Dewar College of Education and Human Services
Valdosta State University
Department of Department of Modern and Classical Languages (Arts and Sciences)

ESOL 6030 – Spring 2014
Methods and Materials for Teaching ESOL
Course #: 21566 (6030)
Dr. Gladwin (3 hours - Online)

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

INSTRUCTOR

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COURSE DESCRIPTION

Methods of teaching English to elementary-, middle-, and high school- students whose first language is not English. The course content includes theories of language acquisition, instructional strategies and materials, methods of evaluating proficiency and progress, curriculum, and knowledge of professional organizations and resources (VSU Catalog). This course prepares teachers to respond to the needs of students of limited English proficiency in ESOL and mainstream classrooms (MCL-VSU website).

Prerequisites: ESOL 4030/6030 is part of the three-course sequence for the ESOL Endorsement at VSU.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Making Content Comprehensible for English Learners / The SIOP Model by Echevarria, Vogt, and Short – 4th Edition - ISBN 0-13-268972-3

PDToolkit is required.
Purchase instructions: *http://pdtoolkit.pearson.com*

LiveText is required for all students seeking the ESOL endorsement
Purchase instructions: *http://www.valdosta.edu/~djudd/livetextpurchase.html*

COURSE OBJECTIVES (CO): (*aligned to InTASC Model Core Teacher Standards*)

1. Students will learn to apply theories of second language acquisition to their classroom teaching as they develop strategies for teaching English as a second language and English for content areas. *#1, #2, #3, #4, #5, #6, #7, #8, #9,*
2. Students will learn to both locate and create content level instructional resources. *#4, #5*
3. Students will investigate varied forms of ESL assessment. #6
4. Students will do fieldwork observation in an ESL classroom. #3, #10
5. Through collaboration with others, students will develop ESL materials. #3, #5, #10
6. Using technology, students will share material, discuss readings, and find resources. #1, #2, #3, #4, #5, #9, #10

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS (linked to Course Objectives):

Schedule, Homework, Online Discussion: A separate schedule will be posted on BlazeView containing all assignment dates. There will be multiple discussion questions that address comprehension of concepts and their applications. Discussion questions will be individually assessed; these grades will count as 75% of the online participation grade. Any information posted on BlazeView, if not original to the poster or the course textbook, must be properly referenced. *CO 1, 2, 3, 4, 5, 6*

Discussion questions will be assessed according to the following rubric:

	Poor-Fair	Good	Excellent	
Depth of Response (D)	Lacks depth and insight throughout response; Did not or only partially answered questions (0-1)	Average to good depth and insight evident throughout response; May have answered all questions, but lacks reflection and extension (2-3)	Excellent depth and insight evident throughout response; Fully answered all questions (4)	
Presentation (P)	Mechanical errors throughout; Response lacks clarity and	Several mechanical errors; Response lacks clarity and organization in	Few to no mechanical errors; Response is clear and organized; All	

	comprehension throughout; Missing references (0-1)	parts; Not all references are properly cited (2)	references are properly cited (3)
Links to Course Material (L)	Few to no links to material from the text and videos. Shows little to no comprehension of such material (0-1)	Missing links to and doesn't fully address material from the text and videos. Shows some comprehension of such material (2)	Clearly links and addresses material from the text and videos. Shows deep comprehension of such material (3)

Online Participation: Maintenance of an affirming and positive classroom environment is paramount to learning. Students are expected to read the material, watch the videos, and to contribute to class through the posting of responses to others. Students will watch the posted videos of Dr. Gladwin's lectures and participate in the discussion questions. Participation includes responding to the responses of other students. Students will be assessed once on their overall participation in the course linked to the quality of responses, quantity of responses, time spent online, and timeliness of responses. This grade will count as 25% of the online participation grade. *CO 1*

Participation will be graded according to the following rubric:
3 = (100%) Fully Acceptable: High quality and quantity of responses evident
2 = (80%) Partly Acceptable: High quality and/or quantity of acceptable responses evident
1 = (50%) Not Acceptable: High quality and quantity of responses not evident
*late and/or missing assignments will cause the participation grade to be marked down

Exams: There will be two major exams designed to objectively assess the material discussed in the textbook, Dr. Gladwin's videos (which link both to the textbook and supplementary material), and the videos in PDToolkit. These exams must be completed at the exact designated time in BlazeView. Exams may only be made up under extraordinary documented circumstances (i.e. family or medical emergency). Make-up exams must be done within one week of the absence (otherwise the student receives a zero). When a student desires a make-up, it is the student's responsibility to contact the professor and arrange it. *CO 1, 2, 3, 4*

ESOL Unit Plan: An ESOL unit plan consisting of three to five lessons will be designed for the student population linked to the instructor's field experiences if applicable. These lessons will be prepared using the SIOP Model. The lesson will be based on appropriate WIDA standards (aligned with CC-GPS standards) and will integrate reading, writing, listening and speaking into activities that allow students to access core curriculum as they develop their language skills. The lessons will be assessed using the ESOL Unit Plan Rubric and the SIOP (Sheltered Instruction Observation Protocol). *CO 1,2,3,4,5*

* The unit plan must be submitted to Dr. Gladwin in LiveText (for students seeking the ESOL Endorsement). Others may email the unit plan directly to Dr. Gladwin

ESOL Micro-Teaching: One of the lesson plans from the ESOL Unit Plan will be taught. The content of the micro-teaching lesson will be designed for the student population linked to the students' field experiences (if applicable). The lesson will be based on appropriate CC-GPS and

WIDA standards. The lesson will be prepared and taught using the SIOP Model and will be assessed using the ESOL Micro-Teaching Rubric and the SIOP (Sheltered Instruction Observation Protocol). *CO 1,2,3,5*

*Options for submitting micro-teaching videos:

1) USB flasdrive – Drop the drive off in the MCL office (128 West Hall, Dr. Gladwin's box) or mail to Dr. Gladwin at VSU, MCL, West Hall 148, 1500 N. Patterson St., Valdosta, GA 31698-004.

2) Upload to YouTube and share

3) Share through a Gmail account using Google Drive

Fieldwork/Observations: Each student must complete a minimum of 10 hours of observations. Students seeking the ESOL endorsement must complete this requirement in varied P-12 ESOL settings, through visitation of multiple classrooms. Students not seeking the endorsement will observe university or community based ESOL classrooms. The fieldwork requirement must be completed to pass the course.

Please remember that you are a guest in the classroom of a professional educator. Try to make your visit unobtrusive, while offering participation/teaching if encouraged by the cooperating teacher. CO
All participants in the field experience component of this course must know and follow the Georgia Code of Ethics for Educators (found at the link below):
http://www.gapsc.com/ethics/index.asp

Dr. Kregar will contact each student to set-up field placements. It is the student's responsibility to respond and verify all needed information for placements. The student will be sent an 1) **ESOL Performance Evaluation and Log** and 2) **Observation Journal** prior to receiving official field experience placement. The ESOL Performance Evaluation and Log will be uploaded into LiveText (for those seeking the ESOL Endorsement). Others may email them to Dr. Gladwin. Two observation journals are due in this course. These are to be emailed to Dr. Gladwin.

Fieldwork will be assessed according to the following objectives:
100% = Observation journal is complete and clear with links to class concepts.
75% = Observation journal lacks depth and/or is unclear and/or with few links to class concepts.
0% = Observation journal lacks depth, clarity, and possesses no links to class concepts.

Non-completion and/or poor evaluations on the ESOL Performance Evaluation and Log will impact your field placement grade.

Please read the ESOL 4030-6030 FAQ, located under Course Documents in the BlazeView course website, for further instructions linked to the major assignments.

COURSE EVALUATION

Grading Scale and Percentages:
90-100 = A: 80-89 = B: 70-79=C: 60-69 = D: Below 60 = F

Online Discussions and Participation: 30%

Fieldwork and Observations: 10%

Unit Plan and Micro-Teaching: 30%

Exams: 30%

ATTENDANCE POLICY and **PROFESSIONALISM**

Online Protocol: Further details of the protocol for online participation, due dates, and LiveText will be posted on BlazeView (see Course Documents and the video titled LiveText).

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed

their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at
http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

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If you are finishing up your ESOL endorsement, here are the steps needed to register with the state:

1) **You must be a certified teacher (if you are in the process, wait until you are officially registered with the Georgia PSC).**
2) **You must have finished all three courses and your grades must have posted in Banner.**
3) **Contact Renee Whitmer (brwhitmer@valdosta.edu) at the College of Education to register you endorsement with VSU.**
4) **Contact Human Resources at your local school.**

Reminders: Each school and/or district differs in the way they check/verify/register the endorsement. Registering the endorsement with VSU doesn't mean that the PSC and local school have your information. It means VSU is ready to send your information when VSU is contacted by one or both entities.

Micro-Teaching Rubric:

Target	Acceptable	Unacceptable	Level 4	
Lesson Design (Standards = 3.0100, 3.0200, 5.0100)	Lessons are clear and detailed. Lessons are based on GPS and WIDA standards and there is clear evidence of incorporation of a variety of strategies that assist the ESOL student in learning both content material and developing language proficiency.	Lessons are at times unclear. Lessons implement standards based teaching. There is some evidence of incorporation of some strategies.	Lessons are unclear. Lessons lack of an incorporation of standards. There are inadequate strategies employed so that students can access content material.	
Delivery (Standards = 3.0100)	Presentation mechanics (timing, delivery, etc.) are effective. Lesson is delivered to a variety of ESOL students within a multi-level context.	Presentation mechanics are adequate, but with some problems. Acceptable performance is evidenced by the presentation of lessons to a limited variety of ESOL students within a limited level context.	Delivery of lesson is impeded by presentation mechanics. Lesson is delivered for only one ESOL level and context.	
Assessment (Standards = 4.0300)	Targeted performance is marked by evidence and incorporation of an assessment plan and materials. There is evidence of systematic ongoing assessment aligned with standards throughout the lesson.	Acceptable performance is evidenced by allusion to an assessment plan. No assessment seems to be occurring in an ongoing fashion during the presentation. Assessment is not linked to associated GPS and WIDA standards.	Unacceptable performance is evidenced by the absence of an assessment plan.	
Reflection (Standards = 5.0200, 5.0300)	Candidates thoughtfully reflect in writing on their role as an advocate for ESOL students, and they collaborate with classroom teachers and other school personnel to provide positive experiences for ESOL students.	Candidates minimally expound on role as ESOL advocate, and they provide minimal evidence of collaboration with other classroom teachers or school personnel to provide positive experiences for ESOL students.	Candidates do not provide evidence of their role as an ESOL advocate. Candidates show no evidence of collaboration with classroom teachers or any other school personnel to provide positive experiences for ESOL students.	
Explanation of Context (Standards = 3.0100, 3.0200, 3.0300)	Candidates effectively articulate their understandings of the school context in which they are providing instruction for ESOL students. They thoughtfully reflect on assessment measures used for placement, as well as measures used to track language proficiency development.	Candidates show some understanding of the context for ESOL instruction. They attempt to link the context of instruction to assessment measures for placement and proficiency development	Candidates do not demonstrate an understanding of the context for ESOL instruction or the context of instruction is missing. There is no evidence that candidates understand ESOL assessment measures or proficiency measures.	
Thoroughness (Standards = 3.0300, 3.0200,	Targeted performance is evidenced by a detailed list of learning	Acceptable performance is evidenced by as list of learning outcomes and	Unacceptable performance is evidenced by no list of detailed procedures. There	

Target	Acceptable	Unacceptable	Level 4	
3.0100)	outcomes and associated standards. Procedures are detailed and scripted in the target language. A list of materials is included. Assessment procedures are also articulated.	associated standards; however, there may be some discrepancy in whether or not the outcomes meet the associated standards. Procedures are articulated but not in a detailed manner.	is no integration of standards and outcomes. Sections may be missing.	
Identification of Standards (Standards = 3.0300, 3.0200, 3.0100)	Targeted performance is evidenced by GPS and WIDA standards that are correctly associated with the learning outcomes and that are assessed. In addition, additional standards that are addressed but not assessed are included.	Acceptable performance is evidenced by GPS and WIDA standards that must be stretched to be related to associated learning outcomes. In addition, too many or too few standards may be identified.	Unacceptable performance is evidenced by unaligned procedures, standards and outcomes.	

Unit Plan Rubric:

Target	Acceptable	Unacceptable	
Incorporation of ESOL Standards: Standards 1.000 and 1.0200	Lesson plans show thorough evidence of comprehension and application of a variety of concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement in and out of classroom settings.	Lesson plans apply some of the concepts, theories and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement in and out of classroom settings.	Lesson plans minimally apply concepts, theories and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.
Planning and Instruction: Standard 3.000	Lesson plans show evidence of candidates' knowledge and understanding of standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.	Lesson plans show some evidence of candidates' knowledge and understanding of standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction. There is some inclusion of classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.	Lesson plans show no evidence of candidates' knowledge and understanding of standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction. Lesson plans lack evidence regarding classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.
Objectives:	Lesson plans show evidence	Acceptable performance is	Unacceptable performance is

Target	Acceptable	Unacceptable	
Standards 3.0100, 3.0200	that candidates understand and apply concepts, research and best practices in planning classroom instruction in a supporting learning environment for ESOL students. Candidates are effective in serving as English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds. Candidates know how to manage and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, for accessing the core curriculum.	evidenced by a list of learning outcomes and associated standards; however, there may be some discrepancy in whether or not the outcomes meet the associated standards. Procedures are articulated but not in a detailed manner. Learning outcomes show some evidence of observable behaviors; however, there may be some doubt as to purpose. Some outcomes may not be associated with observable behaviors. There is some evidence that student candidates serve as effective English-language models. There is some evidence of planning for multilevel classrooms with diverse learners. There is some evidence of integrating the four skills of reading, listening, speaking, and writing.	evidenced by unaligned procedures, standards and outcomes. There is no evidence that candidates understand and apply concepts, research and best practices in planning classroom instruction. There is no evidence that student candidates serve as effective English-language models. There is no evidence of planning for multilevel classrooms with diverse learners. There is no evidence of integrating the four skills of reading, listening, speaking, and writing.
Materials: Standard 3.0300	Candidates are thoroughly familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching. Target performance is evidenced by the incorporation of creative, original materials and procedures, including both text supplied materials and realia that are appropriate and engaging.	Acceptable performance is evidenced by the incorporation of materials that are sufficient to teach the lesson. No realia or non textbook material included. Candidates show some innovation in the presentation of traditional teaching procedures.	Unacceptable performance is evidenced by no visuals or visuals that are low in quality. Unacceptable performance is evidenced by a lesson that is totally textbook driven or taken from a website or non-original work reproduced from books or assessment packages.	
Professionalism: Standards 5.000, 5.0100	The lesson plans are clear and professionally presented. Candidates demonstrate thorough knowledge of the history of ESL teaching, new instructional techniques, research results, advances in the ESL field, and public policy issues. They use such information to reflect upon and improve their instructional practices and student learning. Strong support and advocacy for ESOL students and their families is demonstrated.	The lesson plans are at times unclear or unprofessionally presented. Candidates demonstrate some knowledge of the history of ESL teaching. Candidates are familiar with some new instructional techniques and research results in the ESL field. Candidates demonstrate some awareness concerning public policy issues and apply this knowledge minimally to improve their instructional practices. There is some demonstrated support and advocacy for ESOL students and their families.	The lesson plans are unclear or unprofessional. Candidates demonstrate no or minimal knowledge of the history of ESL teaching. Candidates are not current with new instructional techniques and research results and demonstrate no knowledge of the advances in the ESL field with respect to public policy issues. There is no evidence of support or advocacy for ESOL students and their families.	

Target	Acceptable	Unacceptable	
Assessment: Standards 4.000, 4.0100, 4.0200, 4.0300	Targeted performance is marked by evidence and incorporation of an assessment plan and materials and systematic assessment throughout the lesson. Candidates possess an awareness of various assessment issues (e.g. cultural and linguistic bias, political, social and psychological factors), IQ and special education testing (including gifted and talented). Candidates clearly understand the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning. Candidates use and understand a variety of standards-based language proficiency instruments to inform instruction and for identification, placement, and demonstration of language growth of ESOL students.	Acceptable performance is evidences by a minimal assessment plan. However, no assessment seems to be occurring in an ongoing fashion during the lesson.	Unacceptable performance is evidenced by absence of any assessment plan and failure to demonstrate knowledge regarding issues of assessment using a standards-based approach.