - students will have access to information on how to assess ELLs

PBS-Teaching Reading: 3-5 Workshop #6

<http://www.learner.org/resources/series204.html>

ColorinColorado: <http://www.colorincolorado.org/webcasts/1003.phb>

Titles:

- Assessment of ELLs –by Lorraine Valdez
- Comprehension: Helping ELLs Grasp the Full Picture
- ELLs in Middle and High School
- Reading to Learn: ELLs in Grades 4-6
- Teaching ELLs to Read

Topical Outline

- A. Introduction to course
- B. Review of previous ESOL course
- C. Identification of English language learners
- D. Educational Programs & Services

- E. Theories of first & second language acquisition
- F. Factors that affect second language acquisition
- G. Curriculum development in ESL
- H. TESOL methodology
- I. ESL strategies & classroom practices for ELL
- J. Oral language development in second language –review
- K. Strategies to promote oral language development for ELL
- L. Literacy development in second language
- M. Emergent literacy; different reading approaches
- N. Strategies to promote literacy in second language
- O. Written language development in second language
- P. Strategies to promote written language development in second language
- Q. Process writing
- R. Reading and literature instruction in second language learning
- S. Content instruction in second language learning
- T. Strategies to develop content reading & writing
- U. Assessment & evaluation of ELL

Classroom Policies:

1. Disclaimer: Teaching policies and regulations for this course are not open for discussion or negotiation. This syllabus has been constructed to be as complete as possible but is by no means a binding document. **I reserve the right to alter policies, procedures, and the syllabus as needed.** Please utilize the website regularly as any changes to the syllabus will be posted there.

2. How to proceed through the course: Each week students will read and discuss the assigned each week. There will be PPT presentations on Lesson Plans designed by students individually and/or in groups. D2L's Content Page has research articles, important information about the Consent Decree, and the current ESOL competencies and FEAPS, the syllabus and information letters and the evaluation form posted for the field service school's teacher supervisor. Students are expected to check the content page at the beginning of class. It is important to check your Falcon Mail several times a week. The syllabus has a tentative calendar of weekly assignments, should it be necessary to make changes to this calendar, these changes will be posted on the News Flash in D2L. Any other important updates will be posted there as well.

3. Handling of Assignments: All assignments must be posted in LiveText by the due date. Weekly discussions must be posted by the date indicated in the discussion information of each week's assignments. Rubrics for each assignment are available in D2L on the Content Page, and in the assignment space on LiveText. After the grading in LiveText, the grades will be transported to D2L so you are able to see your GPA for the course.

4. Communication: Please use the course email for all communications pertaining to the class work. I will do my best to respond as soon as possible, usually within 24 hours. Following

protocol, it is expected that you first contact the course professor should you have any concerns about the class. In emergencies, you may also email me at greenbe@daytonastate.edu, I welcome phone calls and visits in my office, during office hours (386) 506-3091. You can set up an appointment any time during my regular office hours or by appointment.

5. Interaction: Student participation and engagement is a pivotal part of the classroom activities, and all students are expected to partake through engaging discussions, group projects, and presentations. Each student has a voice and opportunity to express thought and opinions. Please remember the importance of respect of each other as we learn from one another.

IF YOU HAVE A ISSUE OR CONCERN ABOUT THE CLASS, PLEASE COME TO ME FIRST AND EXPRESS YOUR CONCERN. I AM SURE WE CAN WORK OUT ANY PROBLEM AS IT PERTAINS TO THE CLASS AND COURSE WORK!

6. Attendance and Lateness Policy: A teacher candidate can miss up to **3 hours** of class without fault (*this includes instances of tardiness*)

Examples:

- 2 class meetings missed in a 7 week 50/50 course that meets 2 times per week
- 1 class missed in 7 week course that meets 1 time per week
- 1 (1.5 hours) class missed and 30 minutes tardy 3 times.

More than 3 hours of missed class will result in a grade of “F” or “W” if the teacher candidate can still withdraw as well as the requirement to retake the course.

7. Late Work/Make-up Work and Exams: As professional-to-be it is expected that all assignments will be turned in by the due date. Assignments turned in past the due date will have points deducted for tardiness. Make-up work is at the discretion of the course professor.

8. Classroom Etiquette: All students should be on time for class. Attend to your needs before entering the room. Students who come late or leave during the class are a distraction to both the instructor and other students. The use of cellular phones, MP3 players and other electronic devices is also a distraction. Please ensure electronic devices are off (or on silent alert). If an emergency arises, please be courteous to your fellow students and leave quietly. Finally, cell phones, watch alarms, beepers, etc. are strictly prohibited in the examination room during the finals.

9. Academic Integrity Policy (see student handbook pages 7-13
http://www.daytonastate.edu/recreg/files/student_handbook.pdf)

a. Daytona State College is committed to providing you with quality instruction, guidance, and opportunities for academic and career success by fostering academic excellence in a supportive

and personalized learning environment. Maintaining high standards of academic honesty and integrity in higher education is a shared responsibility and an excellent foundation for assisting you in making honorable and ethical contributions to the profession for which you are preparing. In order to preserve academic excellence and integrity, the College expects you to know, understand, and comply with the Academic Integrity Policy, which prohibits academic dishonesty in any form, including, but not limited to, cheating and plagiarism. Grades conferred by instructors are intended to be, and must be, accurate and true reflections of the coursework actually produced and submitted by you.

b. All cases of suspected violations of the Student Code of Conduct, including academic dishonesty, are reported to the Judicial Affairs Office for resolution.

c. Forms of Academic Dishonesty

- Cheating - Cheating can be defined as: receiving or giving unauthorized assistance on a quiz, test, exam, paper, or project or unauthorized use of materials to complete such; collaborating with another person(s) without authorization on a quiz, test, exam, paper, or project; taking a quiz, test, or exam for someone else or allowing someone else to do the same for you.
- Plagiarism - Plagiarism can be defined as: submitting work in which words, facts, or ideas from another source are used without acknowledging that the material is borrowed whether from a published or unpublished source. For specific information on how to document information from other sources, students should check with their instructors, academic departments, or a recognized writing manual, such as the MLA or APA.
- Fabrication -Fabrication can be defined as: listing sources in a bibliography that one did not actually use in a written assignment; presenting false, invented, or fictitious data/evidence in a written assignment.

d. Other Academic Misconduct: Other Academic Misconduct might include, but is not limited to:

- In a testing situation, conduct, such as, looking at a classmate's test, talking to a classmate, or leaving the classroom without the instructor's or proctor's permission.
- Obtaining by the theft/purchase OR selling/ giving part or all of a test.
- Entering an office or building for the purpose of changing a grade on a test, assignment, or in a grade book or for the purpose of obtaining a test.
- Altering or attempting to alter academic records of the College which relate to grades; being an accessory to same.

e. College Network Acceptable Use Policy: The purpose of this policy is to outline the acceptable use of the network and resources provided by Daytona State College and to establish a culture of openness, trust, and integrity. Please make yourself very aware of this policy by clicking these two links:

http://www.daytonastate.edu/recreg/files/student_handbook.pdf (College Network, pages 4-5)
http://online.daytonastate.edu/docs/acceptable_use.pdf (Florida Online)

Evaluation/Assessment Methods:

A. Unit lesson plans: Incl. presentation	20%
B. Annotated Bibliography	10%
C. Integrated Lesson Plans:	20%
D. Internet Resource List:	10%
E. Assessment Instruments Analysis:	10%
F. Field Experience Report:	10%
Discussions	10%
Final Exam ESOL Notebook	10%

Grades: A = 90-100, B = 80-89, C = 70-79, D = 65-69, F = below 65

In this class you will have one in-class presentation, as well as discussions in groups and whole class; you will also begin to assemble your ESOL Notebook (**Table of content sample is in D2L**) being sure to collect all class handouts, and notes from your Field Experience together with observational notes from the 15 hours you spend in your supervising teacher's class. You will build on the notebook from TSL 3080, combining the two courses into a reference Notebook you will continue to use long after you have graduated. A well organized Note Book will serve as your final exam!

Teaching Strategies

Lecture	X
Small/large group discussion	X
Cooperative Learning	X
Modeling	X
Independent Study/Project	X
Microteaching	X
Field-experience Application	X
Web-based/Internet	X

Grading Policy: An **incomplete** grade will only be given if the following criteria are met:

1. A request in writing is submitted to the instructor prior to last three weeks of class,
2. All assignments, term paper, and quizzes were completed at that point in time,
3. The student has a grade C or higher at that point in time.

Grades are based on overall points accumulated on class participation/attendance, discussions ESOL NOTEBOOK and assignments,

Important

Assignments must be prepared in a professional manner and must include a cover page with the student's name, student number, course, section, instructor's name, and date submitted (Model

cover page in D2L's Content Page). A Professional manner means that all assignments must be typewritten using APA writing style and citation format, and all resources must be cited correctly in the paper and in the reference page and have page numbers.

Please note that instructors in the Bachelor of Applied Science in Elementary Education Program may use TurnItIn.com to assist in determining academic honesty.

Student Disability Services

Students with Disabilities: If you need academic accommodations, such as private testing, interpreters, note takers, etc., you must give me a current letter from Disables Student Services (DSS) that verifies that you need specific accommodations. Please make an appointment with me as soon as possible to discuss the accommodations. See Daytona State Website for student disabilities for more information <http://www.daytonastate.edu/sds/> or see **Student Handbook (page 36)** http://www.daytonastate.edu/recreg/files/student_handbook.pdf.

Suggested Readings Note: Titles in bold will be helpful for assignment task development

Ariza, E., Morales-Jones C., Yahya, N., and Zainuddin, H. (2006). ***Why TESOL? Theories and issues in teaching English as a second language for K-12 teachers. Third edition.*** Kendall/Hunt Publishing Co. Dubuque, Iowa.

Brown, H. D. (2001). ***Teaching by principles: An interactive approach to language pedagogy.*** (2nd Ed.). White Plains, NY: Addison Wesley Longman.

Chamot, A., Barnhardt, S., El-Dinary, P.B. and Robbins, J. (1999). ***The learning strategies handbook.*** New York: Addison Wesley Longman Inc.

Chamot, A. U. and O'Malley, J.M. (1994). ***The CALLA handbook.*** Reading, MA: Addison-Wesley Publishing Company, Inc.

Dhority, L.F. and Jensen, E. (1998). ***Joyful fluency: Brain-compatible second language acquisition.*** San Diego, CA: The Brain Store, Inc.

Echevarria, J., Vogt, M., & Short, D. (2008). *Making content comprehensible for English language learners: The SIOP Model. Third Edition.* Boston, MA : Allyn & Bacon

Echevarria, J. and Graves, A. (2003). *Sheltered content instruction: Teaching English-Language Learners with diverse abilities*. Boston: MA: Allyn and Bacon Publishing Co.

Ellis, R. (1995). *The study of second language acquisition*. Oxford, England: Oxford University Press.

English as a second language teacher resource handbook. (1993). Thousand Oaks, CA: Corwin Press, Inc.

Enright, D.S. and McCloskey, M.C. (1988). *Integrating English: Developing English language and literacy in the multilingual classroom*. Reading, MA: Addison-Wesley Publishing Company, Inc.

Feyton, C., Macy, M., Ducher, J., Yoshii, M., Park, E., Calandra, B, and Meros, J. (2002) *Teaching ESL/EFL with the internet: Catching the wave*. Upper Saddle River, NJ: Merrill Prentice Hall.

Help Kits! They Don't Speak English for Elementary Teachers and Secondary Teachers.

Free books that can be down loaded and provide excellent resources. Click here:

<http://escort.org/files/active/0/Chapter6.pdf>

Herrell, A.L. and Jordan, M. (2008). *Fifty strategies for teaching English language learners, Third edition*. Upper Saddle River, NJ: Merrill Prentice Hall.

High, J. (1993). *Second language learning through cooperative learning*. San Juan Capistrano, CA: Kagan Cooperative Learning.

Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.

Kagan, S. (1994). *Cooperative learning*. San Juan Capistrano, CA: Kagan Cooperative Learning.

Kottler, E. and J.A. (2002) *Children with limited English: Teaching strategies for the regular classroom*. Thousand Oaks, CA: Corwin Press, Inc..

Northcutt, L. and Watson, D. (1986). *Sheltered English teaching handbook*. San Marcos, CA: California AM Graphics and Printing.

Peregoy, S.F. & Boyle, O.F. (2005). *Reading, writing, and learning in ESL: A resource book for K-12 teachers. Fourth edition*. Boston: Pearson Education, Inc.

Piper, T. (2003). *Language and learning: The home and school years, third edition*. Upper Saddle River, NJ: Merrill Prentice Hall.

BNG/s Spring A/B 2011

Reiss, Jodi (2005). *ESOL Strategies for Teaching Content: Facilitating Instruction for English Language Learners*. Upper Saddle River, N.J.: Pearson Education, Inc.

Richard-Amato, P.A. (1988). *Making it happen: interaction in the second language classroom*. Longman, Inc.

Richard-Amato, P.A. and Snow, M.A. (1992). *The multicultural classroom: Readings for content-area teachers*. Reading, MA: Addison-Wesley Publishing Company, Inc..

Shrum, J.L. and Glisan, E.W. (1994). *Teacher's handbook: Contextualized language instruction*. Boston, MA: Heinle and Heinle Publishers..

Sousa, D.A. (2001). *How the brain learns*. Thousand Oaks, CA: Corwin Press, Inc.

Teachers of English to Speakers of Other Languages, Inc. (1997). *ESL standards for Pre-K – 12 students*. Bloomington, IL: Pantagraph Printing.

Tomlinson, C.A. (1999). *The differentiated classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Zainuddin, H., Yahya, N., Morales-Jones, C., and Ariza, E. (2007) *Fundamentals of teaching English to speakers of other languages in K-12 mainstream classrooms. Second edition*. Dubuque, IA: Kendall/Hunt Publishing Co.

Activities to Demonstrate Competencies and Skills (Tasks)

Note: All tasks (assignments) must be uploaded into LiveText. All critical (*) tasks must be uploaded as part of the Professional Portfolio into LiveText.

Readings, Learning Log, Discussions

The course will consist of lectures, readings, demonstrations, sharing of questions and insights in class and small groups, critical viewing of several current videos, critical examination of current texts and instructional materials, and examination of current literature.

ESOL Notebook: You will keep an ESOL Notebook of your readings. In the notebook, you will answer questions, reflect on the topic and participate in group and class discussions on implications and applications. This ESOL notebook will serve as your final examination.

The Notebook must to be presented at last day of class; expectations are that the log will be in a professional format, with table of content, and an appendix' of important ESOL information, e.g. benchmarks and standards. You may build on the TSL 3080 Notebook.

Course Calendar: The calendar is a tentative schedule of activities and learning objectives and may be subject to change based on class dynamics and professor's discretion.

Day 1 and 2 – Week 1:

1. Purchase of Textbook(s),
2. Introduction;
3. Review of previous TSL 3080 course;
4. Examine syllabus and classroom expectations.

Review **Chapters 1-4** in the Govoni text and the Notebook you kept in TSL 3080:

Understanding the Consent Decree – chapter 1; Using prior knowledge, chapter 2; Transforming Challenges into Opportunities: a Culturally proficient Partnership- chapter 3; Embracing Cultural Diversity: Implications for the classroom –chapter 4; and the 25 ESOL Performance Standards.

Discussions in D2L: Please follow directions for the assignments each week! Due Sundays night by 11:55 PM

Day 3 and 4 –Week 2:

Part Three: Chapter 5: Understanding the Fundamentals of Applied Linguistics; **Chapter 6:** Analyzing Theories of Second Language Learning. Applications to SIOP lessons – group work.

Echevarria, J., Vogt, M., & Short, D. (Latest Edition) *Making content comprehensible for English language learners: The SIOP Model. Third edition.* Boston, MA: Allyn & Bacon

Discussions in D2L: Please follow directions for the assignments each week!

Day 5 and 6 –Week 3

Part Four: Chapter 7: Maximizing Teaching and Learning in an ESOL-Infused Classroom: Instructional Dynamics and Management. Perspective of Methods and Strategies for Second- Language Learning; A new paradigm shift toward current ESOL approaches; classroom schematics that support language acquisition and learning;

SIOP Elements for ELL comprehensive lesson plans

Discussions in D2L: Please follow directions for the assignments each week!

Day 7 and 8 –Week 4

Chapter 8: Collaborating and Cooperating: Till Proficiency do Us Part: Inclusion versus Co-Teaching; Models of Co-Teaching; Think Pair-Share Activity.

BNG/s Spring A/B 2011

Chapter 9: Using technology: Best Practices for ELLs. KWL Activity; Historical development; Story Mapping Activity!

SIOP Lesson Planning

Discussions in D2L: Please follow directions for the assignments each week!

Day 9 and 10 – Week 5

Chapter 10: Using technology for Language Development Computer mediated Communication; Just Google it; Discussion Boards; Blogs; Wikis; Podcasting and Video-sharing Websites.

Chapter 11: Rethinking Literacy Instruction for English Language Learners. Being Literate; School Literacy Programs; Literacy Development and Materials; Writing Approaches; Literacy Instruction; Reading Models and Processes; and Language and Literacy Instruction.

SIOP Components for well planned lessons!

Discussions in D2L: Please follow directions for the assignments each week!

Day 11 and 12 –Week 6

Chapter 13: Making the Connection to Literacy: Bilingual Special Learners. Connecting with Instruction; literacy for bilingual special education learners; literature for bilingual emergent learners with disabilities!

Chapter 14: Taking off the Wrapper: Identifying and serving gifted English Language Learners. Perceptions and misperceptions about gifted students; perceptions and misperceptions about ELLs; underrepresentation of ELLs in Gifted programs; identifying gifted ELLs; serving Gifted ELLs in the mainstream classroom!

How does SIOP fit into the comprehensible input theory by Krashen?

Discussions in D2L: Please follow directions for the assignments each week!

Day 13 and 14 –Week 7

Chapter 15: ELLs and Content Area Assessment: types of assessment; test accommodations for ELLs; Effectiveness of accommodations, research findings on large scale science tests; how to improve the quality of the large-scale assessments for ELLs; classroom-based assessment.

Identify the elements in SIOP for assessment!

Discussions in D2L: Please follow directions for the assignments each week!

ESOL Notebook presentation on materials learned in class over the last seven weeks by appointment last week of class!

Assignments

A. Unit Lesson Plan, Analysis, and Oral Presentation (FEAP/PEC: 2, 5, 7, 8, 9, 10; PEC 14; ESOL: 4, 7, 8, 9, 10, 11, 12, 13, 16, 24; RC: 1F1, 4.6, 4.7, 5.5;

Part A: Unit Lesson Plan

In groups of no more than 3, students will develop thematic units appropriate for ESOL children. Each student will select two (2)-(if two student then 3 each) of the following content areas (math, science, social studies, art, music, or physical education – **NOT** language arts) and develop lesson plans that are part of a unit especially designed for ESOL students. The lesson plans should include the use of instructional technology to deliver the lesson. Each student is to make copies of her/his lesson plans for the instructor and the other students in the class. If these copies are not made, the grade for the lesson plan will be lowered one letter grade. The lesson plan should be typed.

Part B: Lesson Plan Analysis

In a written analysis, which is separate from the lesson plan and which is given only to the instructor, each student is to:

1. Briefly describe the unit of which these lesson plans are a part.
2. Briefly address how the lesson plans meet the criteria listed below and how the fulfillment of each criterion facilitates the learning of ESOL students in the classroom for which the lesson is designed.
 - A. employs sheltered instruction
 - B. builds on students' prior knowledge and experiences
 - C. offers students choices
 - D. employs communicative activities that involve authentic negotiation of meaning
 - E. offers students opportunities to self-monitor their comprehension
 - F. Integrates reading, writing and oral communication skills

This analysis is to be typed double-spaced using 12 point font. It should be approximately two (2) pages in length.

Part C: Oral Presentation of Lesson Plan

Each student will give an oral description on the lesson plans developed in Part A. This description should be 5-8 minutes in length. [Sign Up Sheet]

Assignment in Live Text due April 8, 2011

B. Annotated Bibliography: (FEAP/PEC: 5, 1; ESOL: 7, 15; RC: 4.9, 5.2;

Students will select an area relevant to one to the topics discussed in class related to teaching ESOL students. Upon topic approval by the instructor, the students will find a minimum of five (5) articles on this topic and prepare an annotated bibliography. The articles must be recently published (within the past five years) found in professional journals. Students should use the APA format to prepare the paper.

Assignment in Live Text Due March 31, 2011

***C. Integrated Lesson Plan with ESOL Accommodations/Modifications and Related Field Experience: Knowledge of Subject Matter Level R (FEAP/PEC: 2, 5, 7, 8, 9, 10; PEC 14; ESOL: 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 21, 22; RC: 1F1, 4.6, 4.9, 5.2, 5.10, 5.13, 6.1, 6.10, 6.11)**

Field work will be done with ELL students in an urban or rural school.

1. Use the internet to find, evaluate and select four content-based lesson plans that were created for English native speakers. Choose content lessons from math, science, social studies, or language arts.

2. Modify the lessons to meet the needs of ELL students at the different proficiency stages of language acquisition. Each lesson should be designed for a different stage. Identify the Stage of Language Acquisition that the lesson is designed for.

- **Select** appropriate materials that will address cultural and linguistic differences.
- **Identify** the ESOL or bilingual model/approaches you would use you would use to promote language and literacy growth.
- **Distinguish** between social (BICS: (Basic Interpersonal Comprehension Skills) and academic language acquisition (CALP: Cognitive/Academic Language Proficiency) to design appropriate vocabulary instruction.
- **Integrate grammar**, mechanics or phonics into your content lessons. **Do not do a lesson dedicated to grammar, mechanics, or phonics solely.**
- **The lesson plans must incorporate** the Next Generation Sunshine State Standards and Grade Level Expectations for the subject area selected.
- **Use bold font** to identify a **minimum of five modifications** in your procedures section of the complete rewrite of the original lesson plan. In addition, modify and/or add objectives and assessment to accommodate ELL students. Explain the modifications you

made and the reasons for them. **You must include the original lesson plans that you are modifying.**

- **The lesson to be taught in the K-12 classroom will be accompanied by pre-assessment to determine a baseline and student needs and a post-assessment to determine the impact made to students' achievement.** Both the pre-assessment and post-assessment will incorporate authentic assessment instruments or methods, which are suited to the needs of the students. **Pre-assessment and post-assessment artifacts for two students will accompany the K-12 lesson.**

Assignment in LiveText due April 28 2011

D. Internet Resources (FEAP/PEC: 5, 12; ESOL: 7, 15; RC: 4.9, 5.2;

Locate and print a sample web page of five web sites that have resources appropriate for ELL students that can be integrated within your curriculum. **One** of the websites needs to deal with any ESOL/Bilingual professional organization at local, state, national or international level.

Write a review of each web site using this rubric to evaluate classroom web pages

<http://www.uwstout.edu/soe/profdev/webpagerubric.html>

Assignment in LiveText Due April 15, 2011

E. Assessing ELL students (FEAP/PEC: 1, PEC 14; ESOL 13, 14, 15, 17, 19, 21; RC: 3.11, 3.12, 5.12, 5.13)

1. Download and read: Assessment: How Can We Be Fair and Demanding?

<http://escort.org/files/active/0/Chapter6.pdf>

This reading has many excellent assessment instruments that can be used with ESOL students and provides excellent suggestions on how to use them and other assessment instruments. Write a 300 word synopsis on what the chapter has to offer.

2. Language Assessment: What It Measures and How

<http://coe.sdsu.edu/people/jmora/LangAssessmtMMdl/Default.htm>

moramodules.com

This is a small part of a fantastic website developed by Dr. Jill Kerper Mora of San Diego State University. You should explore the entire website. But this particular section provides information about all kinds of language assessments. Write a 250-300 word synopsis of the website.

3. Students may work together in small groups to discuss each of the above resources. Make a chart of the kinds of assessments discussed in the publications and with a brief description of at

least ten assessments suitable for K-12 ELLs. If possible, provide a sample of one assessment..

4. Students may work together in small groups or individually; students will identify and list cultural and linguistic biased test items on different assessment instruments provided by the instructor. Evaluate techniques to assess and diagnose ELLs reading. Provide examples created in a matrix for comparison and contrast of the instruments you find.

Assignment in LiveText Due April 30, 2011

F. Field Experiences (FEAP/PEC 2, 5, 7, 8, 9, 10, 11, 12; PEC: 14; ESOL: 2, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24; RC: 4.4, 4.6, 4.7, 4.9, 5.2, 5.10 This Assignment is related to Assignment C (delivery of mini-lesson in Field Experience classroom.

1. Observe a class in which there are some ESOL students. **Identify** the students. **Observe** them in the same class for several days. **Write a report** noting any accommodations that were used by the teacher for those students, if and how the teacher differentiated instruction, how the students responded to instruction, if and how they participated in class activities.

2. Utilizing the lesson plans you developed in C. above as a guide, teach a mini-lesson to a small group of ELL students. **Assess their learning. Write a reflection** on the experience. Note what worked well, what didn't, how you would use assessment results to monitor students' progress, and what you learned from the experience. Attach a copy of the lesson plan, and the students' response to the assessment.

3. The lesson to be taught in the K-12 classroom will be accompanied by pre-assessment to determine a baseline and student needs and a **post-assessment** to determine the impact made to students' achievement. Both the pre-assessment and post-assessment will incorporate authentic assessment instruments or methods, which are suited to the needs of the students. **Pre-assessment and post-assessment artifacts for two students will accompany the K-12 lesson in the written report.**

Assignment in LiveText Due May 4, 2011

Withdrawal Process: Although it is not necessary to have approval from the instructor to withdraw from the course, you should discuss the situation with the instructor. Many times the issue can be resolved with communication. You should also check with the Financial Aid office to determine how this withdrawal might affect your funding. If the decision has been made to withdraw, you should

1. Go to FalconNet and login
2. Go to the Registration and Records Menu
3. Go to Class Registration and continue to the next page
4. Select the term you are registered for
5. Select the class you want to withdraw from and select the Drop button