Professor: Mrs. Elisha Lawrence
Phone: Cell 270-780-9194 (text or call)
E-Mail: eblawrence@campbellsville.edu
Information: 3 credit hours
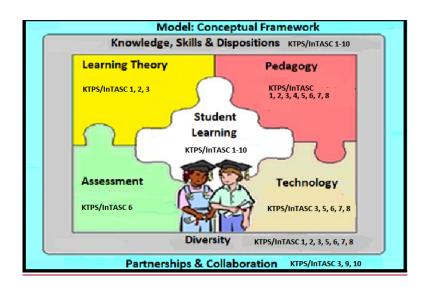**Adobe Connect Classroom:** **Tuesdays, 7:30 – 8:30 pm** (eastern)
Office Hours: Professor can be reached anytime by e-mail or by phone (text or leave a message if no answer). Email or text to schedule a time for a face-to-face, telephone or online conference.

Campus Security: Office (270) 789-5556, Cell (270) 403-3611

"Empowerment for Learning"

Course Description. This course is designed to give students practical hands-on experience in developing materials for teaching reading, writing and grammar to English speakers of other languages. An overview of current approaches, issues, and practices in the teaching of English to speakers of other languages will be given. (Field hours are required.)

Prerequisites: Graduate standing

Textbook. All reading materials and video links for this course can be found in the textbook, Internet site for this course and within the CU Library databases.

> Peregoy, S. F., & Boyle, O.F. (2017). *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners* (7th ed.). Boston, MA: Pearson.
> ISBN: 10:0-13-401454-5; ISBN: 13:978-0-13-401454-8.
> https://www.pearsonhighered.com/educator/product/Reading-Writing-and-Learning-in-ESL-A-Resource-Book-for-Teaching-K12-English-Learners-7E/9780134014548.page

PROFESSIONAL STANDARDS addressed in this course:

Aligned with ➡️ Assessment (point values) ➡️	KTPS/ InTASC	KTPS/InTASC Diversity Proficiency	ILA Standards	SPA Standards (TESOL)	CAEP Advanced Standards for Teaching and Learning
Discussion Boards, including Lesson Reviews (105 pts)	2g, 2o, 6k, 6l, 6m, 7.g, 7q, 8a, 8f, 8h, 9e, 10m	2h	1.1, 2.1-2, 4.1-2, 5.1-3, 6.2	1.b, 2.a-b, 2.d-e, 2.g,, 3.a-c, 4.a, 4.c	1.A.1
Quizzes (40 pts)	2g, h, i, j, k, 3l, m, 4j, k, l, m, n, 7g, h, i, j, k, l, m, 8h,j,s, 10.m	2h 4m	1.1, 2.1-2, 3.3 5.1-4	1.a, 2.a-b, 2.d-e, 2.g, 3.a-c, 4.a, 4.c	1.A.1
Lesson Plans (225)	1A,B,C,E,G, 2A, 3F, 4D,F, G, 5C 6B, D,F,G,H, 7A,B,C,D 8A, 8B,C , E,F,I	1g 2h 2n 4m 6g 7b 9h	1.1, 2.1-3, 3.3, 4.2	1.b, 3.a-c, 4.c	1.A.1
Resource File (50 pts)	2f,g, 4f, 5p, 7m, 8n		2.3	3.c, 4.c	1.A.1
Field Experiences (100 pts)	1e,g,h,I,j,k, 2e,g,h,I,o,7n,o,q, 8h,p,q,r,s	1g 2n 3f 4m 6g	2.2	2.e, 2.g, 3.b, 5.b	1.A.1
Journal (80 pts)	1gh,I,j,k, 2g,h,I,l,n,o, 3n,o,p,q,r, 7g,k,p,q, 8j,k,s, 9e	2h	4.1-2, 6.2	2.a, 2.e,, 3.a, 4.c	1.A.1

Alignment to State and National Standards: Teaching Standards

Kentucky Teacher Performance Standards/Interstate Teacher Assessment and Support Consortium (KTPS/InTASC). The primary emphasis in the course is for candidates to meet all indicators for **InTASC Standard 7: Planning for Instruction** with application for English language learners:

> **Kentucky Teacher Performance Standards/Interstate Teacher Assessment and Support Consortium** (*KTPS/InTASC*)
> KTPS/InTASC 1 Learner Development
> KTPS/InTASC 2 Learner Differences
> KTPS/InTASC 3 Learning Environments
> KTPS/InTASC 4 Content Knowledge
> KTPS/InTASC 5 Application of Content
> KTPS/InTASC 6 Assessment
> KTPS/InTASC 7 Planning for Instruction
> KTPS/InTASC 8 Instructional Strategies
> KTPS/InTASC 9 Professional Learning and Ethical Practice
> KTPS/InTASC 10 Leadership and Collaboration

CU Diversity Proficiencies (from KTPS/InTASC)

1B The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1G The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.

2H The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2N The teacher makes learners feel valued and helps them to learn to value each other.

3F The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

4M The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

6G The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

7B The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.

9H The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

10Q The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

P-12 Teachers of Speakers of Other Languages Standards (TESOL) The primary emphasis in this course is on meeting specialty professional association indicators for **TESOL Domain 3: Planning, Implementing and Managing Instruction**:

Standard 1: Language
Standard 2: Culture
Standard 3: Planning, Implementing and Managing Instruction
  3.a Planning for standards-based ESL and content instruction (3.a.1, 3.a.3-5)
  3.b Implementing and managing standards-based ESL and content instruction (3.b.1-3, 6-8)
  3.c Using resources and technology effectively in ESL and content instruction (3.c.1-4)
Standard 4: Assessment
Standard 5: Professionalism

International Literacy Association Standards (ILA). The primary emphasis in this course is on meeting professional association indicators related to literacy with applications for English language learners, with particular emphasis on 2.**Curriculum and Instruction** and **4. Diversity**:

1. Foundational Knowledge
2. Curriculum and Instruction
3. Assessment and Evaluation
4. Diversity
5. Literate Environment
6. Professional Learning and Leadership

Alignment to State and National Standards: P-12 Student Performances

Kentucky Academic Standards and College Readiness Standards (KAS).
Candidates will use the KAS Standards, in particular the English/Language
Arts and the science and social studies content and content literacy standards,
in designing learning goals/objectives and assessments in P-12 lesson plans.

English Language Development Standards (ELD) adopted by Kentucky as part of the **WIDA**
Consortium:
 Standard 1: Social and Instructional language
 Standard 2: The language of Language Arts
 Standard 3: The language of Mathematics
 Standard 4: The language of Science
 Standard 5: The language of Social Studies

SPECIFIC OBJECTIVES:

Course Objectives with Candidate Learning Outcomes. Candidates will be able to:

1. Identify appropriate P-12 standards for conventions of written English, including genres and patterns used in reading and writing, using both the Kentucky Core Academic Standards and the English Language Development Standards for English Learners (Quizzes, Discussion Board; Lesson Plans).

2. Identify and analyze current approaches to literacy development for English learners, focusing on reading and writing (Quizzes, Discussion Board; Journal).

3. Describe and reflect on the impact of cultural variables and other factors that affect second-language acquisition of written language (Quizzes, Discussion Board).

4. Identify appropriate strategies for teaching content lessons which integrate all language skills: reading, writing, speaking, listening (Field; Quizzes; Journal).

5. Plan instruction for English learners around content and language standards, specifically addressing reading and writing (Lesson Plans).

6. Plan instruction to help English learners develop their cognitive and metacognitive strategies to become more independent and effective learners in content, reading and writing (Lesson Plans).

7. Use best practices for teaching second-language acquisition of written language for both literate and non-literate English learners (Lesson Plans; Field).

8. Locate, select, modify, and develop materials and resources to support ESL and content instruction, particularly related to reading and writing (Resources; Field; Discussion Board; Lesson Plans).

9. Identify and develop strategies and materials for individual English learners based on a Program Service Plan for ESL services (Discussion Board; Field; Lesson Plans).

Methods of Instruction: The instructional methods will include:

- online multimedia learning lessons
- discussion board threads for in-depth discussion
- cooperative/collaborative learning activities
- field observations and practice in P-12 classrooms
- live videoconferencing chat sessions via AdobeConnect
- individual consultation with professor

COURSE TASKS/Requirements

More detail on assignments, rubrics and the schedule of topics, readings and due dates are provided in the last section of the syllabus, "Assignment Instructions and Rubrics". All assignments must be attempted and completed in Word 6.0 or higher.

Weekly Participation

Weekly Discussion Boards. Each week there will be one or two discussion boards over the readings, assignments, and field experiences. After an initial posting, candidates interact by receiving comments and feedback from classmates and the instructor.

In addition, each Tuesday evening at 7:30 pm eastern, the instructor will conduct a live class session via AdobeConnect (videoconferencing with voice and computer screen) to review content and discuss practical applications in the classroom, answer questions, and make guests/resources available. Attendance in the live class sessions is strongly encouraged but not required.

Weekly Quizzes. Each week, there will be an objective online quiz over the readings. Candidates are expected to complete the quiz, self-correcting as needed to reach 100%. Points are assigned based on timely completion to 100%.

Weekly Journal. There will be a short journal assignment each week, reflecting on or responding to issues raised in the readings or practical scenarios, for individual feedback from and individual interaction with the instructor.

Course Products

Lesson Plans. Candidates will create three original lessons for English learners, integrating oral, reading and writing experiences in content areas. Criteria for the lessons are based on research-based ESL strategies, the TESOL Standards for P-12 Teacher Education (TESOL), the Kentucky Teacher Performance Standards/Interstate Teacher Assessment and Support Consortium (KTPS/InTASC). These plans must be developed following the *CU Source of Evidence: Lesson Plan* format provided and will be used to demonstrate that candidates are meeting standards for teaching P-12 English learners.

Resources. Candidates will create a resource file of sample materials, lesson plans, video links and other instructional resources related to reading and writing for English learners. These will be shared with classmates.

Field Experiences

Hours and Report/Reflection. Candidates will arrange for and complete <u>six (6) hours</u> of site-based P-12 classroom field experience for ESL/EFL children and youth. This should include at least two ESL/EFL classes, preferably in two different skill/knowledge areas, at two different P-12 levels and taught by two different teachers. The course instructor must approve the placements. The 6 hours of field experience for this course must be comprised of observation, assisting, tutoring, instruction of small/large groups and analyzing the classroom environment. A letter of introduction to the school and mentor ESL teacher will be provided, and activities verified by the instructor. Before participating in field experiences, a discussion of the Code of Ethics will be given and each candidate must sign the Code of Ethics (704 KAR 20:680) form. Each candidate will post a report of their field experiences; more details on the required documentation is in the Assignments section. This will fulfill 6 hours of the 30-hour field experience required for candidates seeking Kentucky P-12 ESL endorsement.

<u>Grading System.</u> The following point system will be used, with assignments, feedback and points posted in the course management system.

Assignments	Points
Weekly Discussion Boards (9@10 pts each)	90
Weekly Quizzes (8@5pts each)	40
Weekly Journal (8@10 pts each)	80
Lesson Plans (3 @ 75 pts each)	225
Lesson Plan Reviews (3@5 pts each)	15
Resources	50
Field and Report/Reflection	<u>100</u>
	Total: **600**

GRADING SCALE: Total points available: 600

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

Plagiarism Policy

Campbellsville University's policy on Academic Integrity states: "Each person has the privilege and responsibility to develop one's learning abilities, knowledge base, and practical skills. We value behavior

that leads a student to take credit for one's own academic accomplishments and to give credit to others' contributions to one's course work. These values can be violated by academic dishonesty and fraud." (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else's paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student's Dean and the Vice-President for Academic Affairs will be notified of either consequence.

School of Education Attendance Policy

> **Campbellsville University's Online Course Attendance Policy. Bi-term and 8 week terms:** Online students must participate weekly as defined by the professor in the syllabus [for TSL 661: discussion boards, quizzes, journal]. After 1 week (12.5%, 1/8th of the scheduled classes) without contact, the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

Requests for Incomplete

Candidates may request an Incomplete before Week 8. A grade of "I" can be assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the "I" grade must be completed within 12 months from the time awarded. It is the student's responsibility to complete requirements within the 12 month period. It is the professor's responsibility to change the grade by filling out the proper forms in the Office of Student Records.

Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – twvanmeter@campbellsville.edu. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at www.campbellsville.edu/titleIX

Student Academic Progress (SAP)

U.S. Department of Education federal regulations require Campbellsville University to monitor its students' academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students who were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

Communication Requirement

Students are expected to activate and regularly use the university provided email domain (studentname@students.campbellsville.edu) for all email communication for this class.

Dispositions Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University's educator preparation program strives to lead candidates in the self-efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program's conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc., that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a "Disposition Recommendation" form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student's School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

References

Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium. *2012 amplification of the English Language Development standards, kindergarten–grade 12*. Retrieved from https://www.wida.us/standards/eld.aspx

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Educational Testing Service (2014). *English to speakers of other languages: The praxis study companion, 5361*. Retrieved from http://www.ets.org/s/praxis/pdf/5361.pdf

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Kentucky Department of Education (2016). *Kentucky Framework for Teaching.* Retrieved at http://education.ky.gov/teachers/pges/tpges/pages/kentucky-framework-for-teaching.aspx.

Kentucky Department of Education (2012). *Kentucky Academic Standards*: *Deconstructed English/Language Arts Standards.* Retrieved from http://education.ky.gov/curriculum/standards/kyacadstand/Pages/English-Language-Arts-Deconstructed-Standards.aspx

Kentucky Education Professional Standards Board (2008). *Kentucky teacher standards.* Retrieved from http://www.kyepsb.net/documents/EduPrep/Kentuckyteacherstandards.pdf.

Herrell, A.L. & Jordan, M. L. (2016). *50 strategies for teaching English language learners* (5th ed.). New York City, NY: Pearson.

Herrera, H. G., & Murray, S. (2016). *Mastering ESL/EFL methods: Differentiated instruction for culturally and linguistically diverse (CLD) students* (3rd ed.). New York City, NY: Pearson.

Salend, S. J. (2016). *Creating inclusive classrooms: Effective, differentiated and reflective practices (*8th ed.). New York City, NY: Pearson.

TESOL International Association (2010). *Standards for recognition of initial TESOL programs in P-12 ESL teacher education.* Retrieved from https://www.tesol.org/advance-the-field/standards/tesol-caep-standards-for-p-12-teacher-education-programs

Vaca, R. T., Vaca, J. A. L., & M. E. Mraz (2017). *Content area reading: Literacy and learning across the curriculum* (12th ed.). New York City, NY: Pearson.

Assignment Instructions and Rubrics

Introduction. Welcome to TSL 661! This course will focus on instructional strategies and methods for teaching English learners. In the "Course Resources" section at the top of the online course, there is a video clip "Overview of TSL 661", which summarizes highlights of this course. Candidates should view this clip, but this is not a substitute for a thorough reading of the syllabus. Candidates are encouraged to save and print a copy of the syllabus, particularly the last two pages which provide a chart of the due dates and assignments.

Candidates are also expected to review the content outline for Section II: Planning, Implementing, and Managing Instruction, in the Praxis *Test-at-a-Glance English to Speakers of Other Languages* (#5361). This section represents 30% of the required test for P-12 ESL certification in Kentucky. In addition, Section I D focuses on literacy.

Class Participation in a Professional Learning Community. In CU online courses, weekly coursework begins on Monday and runs through Sunday. "Class participation" for this course includes

- **Weekly Discussion Board/Forums**. Each lesson typically has one discussion board where you are expected to post a response at a time of your convenience to the given topic, such as a scenario, a topic from the readings, a reflection on your field experiences, etc.
  - o For your initial post, I expect 1 to 2 well-developed paragraphs (100+ words) addressing the prompt, worth up to 6 points. **All initial discussion board posts are DUE by Friday midnight (**except Week 1, which is a short week so you have until Saturday night the first week)! Posting late means that you will automatically lose points. The posting time allows others to see your comments and respond. I will respond to discussion boards and give feedback.
  - o You are also expected to read and respond to at least two classmates' postings with a well-thought out response (paragraph or more, 50+ words), worth up to 2 points per response. "I agree" and "Good job" without explanation or discussion does not count as a

response. These are discussion boards – so you should raise questions and add comments. **Your responses to classmates must be posted no later than Sunday midnight.**

- o In addition, <u>add</u> a reflection on your original post (reply to your own post) based on comments, feedback, class discussion, etc. I expect you to go back and review the comments from your classmates and me. **Your reflection also must be posted no later than Sunday midnight.**
- o Discussion postings (original and response to classmates) earn up to 10 points total for each topic. Your <u>thoughtful</u> responses contribute strongly to your course grade.

- **Weekly Quizzes.** Each week there is an objective online quiz over the readings for the week, to check your comprehension and application of the materials. The quiz is set to automatically score your responses so that you can self-correct (i.e., retake the quiz). You are expected to retake the quiz until you score 100%. Your final score is **due by midnight Sunday** of the week just ended.

- **Weekly Journal.** Each week there will be a prompt for you to respond to, reflecting on issues, scenarios, and other interactive questions with the instructor. The journal should be prepared in Word, following the length or other expectations provided in the prompt. It is also **due by midnight Sunday**.

    For Week 1 **(Thursday, July 5-Sunday, July 8)**, you need to:
    - read the entire syllabus;
    - view the video clip, the TSL 661 Course Overview;
    - review and complete <u>all</u> the assignments under Week 1 in the online course, which include
        - o Week 1 readings (text and online)
        - o Week 1 quiz over the readings and online resources, including the syllabus and overview clip
        - o Week 1 journal
        - o Week 1 discussion boards (2)

- **Optional Live Class Sessions.** Each Tuesday night at 7:30 pm eastern, we will use <u>AdobeConnect which is two-way audio, combined with your computer screen</u>. The web link for the chat is in the "Course Resources" section of the online course, and you click on that link, type "Guest" and the name you wish to be called. You will need a **microphone and sound** in order to best participate because I will be speaking; you do not need a web camera. I will have a screen up, which may include main points, samples, web links, or other ideas. During the chat, you may type in responses and/or respond orally or through the other options available in AdobeConnect; all are available for different learning styles. The emphasis is on live interaction to enrich your learning. I will identify potential topics based on candidate needs and interests. Most of my students like to share ideas and experiences and work through practical applications.

    For those who wish to review the chat or those not attending, the chats are recorded and posted (archived) in the "Course Resources" immediately after the live session is over, for use at any time.

- **Weekly Practice Activity.** Each week, a self-correcting practice activity is included to help reinforce the readings. There is no submission of these activities, but you are encouraged to review them before completing the required activities.

Rubric for Class Participation

Discussion Board 10 points each	8-9 points	4-7 points	0-3 points
- Contributes thoughtful initial response by Friday night – 2-3 paragraphs (5 pts) - Feedback comments are provided by Sunday night and extend the interactions between candidates – 1+ paragraph each (4 pts) - Reflects on feedback, comments, class, etc. by Sunday night - 1+ paragraph (1 pt)	- Thoughtful comments, feedback and reflection but posting(s) are late	- Comments and feedback show some attention to the prompt - Some postings are late or absent	- Comments and postings are minimal or absent
Journal **10 points each**	**8-9 points**	**4-7 points**	**0-3 points**
- Responds to each prompt thoughtfully - Posts by Sunday night - Responds back to instructor comments	- Thoughtful responses but posting is late - No response to instructor comments	- Some attention to the prompt - Late posting - No response	- Minimal or absent
Quizzes **5 points each**	**4 points**	**1-3 points**	**0 points**
- Scores 5 pts by Sunday night, either on initial attempt OR on 2nd attempt	- Score as of Sunday night	- Score as of Sunday night	- No completion

GENERAL PROCEDURES/POLICIES FOR ASSIGNMENTS. The following information applies to all assignments.

Submission of Assignments. All assignments must be word-processed using Microsoft Word, 6.0 or higher. All assignments will be turned in by clicking on the specific Assignment icon/drop-box. For example, for the Week 1 Journal, click the icon, then submit your response there. Your assignment must be in the assigned location to allow feedback and grading through the online course grade book.

Feedback and Communications. Messages, announcements and feedback posted via Learning House are sent to your CU email address. You may go into your Learning House profile (click "Participants" on the left, then click on your name.) and edit your email address in Learning House to your preferred email. It is the candidate's responsibility to check emails and messages regularly (every 1-2 days). You are encouraged to contact me with questions or concerns. The best way to reach me is via text message. I am usually available and we can schedule a convenient time for a phone call or meeting in the AdobeConnect classroom if we want to look at your work together. You will participate in an individual conference with me via AdobeConnect (time TBA) to review and provide feedback on your initial draft lesson plan.

Revisions. For the lesson plans, I generally allow one revision based on my feedback. I do not give 100% credit for a revision, but you can improve your score. Unless otherwise noted, you will have one weekend (a full Saturday-Sunday) from the time that feedback was posted to submit a revision.

Timelines for Submission. All assignments are expected to be completed on time. Assignment due dates are posted below and in the LH course with the assignment icon. Assignments are generally **due before midnight Sunday, or the due date posted**. Assignments not submitted in the proper location by the due

date will have <u>points deducted</u>. While I accept late work up to a point, it is not without penalty. Assignments submitted <u>more than three (3) days late</u> are accepted only at the discretion of the instructor. If an emergency arises, it is the candidate's responsibility to notify me **in advance of the due date** to request a possible timeline extension.

Electronic Grade Book. I use the electronic grade book in Learning House to provide specific feedback and post all points. You are expected to review your points and feedback regularly by clicking on the assignment in the grade book or where it is posted. Raise any questions promptly, not at the end of the course.

FIELD EXPERIENCES (6 HRS TOTAL) – 100 pts. Log and report/reflection DUE AUGUST 26.

Selection of Site. <u>As soon as possible</u>, you must select a school(s) where you wish to conduct your field experience for this class and provide a rationale for this choice. You will need to include two different P-12 levels, as well as a mentor ESL certified teacher(s). Part of the Week 1 journal is to identify your <u>proposed</u> site and your plans for completing the field experiences, for instructor approval; the instructor will provide prompt feedback. <u>The introductory letter to the teacher/school</u> is provided in the "Course Resources" for you to use. If you have difficulty, it is <u>your</u> responsibility to notify me <u>promptly</u>. As you make observations, use the Sheltered Instruction Observation Protocol (SIOP) provided in the course as a reference point.

Field Documentation. At the end of the semester, you will need to submit to the instructor AND the Graduate Education Office both (1) the signed log of hours, AND (2) your end of semester report/reflection.

Kentucky Field Experience Tracking System (KFETS) is a tracking system for field hours set by the KY Education Professional Standards Board. Candidates will complete the current CU paper forms; current forms are located on the SOE web page. In addition, candidates also login to their EPSB account and document their field hours; by course, by hour, by district, by school, by teacher, by period. The link for EPSB is www.epsb.ky.gov. Complete this task before the end of the 8-week term. There is a tutorial on the EPSB site or call the CU Graduate Education office for help.

Final Field Report and Reflection. You MUST follow the outline below, using the four section headings. This outline incorporates the standard questions on the second page of the standard CU log form, so you do <u>NOT</u> need to address those questions.

Outline and Required Contents
Background
- Place/P-12 school where you observed the classes (note the P-12 grade levels)
- ESL mentor and other instructors observed
- What you did in addition to observing students' age, language proficiency level, and educational background
Instructional Setting
- Program/content area/curriculum orientation
- Class size
- Students' academic orientation, if applicable
- Textbook(s) or other key resources being used in the setting
Observations
- Topic(s)/skills/grammatical points covered/student lesson objectives
- How the material is presented
- How the material is practiced

- o How the feedback is provided
- o Comparison to the indicators in the SIOP checklist
  Reflections
- o Things you like the most about the classes you observed
- o Things that you would do differently if you were to teach the classes
- o Any suggestions for the instructor and others in this class
- o Implications for yourself as an ESL teacher
- o Areas for your <u>own</u> personal growth related to instructional strategies for reading and writing (what you need to learn more about)

Field Report/Reflection Rubric

Contents	100 points	80-99 points	61-79 points	0-60 points
Reflection (KTS 7.2, 7.3)	• Report provides required content • Contents are thoughtful • Clear use of the SIOP in descriptions • Reflection about the candidate's learning and growth is thoughtful	• Most required content is present • Reflection addresses some implications for self and personal growth needed • SIOP components can be seen in descriptions	• Some required content is present • Reflection is brief but addresses some areas of growth • No obvious use of SIOP	• Minimal or missing
Log of hours (scanned signed form)	• More than 6 hrs documented • Two or more levels of P-12	• 6 hrs documented • At least 2 levels of P-12 included	Less than 6 hours One P-12 level	• Cannot pass course without 6 hrs documented

LESSON PLANS (3 @ 75 points each, see due dates below)

Lesson	Draft Due (25 pts each)	Final Due (50 pts each)
Early literacy/foundations	July 15	July 22
Writing	July 29	August 5
Content literacy	August 12	August 19

You will develop three original lesson plans using the *CU Source of Evidence: Lesson Plan* template provided in the course. A review of the ELA standards, the lesson template, instructions and rubric will be explained orally in the first class (July 11) prior to submission of the first lesson draft. (All classes are archived and immediately posted for later use as well.)

While you are encouraged to seek lesson ideas from a variety of sources (online, field setting, etc.), the actual lesson plan must <u>be original work</u> by the candidate.

The lesson plan draft is worth 25 points, based on timely submission, a "good faith" effort to complete all parts of the template appropriately, and with appropriate English/technology. The instructor will provide

written feedback on the draft, with specific suggestions and questions for improving the lesson. In addition, you have the option of an individual conference on the draft (private chat in the course or phone conversation). General feedback comments will be orally included in the second class (July 18).

The final submission of the lesson plan using the feedback and comments is due the following week. After a score is posted in the grade book, final lesson plans scoring 46 or higher will be posted to share with classmates.

Rubric for Lesson Plans (for course points)

DRAFT	25	23-24	20-22	0-19
	• Submission by due date • Good faith effort to complete template appropriately • Course content clearly used in developing draft • Professional appearance (edited, etc.)	• Submission by due date • Some effort to complete the template (enough for feedback) • Some application of course content • Mostly professional appearance	• Late submission within 1 week • Some effort to complete the template (enough for feedback)	• Minimal effort • Late past 1 week • Not submitted
FINAL	50	46-49	40-45	0-39
	• Submission by due date • Clear use of feedback and comments to finalize the lesson • Professional appearance • 1-2 paragraph reflection added at the end • Lesson plan shared with classmates the following week (after final score)	• Submission by due date • Some use of feedback to finalize • Mostly professional appearance • Reflection added at the end • Lesson plan shared with classmates the following week (after final score)	• Late submission • Some use of feedback to finalize • Mostly professional appearance • Minimal reflection at end	• Minimal or no use of feedback • Missing reflection • Late past 1 week • Not submitted

In addition to the scoring for course points, the instructor will evaluate each lesson by the teaching standards. Although related to grading, this evaluation does not result in points in the course.

Standards-Based Lesson Rubric

Teacher Standards	Ineffective 1	Developing 2	Accomplished 3	Exemplary 4
P-12 TESOL Standards (specialized professional association)				
1.b. Language acquisition and development				
3.a. Planning for standards-based ESL and content instruction (3.a.1, 3.a.3-5)				
3.b Implementing and managing standards-based ESL and content instruction (3.b.1-3, 6-8)				
3.c Using resources and technology effectively in ESL and content instruction (3.c.1-4)				
4.c Classroom-based assessment for ESL				
Kentucky Teacher Performance Standards/Interstate Teacher Assessment and Support Consortium (KTPS/InTASC)				
1. Learner Development				
2. Learning Differences				
4. Content Knowledge				
5. Application of Content				
7. Planning for Instruction				
8. Instructional Strategies				
International Literacy Association (ILA)				

1.Foundational Knowledge				
2.Curriculum and Instruction				
3.Assessment and Evaluation				
4.Diversity				

LESSON PLAN REVIEWS (15 points: 3@5 points each)

After final lesson plans have been graded by the instructor, all plans which score 46-50 points should be posted on the named discussion forum the following week. Everyone in the class will review these and provide feedback, using the standards-based rubric, in particular the P-12 TESOL Standards. Feedback will be provided in the form of "two stars and a question" (**?). In this format, the reviewer makes at least two specific positive comments about the lesson plan (stars) relating to the standards. Then, the reviewer provides a suggestion for improvement, usually in the form of a question, e.g., "Have you considered….?" Or "How might you …?"

RESOURCES (50 points) – DUE AUGUST 19

Over the course, you will be receiving and locating a variety of resources that can help you in your ESL teaching. You will be collecting/compiling these resources so that you can access these as you teach. For this course, you will prepare a "resources file" with sources for materials, strategies, lesson plans, articles, web sites, etc. For submission, create a Word file with a list of these resources. For each item, include:
  - the title of the resource
  - the author/publisher/creator (you must give credit to your source)
  - an electronic link to the resource (many will reside in web sites; if it is a document, you can electronically link to it or scan a picture and insert it into the document)
  - a brief description of what the resource is and when/how you would plan to use it.

For your file, you need to categorize or group your items in some way for easier access. You can use whatever way you want to group, for example, by:
  - age/grade (e.g., elementary, middle, high);
  - type (e.g., lesson plans, strategies, etc.);
  - topic (e.g., early literacy, content reading, etc.);
  - any other categories you choose.

You should include resources you found useful that were linked or identified in this course. However, you also need to identify others on your own. You will post and attach your resources file on the identified discussion board so that everyone can share files and resources collaboratively.

Rubric for Resources

50 points	40-49 points	30-39 points	0-29 points
• Each entry includes title, source, link, and description • Categories make resources easy to scan and find • 10-15+ entries are from course resources	• Most entries include title, source, link, and description • Categories show clear organization • 8-12 entries are from course resources	• Some entries include required information • Some categories are present • 4 or more entries from course materials	• Entries are sketchy or minimal • Disorganized or no categories • 3 or fewer course resources

• 10 + entries are new	• 7-9 entries are new	• 5 or more entries are new	• 4 or fewer new resources

Readings, Topics, Assignments and Due Dates

Week/Class	Readings and Topics	Assignments Due
<u>Week 1</u> July 5-8 No chat	**Overview of Written Language Standards** • **Syllabus, with assignment instructions and rubrics** • *Video*: **TSL 661 Course Overview** • **Text, Chapter 1: Current Policy Trends (pp 22-31 only);** • **Text Chapter 3: Classroom Practices for Effective EL Instruction** • **Week 1 Online Resources (KY ELA Standards; WIDA ELD standards; SIOP Protocol, Lesson Plan template)** • Curricular goals; review of written language in KCAS (Deconstructed ELA, content literacy, and content standards), ELD standards, and full English proficiency. General classroom strategies and differentiation effective for ELs.	7/5 Read syllabus and view Course Overview 7/7 Initial discussion boards (2) 7/8 Discussion responses and reflection (2 boards) 7/8 Week 1 quiz 7/8 Week 1 journal
<u>Week 2</u> July 9-15 Class July 10	**English Learners Beginning to Read and Write** • **Text Chapter 6: First Steps to Literacy, ELs Beginning to Read and Write** • **Spear-Swerling (2006) article** • **Week 2 Online Resources (Sample Lesson Plans)** • Early literacy theory and approaches; development of print concepts, reading, spelling, writing in young children; comparison of written language instructional practices between younger children and older adolescents; needs of older students who are non-literate or have had limited formal schooling; dual identification (ESL and reading/writing disabilities). • Chat topics: QA, field expectations, review of Kentucky standards, developing standards-based lesson plans, early reading strategies	7/13 Initial discussion board 7/15 Discussion responses and reflection 7/15 Week 2 quiz 7/15 Week 2 journal **7/15 Draft early literacy lesson plan (for feedback)** *TBA* **Individual conferences/feedback on lesson plans (optional)**
<u>Week 3</u> July 16-22 Class July 17	**Vocabulary Development for English Learners** • **Text Chapter 7: Words, Meanings, EL's Vocabulary Development** • **Colorin Colorado (2015) article** • **Week 3 Online Resources (Sample PSP format)** • Building vocabulary; vocabulary instruction as part of sheltered English, immersion, and other approaches; using morphology; appropriate use of dictionaries; metacognitive word learning strategies. • Chat topics: QA, discussion/group feedback on lesson plans, ESL teacher roles in elementary grades, vocabulary strategies, PSP's	7/20 Initial discussion board 7/22 Discussion responses and reflection 7/22 Week 3 quiz 7/22 Week 3 journal **7/22 Final early literacy lesson plan**
Week 4 July 23-29 Class	**Written Expression for ELs and the Writing Process** • **Text Chapter 8: ELs and Process Writing** • **Week 4 Online Resources**	7/27 Initial discussion board 7/29 Discussion responses and reflection 7/29 Week 4 quiz

July 24	- Development of writing skills; scaffolding instruction; *Kentucky Marker* Papers; genres of writing in English/language arts; strategies and graphic organizers for supporting writing. Writing process and conferencing. Effective strategies for spelling and editing. - Chat topics: QA, strategies for teaching writing	7/29 Week 4 journal 7/29 **Review final early literacy lesson plans (with score 46+)** 7/29 **Draft writing lesson plan**
Week 5 July 30-Aug 5 Chat July 31	**Reading Comprehension for English Learners** **Text Chapter 9: Reading and Literature Instruction for ELs** **Adler (2007) article** **Week 5 Online Resources (Reading Passages)** - Various reading genres and strategies; cultural impact of reading selections, critical reading. Components in reciprocal teaching and other reading comprehension approaches; strategies to teach use of metacognitive comprehension strategies. - Chat topics: QA, examples of sample lesson plans on reading comprehension strategies; math, science and social studies content	8/3 Initial discussion board 8/5 Discussion responses and refl6 Week 5 quiz 8/5 Week 5 journal **8/5 Final writing lesson plan**
Week 6 Aug 6-12 Chat Aug 7	**Content Reading and Writing for English Learners** **Text Chapter 10: Content Reading and Writing, Pre-reading and During Reading Strategies** **Week 6 Online Resources (Literacy w/out Limits, Real PSPs)** - Differences in text complexity, vocabulary and text structures between in literature, math, science, and social studies. Pre-reading strategies for motivation and purpose; pre-teaching; strategies for monitoring comprehension; writing as a tool for learning – pre-reading. - Chat topics: QA, strategy instruction, Resources assignment	8/10 Initial discussion board 8/12 Discussion responses and reflection 8/12 Week 6 quiz 8/12 Week 6 journal **8/12 Review final writing lessons** **8/12*Draft content literacy lesson based on PSP's**
Week 7 Aug 13-19 Chat Aug 15	**Content Reading/Writing, continued** **Text Chapter 11: Post-reading Strategies for Organizing and Remembering** **District Guide for EL Programs (KDE 2014)** **Week 7 Online Resources (UConn Literacy Web)** - Summarizing; organizing and reflecting on reading; metacognitive strategies; writing as a tool for learning- post-reading. - Chat topics: QA; field experiences and learnings; field report expectations	8/17 Initial discussion board 8/19 Discussion responses and reflection 8/19 Week 7 quiz 8/19 Week 7 journal 8/19 Request for Incomplete **8/19 Final content literacy lesson** **8/19 Resources**
Week 8 Aug 20-24* No chat	**New Literacies and English Learners** **Text Chapter 4: The New Literacies and ELs** **Week 8 Online Resources (examples of lesson criteria)** - Differences between print and web-based reading and writing; uses of the Internet and technology in instruction.	*8/22 Initial discussion board 8/24 **Online course evaluation** 8/24 Discussion responses and reflection 8/24 Week 8 quiz 8/24 Week 8 journal **8/24 Review final content literacy lessons** **8/24 Field Report/Log** **Last day any work is accepted**