

Moravian College

EDUC 100.2

Introduction to Education of English Language Learners

Spring 2015

Tuesday/ Thursday

8:55-10:05

Instructor: Mrs. Susan C. Sullivan, M.A., M.Ed.

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 Ms. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic & Disability Support office.

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 (text 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.** (Health Center or doctor note) (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 The Owl at Purdue (<https://owl.english.purdue.edu>).

Additional Information

Class Format: We will use a variety of instructional approaches- warm-ups, discussions/reviews of previous class material/ readings, demonstrations/modeling, videos/ PowerPoints, individual or small group activities, and wrap-up activities. (Not all elements may be present 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

Course material and information will be posted on Blackboard. You must enroll in the course on Blackboard in order to gain access; remember to do this as soon as possible. Group emails regarding class assignments, projects, etc. will be used to communicate with the class on a weekly basis. Make sure that you are able to access both Blackboard and Moravian email.

Maintain all work products in a 3-ring binder. (This will be used for your reflective portfolio.) Clearly identify your work (name, date).

All written work will be typed (12 pt. font).

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 within that week.

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 (60 pts.)

2 pts.

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

1 pts.

- 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

Text /Online Guiding Questions (100 pts.)

A series of questions pertaining to each chapter, reading, and/or video clip will be posted on Blackboard. You are responsible for answering these in writing and submitting them electronically the day before class. (Tuesday questions are due by 5 P.M. on Monday; Thursday questions are due by 5 P.M. on Wednesday.)

5 pts.	3.5 pt.	0 pts.
Questions satisfactorily completed. Assignment is submitted on time.	Questions partially completed or not completed satisfactorily. Assignment submitted late.	Assignment not completed or submitted.

Quizzes (3@ 100 pts.)

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

Celebration of Cultures Project 100 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 visual representation -shoebox, bag, video, 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. In addition, consider the linguistic needs of an ELL. Your project should be dominantly visual, with less reliance on language! This project will be peer- and instructor-evaluated.

	50 pts.	37 pts.	30 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 Linguistic component	Display is neat, showing student effort and consideration. All items clearly labeled with explanation. Linguistic consideration clearly evident.	Display is neat. Most objects are labeled. Some linguistic consideration evident- language may be sophisticated, etc.	Display exhibits no planning or consideration. Labels missing, messy, or illegible. No linguistic consideration evident- reliant on language.

Country/Culture Snapshot: Paper and Presentation 100 pts.

As the culminating project for the culture strand, you will select one country/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/ forbidden foods
- Any additional information you feel pertinent and essential

The presentation portion of this assessment will be a partner or small group activity approximately 15 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.**

Criteria	20 pts.	15 pts.	12 pts.
Demographic Information: 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.
Language Factors: Components of language with examples: syntax, alphabetic system, etc.	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.
Cultural Components: traditions, values, food, holidays, religion, social practices, etc.	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.
Presentation: Articulation Enthusiasm Professional delivery	Clear articulation, with good volume and pacing; body language proper throughout; tone conveys enthusiasm; professionally delivered- appropriate attire. Excellent use of time allotment.	Clear articulation, with adequate volume and pacing; posture and eye contact appropriate; tone inconsistent; appropriate attire. Conforms to time allotment.	Articulation, volume, and pacing may be unclear or inconsistent; little or no eye contact; poor posture; tone inappropriate. Time allotment not used effectively- may be too short or too lengthy.
Written paper: 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 + sources	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.

Strategy Analyses (2 @50pts.)

Choose 2 differing strategies from the Herrell & Jordan text. (They must come from different sections of the text.) Explain how each strategy is implemented in the classroom. Critique them in relation to how they could be employed in your discipline, including the benefits and possible weaknesses.

Focus on ELL instruction! (Format to be determined by student and instructor.)

	25 points	19 points	15 points
Strategy implementation	Clear explanation of how and why to implement each strategy; specifies ELL instruction; specific examples included. Also addresses needs of general school population.	Explanation is basic, with some consideration of ELLs; few examples to clarify. General school population may be included.	Explanation is vague, does not fully address implementation; no consideration of ELLs evident. Examples not included.
Critique	Clear articulation of each strategy's strengths and weaknesses for ELL instruction; specific examples included. Also considers general school population.	Critique is basic, with a few examples for clarification.	Critique is weak or incomplete, with no specific consideration of ELLs evident. Examples not included.

ELL Profiles (4 @10 pts.)

You will be analyzing four separate ELL students based on WIDA scores and other information provided to you. Your analysis will consider family and cultural factors, use WIDA scores to identify language strengths and weaknesses, and include specific suggestions for instruction. Your written submission should be 1-2 pages.

	5 pts.	3.5 pts.	2 pts.
Language factors (WIDA) Strengths Weaknesses Cultural factors Family Practices Suggestions-instruction	Comprehensive analysis employs WIDA scores; all factors clearly identified; specific instructions for instruction and inclusion of family/culture	Basic analysis with some use of WIDA scores; most factors identified and considered. General suggestions for instructional plan.	Weak or no analysis of WIDA scores; a few factors considered. Suggestions not specific or inappropriate for instruction.
Written paper	Written professionally, with no errors in grammar, spelling, or mechanics.	Written clearly with a few errors that do not hinder comprehension.	Written poorly, with multiple errors; may be difficult to comprehend.

Development and Presentation of Lesson Plans 150 pts.

You will develop and present two lessons 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. The first lesson will be a partner/group activity, with class time provided to complete some of the components. This will be presented to the class in an abbreviated form; focus will be placed on strategies used to foster student achievement. (See rubric #1.)

The final lesson plan will be an individual assignment, again reflecting your chosen discipline or area of interest. Develop the lesson thoroughly, with an embedded strategy or adaptation for students who are ELLs. In addition to your written lesson plan, you will briefly explain your lesson to the class. Depending upon the size of our class, the time allocation will be 8-10 minutes per student. (See rubric #2.)

Lesson Plan Rubric #1: Partner/Group LESSON PLAN 50 pts.

Criteria	12.5 pts.	9 pts.	7.5 pts.
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 and engaging	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
Materials	Materials clearly chosen with ELLs in mind, includes visuals and/or manipulatives. All materials present.	Materials adequate for ELLs.	Materials not clearly appropriate for ELLs.
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
Written Plan	Demonstrates clear understanding of lesson plan components. Components well developed and clearly articulated.	Basic comprehension of lesson plan components evident. Components are present and developed.	Understanding of lesson plan components limited or not evident. Some components not present or poorly developed.

Lesson Plan Rubric #2: INDIVIDUAL LESSON PLAN 100 pts.

Criteria	20 pts.	15 pts.	12 pts.
Rationale 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.
Lesson Components Sheltered Instruction elements of lesson design language objectives	All components fully and clearly developed; describes technology used to support strategy; comprehension of lesson design and Sheltered Instruction clearly evident.	All lesson elements present and developed. Basic comprehension of lesson design and Sheltered Instruction	Some lesson elements present, but lesson is not fully designed. May show no comprehension of Sheltered Instruction.
Materials: Differentiation	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.
Presentation Articulation Enthusiasm Professional delivery	Clear articulation, with good volume and pacing; body language proper throughout; tone conveys enthusiasm; professionally delivered. Utilizes allotted time well.	Clear articulation, with adequate volume and pacing; posture and eye contact appropriate; tone inconsistent. 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.
Written Plan Component Development Lesson overview Explanation of strategy implementation; use of supports; elements of lesson design	Components submitted according to schedule. 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 elements completely and clearly developed.	Majority of components submitted according to schedule. Basic comprehension of rationale evident, including connection of research to classroom use; all lesson elements developed with understanding of each.	Components submitted late or not at all. Vague rationale with no apparent connection from research to classroom; lesson is not well organized or explained; some lesson elements present.

Reflective Portfolio 50 pts.

How can you demonstrate that you achieved each course objective? Write a brief explanation of the objective's importance, supporting your achievement with class work products as evidence.

Criteria	25 points	18 points	15 points
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.

EDUC 100.2 Grading

REQUIRED ASSIGNMENTS	POINTS
Participation/ Attendance	60
Text Guiding Questions	100
Celebration of Cultures Project	100
Culture Paper and Presentation	100
Quizzes (3) <i>3 @ 10 pts. each</i>	300
Strategy Analyses <i>2 @ 50</i>	100
ELL Profiles <i>4 @10</i>	40
Development / Presentation of Lesson Plans Partner/ Group 50 pts. Individual 100 pts.	150
Reflective Portfolio (In-class work products, questions, graphic organizers, etc.)	50
TOTAL	1000

A = 940-1000. pts. B+ = 870-899 pts. C+ = 770-799 pts. D+ = 670-699 pts. F 599 and below
A- = 900- 939 pts. B = 840-869 pts. C = 740-769 pts. D = 640-669 pts.
B- = 800-839 pts. C- = 700-739 pts. D- = 600-639 pts.

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: 1/20/15

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) Questions on Blackboard.

Session 2: 1/22/15

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

WEEK 2

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

Session 3: 1/27/15

1. Discuss readings- questions
Focus: Past and Present ELLs
2. Continue video as needed
3. Assignment for next class: Watch "Every Teacher- A Teacher of English Language Learners" (<http://www.youtube.com/watch?v=Q0QfRf-l9Vw>) – questions posted on Blackboard; prepare short outline of ELL program for your group.

Session 4: 1/29/15

1. How are ELLs identified? How are ELLs placed?
-requirements
-WIDA
2. What types of programs are available to ELLs? (group)
3. 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: 2/3/15

1. What is culture? ppt
2. Discuss reading and questions.
3. Video: "ELLs: Culture, Equity, and Language"(reflection)
4. How is culture reflected in the classroom?
5. Assignment for next class: Read "Overcoming Triple Segregation". Work on culture presentation for 2/10/15. Choose country for paper/presentation.

Session 6: 2/5/15

1. Activity: Share article with partner
2. Meeting students ' cultural needs: culture- language connection
3. What is the Silent Period?
4. Assignment for next class: Complete culture project for 2/10/15. Work on country research.

WEEK 4

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

Session 7: 2/10/15

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. Questions posted on Blackboard. Work on country/ culture paper/presentation.

Session 8: 2/12/15

1. What role do family and community play in the education of ELLs?
2. How can we involve parents in our schools?
- Small group brainstorm w/ visual
2. Videos: "ESL Parent Involvement"
3. Assignment for next class: Read Curtin, Ch. 10; answer questions. Complete work on country/culture paper/presentation.

WEEK 5

Culture and Family Topics: *Family and Community Ties*

Session 9: 2/17/15

1. Discuss reading and questions.

2. Begin culture presentations.
3. Video(graphic organizer)
4. Assignment for next class: Watch “Parents as Partners” /“Building Trust with Families” (Questions posted on Blackboard) Read Herrell & Jordan, Section II.

Session 10: 2/19/15

1. Complete culture presentations.
2. Assignment for next class: Select strategy from sections II & III to critique. Read Curtin, Ch. 2; answer questions.

WEEK 6

Instruction Topic: *Theories of Second Language Acquisition*

Session 11: 2/24/15

1. Review for quiz.
2. Make connections: reflect on your personal language study/acquisition
3. Theories of SLA: ppt
5. Video” “Bringing Language Alive” (from *Starting Points: Teaching English-Language Learners*)-tentative
4. Assignment for next class: Study for quiz. Work on Strategy Critique #1.

Session 12: 2/26/15

1. Complete video as needed.
2. QUIZ 1
3. Assignment for next class:

WEEK 7

Instruction Topic: *Planning Instruction*

Session 13: 3/3/15

1. Stages of SLA and CAN-DO descriptors (WIDA)
 - How can this help guide planning?
 - apply to students
2. Assignment for next class: Read Herrell & Jordan, pp. 1-6. Videos on Sheltered Instruction. (See Blackboard for links) Strategy Critique #1 due.

Session 14: 3/5/15

1. How do we plan effective lessons? PDE SAS format
2. Demonstration of lesson planning
 - begin partner/ group lesson plan
3. Strategy critique #1 due

4. Assignment for next class: Read Curtin, Ch. 4; answer questions. Student Profile #1 paper.

WEEK 8: Midwinter Recess

WEEK 9

Instruction Topics: Lesson planning format; strategy presentations #1

Session 15: 3/17/15

1. Discuss reading and questions
2. Student Profile #1 due.
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 group lesson plan. Read Herrell & Jordan, Section IV and V.

Session 16: 3/19/15

1. Discuss reading and questions.
2. Check lesson plans (peer/instructor review)
3. Standards for ELLs: Common Core, and ELPs
4. Assignment for next class: Read Curtin, Ch. 6; answer questions. Work on group lesson plan. Strategy Critique #2 due.

WEEK 10

Instruction Topics: Strategy presentations #1; Common Core and ELPs

Session 17: 3/24/15

1. Review for quiz
2. Strategy Critique #2 due.
3. Group lesson planning: Language objectives
4. Discuss reading and questions.
5. Assignment for next class: Work on group lesson plan. Begin individual plan (Sections I, II, III). Study for quiz.

Session 18: 3/26/15

1. Quiz 2
2. Jigsaw activity: readings on vocabulary development
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. Complete individual lesson plan sections IV & V. Student Profile #2

WEEK 11

Instruction Topics: *Vocabulary development; Content Area Instruction*

Session 19: 3/31/15

1. Discuss reading and questions.
2. Student Profile #2 due.
3. What linguistic difficulties do ELLs face in content area classes? Analyze sample (chart)
4. Video: "Math Challenges for ELLs" (tentative)
5. Assignment for next class: Read Herrell & Jordan, Section V; select strategy from IV and V to present in. Read "Ten Ways to Support ELLS in Math" (Scholastic)

Session 20: 4/2/15

1. Group Lesson Plan presentations.
2. Assignment for next class: Read "Math Instruction for English Language Learners". Work on group lesson plan presentation. Complete individual lesson plan sections VI, VII, VIII.

WEEK 12

Instruction Topics; *Types of assessments; mandated assessments; Group lesson plan presentations*

Session 21: 4/7/15

1. Group Lesson Plan presentations
2. Assignment for next class: Read Curtin, Ch. 8; answer questions. Continue working on individual lesson plans. Complete individual lesson plan section IX. Student Profile #3 due.

Session 22: 4/9/15

1. Discuss reading and questions.
2. Student Profile #3 due.
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. Review WIDA as time permits.
7. Assignment for next class: Complete section X (Assessment) of lesson plan and complete revisions.

WEEK 13

Instruction Topics: Adapting and designing effective assessments for ELLs

Session 23: 4/14/15

1. Peer review of lesson plans
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: 4/16/15

1. The learning- motivation connection: what makes a student *want* to learn?
2. Jigsaw activity: "How Motivation Affects Learning and Behavior"
3. Assignment for next class: Review your case study student. Describe 3 ways in which you would motivate and engage him/her. Student Profile #4 due.

WEEK 14

Motivation/Management Strand Topics: Intrinsic and Extrinsic Motivation; Motivation and Behavior; Effective Classroom Management; Lesson plan presentations

Session 25: 4/21/15

1. Lesson Plan Presentations
2. Student Profile #4 due.
3. Continue motivation strand as needed
4. What is effective classroom management? models
5. Assignment for next class: Quiz 3 (on Blackboard)

Session 26: 4/23/15

1. Lesson plan presentations
2. Working session for reflective portfolios
3. Quiz 3 due (electronic submission)
4. Assignment for next class: Complete reflective portfolio

WEEK 15

Topics: Technology and Resources for Teachers; Course Review

Session 26: 4/28/15

1. Reflective portfolios due
2. Review role of technology in ELL instruction
3. Assignment for next class: Read Herrell & Jordan, Section VI.

Session 27: 4/29/15

1. What resources are available to support classroom teachers of ELLs?
2. How do we provide for special ELL populations? ppt
3. Course review & 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.