

# **Moravian College**

## **EDUC 100.2**

### ***Introduction to Education of English Language Learners***

**Spring 2014**

Tuesday/ Thursday

7:30-8:40 AM

Instructor: Mrs. Susan C. Sillivan Contact: sillivans@moravian.edu / 484-838-9995

EDUC 100.2 introduces students to children with cultural and linguistic backgrounds and their families. This course is an introduction to teaching a variety of children who are English language learners and offers a comprehensive overview of learning theories and teaching strategies. Students will learn historical foundations and current research in the field and apply that information to basic principles, issues, and strategies for teaching children who are English language learners. Attention will be given to such controversial topics as the influence of culture on schooling, the cultural practices of schooling, and the sociopolitical context of education. Student will learn clear models of strategic teaching leading to student success.

#### **Course Objectives**

Upon completion of this course, the student will:

1. Understand the key theories relating to ELL students and the relationship between family and community in the academic performance of their children (I B 1-6; II A 1; II D 1).
2. Identify the basic principles of ELL methodology; describe their implementation in a variety of ELL classroom contexts, including structured English immersion classrooms, bearing in mind content performance standards and PDE's English Language Proficiency Standards (ELPS) (I B 4-6; II A 1-3).
3. Indicate and employ the principles and processes of various methods and strategies in lesson planning and learning activities for development of the four language modes (reading, writing, speaking, listening) (I A 1-3; I B 2,4,6; II A 1-3).
4. Use research-based educational theories, principles, and instructional practices for comprehensive instruction of ELL students (II A 1-3).
5. Describe and evaluate designated assessment instruments and rating scales for ascertaining language proficiency in terms of appropriateness for use with ELL students and identifying language and literacy skills of L2 learners in order to

- plan effective instruction (II B 1-3).
6. Provide comprehensible grade-appropriate or advanced curriculum content to ELL students, by employing systematic instructional strategies, including contextualization of key concepts (II A 1-4; II D 2).
  7. Demonstrate lessons employing effective, research-based ELL strategies to provide specific academic content based on grade-level content and performance standards, incorporating questioning strategies using familiar English grammar and sentence structure (I A 1-3; II A 1-3; II D 2).
  8. Appreciate and value culturally and linguistically diverse students and their families, working with them in an accepting, respectful, and supportive manner, regardless of personal beliefs or biases (I B 1-6).
  9. Focus on every child and family, and their appropriate needs (II D 1-6).

Adapted from Desjardin, EDUC 100.2, 2012

### **Required Texts**

Curtin, E. M. (2009). *Practical Strategies for Teaching English Language Learners, Pathways to Teaching Series*. Upper Saddle River, NJ: Pearson

Herrell, A.L., & Jordan, M. (2008). *50 Strategies for Teaching English Language Learners*. Upper River Saddle, NJ: Pearson

Supplementary materials will be used throughout the semester. These may include articles, videos, and/or podcasts.

### **Learning Accommodations**

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

### **Academic Honesty**

The Moravian College Student Handbook outlines academic honesty policy. Failure to follow this policy may result in a failing grade for this course. Consult the APA style manual for citation requirements to avoid problems.

### **Attendance**

Students are required to attend every class. If a personal emergency such as illness occurs, please notify me immediately (cell phone). **Students are responsible for**

**all missed work.** Missing more than one class will affect your final grade unless **you provide a valid reason with documentation.** (Missing 2 classes= one full grade lower; 3 classes= two full grades lower; 4 classes= three full grades lower.) In addition, arriving late or leaving early is not acceptable; these will be noted and may also impact your grade. (Two lates= 1 absence)

### **Reference Formatting**

All references and formatting must follow the *Publication Manual of the American Psychological Association*. Use the current edition. Citation information is also available on line at <http://owl.english.purdue.edu/owl/resource/560/01/>.

### **Additional Information**

*Class Format:* We will follow a general structure of warm-up activity, review of previous class material/ readings, demonstration/modeling, video/ PowerPoint, individual or small group activity, and wrap-up activity. (Not all elements may be covered in each session.)

*Work Load Expectation:* You should expect to work an additional 4-6 hours outside of class for each week.

*Food:* Please do not eat during class. You may bring a beverage with a secure lid.

*Cell Phones:* **Cell phones must be off and put away.** (If it rings- you supply a snack for the class!) If you have an emergency situation, please make arrangements with me before class.

### *General Information*

You will a series of guiding questions for each chapter. These will be used for reference in class and will be placed in your notebook/portfolio.

When viewing a video, you will either be reflecting upon it based on guiding questions, making notes, completing a graphic organizer, participating in a discussion board, or reacting in written format. These will also be placed in your notebook/portfolio.

Clearly identify your work (name, date).

All written work will be typed (12 pt. font) and maintained in a notebook/portfolio.

**Spelling and grammar are part of all work. Remember to use spellcheck!**

### *Late Work*

If you are unable to submit work in a timely fashion, you are required to hand in a written explanation on the due date. If the work is submitted within that week, it will be evaluated and lowered by a half grade. If submitted within two weeks (with

written explanation), your grade will be lowered by one full grade. If absent for a quiz or presentation, it is the student's responsibility to arrange a make up time.

### Evaluations/ Grading Rubrics

Multiple methods of evaluation are used to assess learning, in order to meet the needs of diverse learners. Specific rubrics follow. The instructor reserves the right to consider qualitative factors when assessing all work.

#### Participation/ Attendance 30 pts.

**1 pt.**

- Attended full class.
- Voluntary participation in all class discussion, groups, etc.
- Prepared for class (read material, questions, etc.)

**½ pt.**

- late arrival/early departure (1x)
- Participation limited- may respond only when called on; disengaged
- Preparation not evident- information inconsistent or not obvious

**0 pts. Missed class**

#### Reflective Portfolio 30 pts.

Reflect on the course objective. How can you demonstrate that you achieved each?

Write a brief explanation of the objective's importance, supporting your achievement with class work products as evidence.

Criteria	15 points	11 points	9 point
Required elements: Reflection and evidence of objective achievement	Reflection indicates thoughtful consideration and synthesis of course work. All evidence is completed in a satisfactory manner according to specifications (typed, etc.) Correct grammar and spelling.	Reflection provided. Evidence is present for most objectives. Some items (2) may be missing or incomplete. Grammar and spelling generally correct.	Reflection missing or weak. Evidence either missing or not adequately completed. Multiple errors in grammar and/or spelling.
Organization	Items clearly labeled and dated; organized in logical manner.	Items are not clearly identified or dated; organization adequate.	No organization evident.

### Text Review Session (10 pts.)

You will be conducting a review of a chapter from our Curtin text. This will be a partner activity, You may use the guiding questions as part of your review, but must also develop questions, a prompt, or an activity designed to encourage deeper understanding of major concepts within the text. Your review should include a minimum of 2 self-generated questions (per partner) and should last no more than 10-15 minutes.

Criteria	5 pts.	3.5 pts.	2 pts.
Content	Clear focus on major concept(s); uses materials generated by students and instructor.	Focus on major concept(s); uses some student- and instructor-generated materials .	Focus not clear or unrelated to major concept(s); uses only instructor-generated materials.
Presentation	Demonstrates forethought/practice; utilizes allotted time well; professionally conducted	Demonstrates some practice; utilizes time allotted; tone, pacing, etc. adequate	Hesitant, choppy; time allotted not utilized; tone, pacing, etc. need work

### Celebration of Cultures Project 30 pts.

In order to better understand the cultures of others, we must first understand our own. Reflect on your personal culture, considering a variety of factors. Devise a shoebox, bag, or poster autobiography that relates your cultural story. Include artifacts, objects, and visuals to share with the class. Note the cultural aspect represented and your reason for inclusion.

	15 pts.	11 pts.	7 pts.
CONTENT Examples of aspects of culture, both shared culture and personal culture: objects or visuals	Multiple examples provided (min. 6) of cultural indicators Examples are appropriate and clearly identified with culture	Some examples provided (4-5) of cultural indicators Examples are adequately associated with culture	Fewer than 3 examples offered of cultural indicators Examples may not be appropriate or connection to culture may be tenuous
PRESENTATION Display appearance	Display is neat, showing student effort and consideration. All items clearly labeled with explanation.	Display is neat. Most objects are labeled	Display exhibits no planning or consideration. Labels missing, messy, or illegible.

### Quizzes (3@ 10 pts.)

We will conduct a student-led review of material to be assessed before each quiz. The final quiz will be take-home.

### Strategy Presentations (2@ 20 pts.)

These will be partner/small group assignments. Choose two strategies from the indicated sections of Herrell and Jordan. Explain how/why you can embed the strategy in a lesson or activity; demonstrate the strategy for the class. Bring all materials needed to offer a complete explanation.

Criteria	10 points	7 points	5 point
Demonstration- Application of theory	Clear explanation of how and why strategy is used; application is logical and easy to comprehend; all materials present Highly Interactive- engages the class	Basic explanation of how/why strategy is used; application is adequate and understandable; all materials present Interactive- some class engagement	Inadequate explanation of how/ why strategy is used; may be disorganized or lacking in complete materials Limited or no class engagement
Presentation- Articulation, pace, eye contact, volume and tone	Clear articulation, with good volume and pacing; body language proper throughout; tone conveys enthusiasm; time frame followed	Clear articulation, with Adequate volume and pacing; posture and eye contact appropriate; tone inconsistent; time frame generally followed	Articulation, volume, and pacing may be unclear or inconsistent; little or no eye contact; poor posture; tone inappropriate; time frame not used

### Development and Presentation of Lesson Plan 50 pts.

You will develop and present a lesson based on current research and theories of SLA, focusing on strategies and accommodations for ELLs. Subject matter should reflect your chosen discipline or area of concentration. Lesson plan format will be provided in class; various components will be worked on over a series of weeks. Describe the lesson thoroughly, with an embedded strategy or adaptation for students who are ELLs. In addition to your written lesson plan, you will present an abbreviated form of your lesson to the class. (See rubric following.)

### Final Culture Project and Presentation 50 pts.

We have examined our own cultures, in order to understand the cultures of other. As your final culture project, you will select one cultural group (from the approved list) in which you are interested. Your goal is to help our learning community better understand and appreciate the attributes of that culture.

Prepare a 3-4-page paper, with accompanying class presentation, **highlighting important factors for teachers to consider when teaching students from this background.** Include:

- Overview of demographics (present and past)
- Language factors (phonology, syntax, etc.)
- Cultural practices different from dominant U.S. culture
- Specific holidays, traditions, rituals celebrated
- Typical food
- Literature – story, poem, etc.
- Any additional information you feel pertinent and essential

The presentation portion of this assessment will be a partner or small group activity approximately 10 minutes long; however, each member of the group will write his/her own paper. Be creative! You may offer any activity that clearly demonstrates the culture- music, food, dress, etc. Include a 1-page overview or Power Point handout for the class to use as a reference. (See rubric following.)

### **Case Study 30 pts.**

You will be assigned an ELL student profile at the beginning of the semester. You will be considering this student’s needs in a variety of situations, as well as reconciling these with your own concerns, choices, etc. as an instructor. Your goal is to “build” the best educational experience possible for the students, while meeting the demands placed on you as an educator. This will be contained in a brief (2-3 pages) plan of your design.

<b>Criteria</b>	<b>15 pts.</b>	<b>11 pts.</b>	<b>9 pts.</b>
Required elements (graphic organizers, reflections, visual)	All work is completed, indicating thoughtful and professional consideration of student needs. Final plan demonstrates thorough understanding of ELL educational needs	All work is present and adequately completed. Final plan shows basic understanding of ELL needs.	Work is incomplete, missing, or fails to demonstrate careful consideration. Final plan missing, incomplete, or fails to demonstrate understanding of ELL needs.
Organization	Items clearly labeled and dated; organized in logical manner. Proper grammar and spelling throughout	Items are not clearly identified or dated; organization adequate. Grammar and spelling generally correct.	No organization evident. Multiple errors in spelling or grammar.

## Development and Presentation of LESSON PLAN RUBRIC 50 pts.

Criteria	10 pts.	7 pts.	5 pts.
<b>Rationale</b> Application of theory in classroom practice; use of strategy/adaptation	Rationale is clearly and concisely explained-connection clarified through example from current research; includes precise connection to teaching ELL students	Understanding of rationale evident; includes connection to teaching ELL students	Vague rationale with no apparent connection from research to classroom use.
<b>Demonstration</b> Explanation of strategy implementation; use of supports; elements of lesson design	Demonstration extremely clear in explanation of how/when/why to embed strategy; describes technology used to support strategy; all lesson elements completely and clearly developed; comprehension of lesson design clearly evident.	Demonstration is basic; all lesson elements present and developed.	Demonstration of lesson is not well organized or explained; some lesson elements present.
<b>Materials:</b> <b>Differentiation</b>	Materials clearly chosen for ELLs, including visuals and manipulatives; use and rationale described thoroughly.	Materials adequate for ELLs; some description and rationale included.	Materials not clearly appropriate for ELLs; no description or rationale offered.
<b>Presentation</b> Articulation Enthusiasm Professional delivery	Clear articulation, with good volume and pacing; body language proper throughout; tone conveys enthusiasm; professionally delivered- appropriate attire. Utilizes allotted time well.	Clear articulation, with adequate volume and pacing; posture and eye contact appropriate; tone inconsistent; appropriate attire. Generally follows time allotted framework.	Articulation, volume, and pacing may be unclear or inconsistent; little or no eye contact; poor posture; tone inappropriate. Time framework not used.
<b>Written Plan</b> Lesson overview Explanation of strategy implementation; use of supports; elements of lesson design	Rationale is clearly and concisely explained-how/when/why to embed strategy; connection clarified through example from current research; includes precise connection to teaching ELL students; all lesson elements completely and clearly developed.	Basic comprehension of rationale evident, including connection of research to classroom use; all lesson elements developed with understanding of each.	Vague rationale with no apparent connection from research to classroom; lesson is not well organized or explained; some lesson elements present.



## FINAL CULTURE PROJECT AND PRESENTATION 50 pts.

<b>Criteria</b>	<b>10 pts.</b>	<b>7 pts.</b>	<b>5 pts.</b>
<b>Demographic Information:</b> current information (immigration, location, etc.) Valid website *	All information clearly stated. Incorporates current information on immigration status of this population. Includes historical and present-day information.	Information shows basic understanding of current immigration status.	Limited or out-of-date information; understanding of current immigration status not evident.
<b>Language Factors:</b> Components of language with examples	Clear understanding of language issues, concerns, factors. Provides clear examples of each.	Basic understanding of language issues, concerns, factors, supported with a few examples of each.	Limited understanding of language issues; limited or no examples.
<b>Cultural Components:</b> traditions, values, food, holidays, religion, social practices	Clear understanding of cultural components with multiple examples.	Basic understanding of cultural components with a few examples.	Limited understanding of cultural components and issues; limited or no examples.
<b>Presentation:</b> Articulation Enthusiasm Professional delivery	Clear articulation, with good volume and pacing; body language proper throughout; tone conveys enthusiasm; professionally delivered- appropriate attire.	Clear articulation, with adequate volume and pacing; posture and eye contact appropriate; tone inconsistent; appropriate attire.	Articulation, volume, and pacing may be unclear or inconsistent; little or no eye contact; poor posture; tone inappropriate
<b>Written paper:</b> Current information Required components	Demonstrates thorough understanding of chosen cultural population of students and their families. Information well developed and clearly stated, explaining all required components. Well organized and professionally written; grammar and spelling correct. 3 or more academic sources noted.	Demonstrates basic understanding of chosen cultural population of students and families. Information sufficient; one required component missing. Organization basic; some errors in spelling, punctuation, etc. 2-3 academic sources noted.	Demonstrates little or no understanding of chosen cultural population. Information lacking- only one component addressed. Organization poor, with weak sentence and paragraph structure. Multiple errors in spelling, etc. 1 source noted; source may not be academic.

## EDUC 100.2 Grading

REQUIRED ASSIGNMENTS	POINTS
Participation/ Attendance	30
Reflective Portfolio (In-class work products, questions, graphic organizers, etc.)	30
Text review session	10
Celebration of Cultures Project	30
Final Culture Project and Presentation	50
Quizzes (3) <i>3 @ 10 pts. each</i>	30
Teaching Strategy Presentations (2) <i>2@20pts. each</i>	40
Development and Presentation of Lesson Plan	50
Case Study <i>(ELL Student Profile)</i>	30
<b>TOTAL</b>	<b>300</b>

*A = 280+ pts.      B+ = 261-269 pts.      C+ = 231-239 pts.*  
*A- = 270-279 pts.      B = 252-260 pts.      C = 220- 230 pts.*  
*B- = 240-251 pts.      C- = 210-219*

## **Grading Scale**

### **A**

94-100%

A- = 90-93%

Student demonstrates superior knowledge of information and concepts; critical thinking used in creative ways to analyze, apply, and evaluate information; work exceeds requirements.

### **B**

B+ = 87-89%

B = 84-86%

B- = 80-83%

Student exhibits more than adequate knowledge and comprehension of information and concepts; application of course material is evident; additional connections and topics, etc. developed through work

C+ = 77-79%

C = 74-76%

C- = 70-73%

Student shows basic knowledge of terminology, information and concepts. Work requirements are adequately met, but not expanded.

Please refer to the College handbook for additional grading scale information.

## **SEMESTER CALENDAR**

### **WEEK 1**

**Introduction** *Topics: Introduction to course; Background; Connecting to ELL experience*

#### **Session 1: 1/14/14**

1. Introduction to EDUC 100.2
  - a. Why EDUC 100.2?
  - a. Syllabus
  - b. Texts
2. Activity: What do I know? Partner/whole group
3. Fast Facts About ELLs ppt
4. Assignment for next class: Read "The Diversity of English Language Learners" & "Common Questions" (Colorin Colorado- For educators/ Background Information); "The Demographic Imperative" (link on Blackboard)

#### **Session 2: 1/16/14**

1. Activity: The LL Experience (graphic organizer)
2. Discuss readings- major concepts
3. Classroom in School XYZ: Begin case study
4. Video: "I Don't Know Where to Start" (from *Starting Points: Teaching English-Language Learners*) [graphic organizer]
5. Assignment for next class: Read Curtin, Chapter 1; answer questions.

### **WEEK 2**

**Introduction** *Topics: Historical Foundations; Identification of and Models for ELLs*

#### **Session 3: 1/21/14**

1. Discuss readings- questions
2. Comparing Past and Present ELLs: How have they changed? How have they stayed the same? (Venn diagram)
3. What challenges face classroom teachers of ELLs today?
4. Continue video as needed
5. Assignment for next class: Watch "Every Teacher- A Teacher of English Language Learners" (<http://www.youtube.com/watch?v=Q0QfRf-19Vw>); prepare short outline of ELL program for your group.

#### **Session 4: 1/23/14**

1. How are ELLs identified? How are ELLs placed?  
-requirements

- WIDA
- Levels
- 2. What types of programs are available to ELLS? (group)
- 3. Work on case study: additional information; develop general questions/issues to be considered
- 4. Assignment for next class: Read Curtin, Ch. 3; answer questions.

### **WEEK 3**

***Culture and Family*** Topic: *Definition of terms; Culture's Role at Home and at School; Silent Period*

#### **Session 5: 1/28/14**

1. What is culture?
2. Discuss reading and questions.
3. Video: "ELLs: Culture, Equity, and Language"(reflection)
4. Case study: what cultural issues are expected/noted?
5. How is culture reflected in the classroom?
6. Assignment for next class: Read "Overcoming Triple Segregation". Work on culture presentation for 2/4. Choose country for paper/presentation.

#### **Session 6: 1/30/14**

1. Activity: Share article with partner
2. Meeting students ' cultural needs: culture- language connection
3. What is the Silent Period?
4. Case study: confer with classmates
5. Assignment for next class: Complete culture project for 2/4.

### **WEEK 4**

***Culture and Family*** Topics: *Presentations; Classroom culture; Role of family in the Classroom*

#### **Session 7: 2/4/14**

1. A Celebration of Cultures- Culture Project presentations (display)
2. Assignment for next class: Read "Learning about Your Students' Backgrounds" (Colorin Colorado: For Educators, Reaching Out to ELL Students and Families). Watch video. (graphic organizer) Work on culture paper/presentation.

#### **Session 8: 2/6/14**

1. How is culture reflected in classrooms?
  - Apply to your case study student
3. What role do family and community play in the education of ELLs?

4. Video: "ESL Parent Involvement"
5. Assignment for next class: Read Curtin, Ch. 10; answer questions. Continue working on culture paper/presentation. Develop 3 review questions (Curtin, video content, etc.)

## **WEEK 5**

***Culture and Family*** Topics: *Family and Community Ties; Involving families; Quiz 1*

### **Session 9: 2/11/14**

1. Review for quiz.
2. Discuss reading and questions.
3. Communicating with parents- examples, resources
4. How can we involve parents in our schools?  
- Small group brainstorm w/ visual
5. Assignment for next class: Watch "Parents as Partners" (link posted on Blackboard) (graphic organizer/notes) Work on culture paper/presentation for 2/25-2/27. Read Herrell & Jordan, Section II.

### **Session 10: 2/13/14**

1. QUIZ 1
2. Video: "Building Trust with Families"
3. Case study: Add information on communicating with parents
4. Assignment for next class: Read Herrell & Jordan, Section III; select strategy from sections I & II to present with partner/group 3/11-3/20. Work on culture paper/presentation for 2/25-2/27.

## **WEEK 6**

***Instruction*** Topic: *Theories of Second Language Acquisition*

### **Session 11: 2/18/14**

1. Make connections: reflect on your personal language study/acquisition (chart)
2. Theories of SLA: ppt
6. Video "Bringing Language Alive" (from *Starting Points: Teaching English-Language Learners*)
3. Assignment for next class: Work on culture paper/presentation for 2/25-2/27.

### **Session 12: 2/20/14**

1. Complete video as needed.
2. Review SLA- focus on stages and CAN-DO (WIDA)  
-How can this help guide planning?

3. Culture presentations (volunteers)
4. Assignment for next class: Finish paper/presentation for 2/25-2/27.

## **WEEK 7**

***Culture (completion)*** Topic: Culture Presentations

***Instruction*** Topic: Planning Instruction

### **Session 13: 2/25/14**

1. Culture presentations
2. Assignment for next class: Read Herrell & Jordan, pp. 1-6.

### **Session 14: 2/27/14**

1. Culture presentations conclude
2. How do we plan effective lessons? PDE SAS format
3. Demonstration of lesson planning  
-begin lesson plan
4. Assignment for next class: Work on strategy presentation. Read Curtin, Ch. 4; answer questions. Lesson planning: complete sections II, III, and I.

## **WEEK 8: SPRING RECESS March 1-10**

## **WEEK 9**

***Instruction*** Topics: Lesson planning format; strategy presentations #1

### **Session 15: 3/11/14**

1. Discuss reading and questions
2. Strategy presentation #1
3. Review lesson planning: examine SAS format.
4. Sheltered Instruction: What is it? How do we implement it?
5. Assignment for next class: Read Curtin, Ch. 5; answer questions. Work on lesson plan. Complete sections IV, V, and VI.

### **Session 16: 3/13/14**

1. Strategy presentation #1
2. Discuss reading and questions.
3. Check lesson plans (peer/instructor review)
4. Standards for ELLs: Common Core, PA Academic Standards, and ELPs
5. Assignment for next class: Read Curtin, Ch. 6; answer questions.

## **WEEK 10**

***Instruction*** Topics: Strategy presentations #1; QUIZ; vocabulary development

### **Session 17: 3/18/14**

1. Review for quiz
2. Strategy presentation #1.
3. Discuss reading and questions.
4. Case study: Appropriate accommodations for ELLs in content area instruction
5. Assignment for next class: Work on lesson plan; complete sections VII and VIII. QUIZ

### **Session 18: 3/20/14**

1. Quiz 2
2. Strategy Presentation #1 (if needed)
3. Focus on vocabulary: strategies and activities for making content area vocabulary comprehensible
4. What does differentiation mean? How can we use it to support our ELLs?
5. Assignment for next class: Read Curtin, Ch. 7; answer questions. Read Herrell & Jordan, Section IV.

### **WEEK 11**

*Instruction Topics: Content Area Instruction*

### **Session 19: 3/25/14**

1. Discuss reading and questions.
2. Jigsaw activity: readings on vocabulary development
3. What linguistic difficulties do ELLs face in math classes? Analyze sample (chart)
4. What methods, strategies, and activities are most effective for ELLs?
5. Video: "Math Challenges for ELLs" (tentative)
6. Assignment for next class: Read Herrell & Jordan, Section V; select strategy from IV and V to present 4/1-4/10. Read "Ten Ways to Support ELLs in Math" (Scholastic)[link on Blackboard]

### **Session 20: 3/27/14**

1. Analyze science and social studies challenges for ELLs (chart)
2. Confer with your classmates: Apply math/science challenges to your case study student. What can you do to make your instruction effective and engaging for your ELL students?
3. Assignment for next class: Read "Math Instruction for English Language Learners" and "Using Science to Develop ELLs Language Skills" (Colorin Colorado).

### **WEEK 12**



**Instruction** Topics: Strategy presentations #2; Types of assessments; mandated assessments

**Session 21: 4/1/14**

1. Strategy Presentation #2
2. Sheltered Instruction Observation Protocol
  - lesson planning
  - advantages
  - sample lessons
3. Assignment for next class: Read Curtin, Ch. 8; answer questions. Continue working on lesson plans. Complete section IX. (Instructional Procedures)

**Session 22: 4/3/14**

1. Strategy presentation #2.
2. Discuss reading and questions.
3. Why do we assess students? – Formal vs. informal, performance-based; with content areas (review)
4. Mandated assessment of ELLS: NCLB and other standardized assessments
5. How do assessments inform us?
6. Peer review of lesson plans
7. Review WIDA as time permits.
8. Assignment for next class: Complete section XI (Assessment) of lesson plan and complete revisions.

**WEEK 13**

**Instruction** Topics: Adapting and designing effective assessments for ELLs; Lesson plan presentations

**Motivation/ Management** May begin as time permits. Topics: Intrinsic and Extrinsic motivation; motivation and behavior

**Session 23: 4/8/14**

1. Strategy presentation #2
2. Complete assessment topics
3. Activity: Adapting assessments to meet ELL needs
4. Assignment for next class: Read Curtin, Ch. 9; answer questions. Finalize lesson plan and presentation.

**Session 24: 4/10/14**

1. Lesson Plans due; presentations
2. The learning- motivation connection: what makes a student *want* to learn?
3. Jigsaw activity: “How Motivation Affects Learning and Behavior”

4. Assignment for next class: Review your case study student. Describe 3 ways in which you would motivate and engage him/her.

#### **WEEK 14**

***Motivation/Management Strand*** Topics: *Intrinsic and Extrinsic Motivation; Motivation and Behavior; Effective Classroom Management*

#### **Session 25: 4/15/14**

1. Lesson Plan Presentations
2. Continue motivation strand (see 4/10)
3. What is effective classroom management? models
4. Assignment for next class: Quiz 3 (on Blackboard)

#### **Session 26: 4/17/14**

1. Lesson Plan presentations
2. Quiz 3 due
3. Assignment for next class: work on portfolio for next class. Read Herrell & Jordan, Section VI.

#### **WEEK 15**

Topics: *Final Presentations; Technology and Resources for Teachers; Course Review*

#### **Session 27: 4/22/14**

1. Complete lesson plan presentations
2. What role does technology play in ELL instruction?
3. What resources are available to support classroom teachers of ELLs?
4. Portfolios due.
5. Assignment for next class: Complete case study.

#### **Session 28: 4/24/14**

1. Course review
2. Complete lesson plan presentations if needed
3. Case studies due
4. Course evaluation

Please note: Specific article, activities, and videos may vary, depending upon availability, weather conditions, class pace, and student needs/interests. The instructor reserves the right to modify the syllabus when necessary to complete the course requirements.