Faculty Instructional Guide – Online
EDU 62630: Content Knowledge and Instructional Practice III: Teaching English Language Learners

University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**: Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship**: Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence**: Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement**: Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

Teacher Education Program Objectives (PO)

- **PO1**: Integrate a research- and evidence-based theory of teaching and learning.
- **PO2:** Integrate multiple opportunities for teacher candidates to learn, apply, reflect and receive feedback on each applicable nationally recognized standards.
- **PO3:** Provide teacher candidates with multiple opportunities to learn through application of theory to practice through collaboration with school sites and master teachers.
- **PO4:** Assess teacher candidates progress towards mastering the applicable nationally recognized standards at multiple points.
- **PO5:** Provide teacher candidates with multiple formative opportunities to prepare for your state's assessment.
- **PO6:** Compile a professional development and growth plan for each teacher candidate.

The School of Education (SOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

EDU 6263: Content Knowledge and Instructional Practice III: Teaching English Language Learners

Mission: SOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

Vision: To develop and promote transformative educational experiences that optimize human potential.

Goals: The School of Education has a set of overarching goals that drive the direction of the School's programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

Unit Guiding Principles

SOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

L= Leadership: Innovation with Accountability
**E**= Engagement: Active Learning
A=Application: Theory to Practice
D=Dedication: Inclusive Excellence

Theoretical Framework

SOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory.

SOE utilizes Boyer's model of the scholarship of application:

Teaching&
Learning

Discovery   **Scholarship**   Integration

Engagement
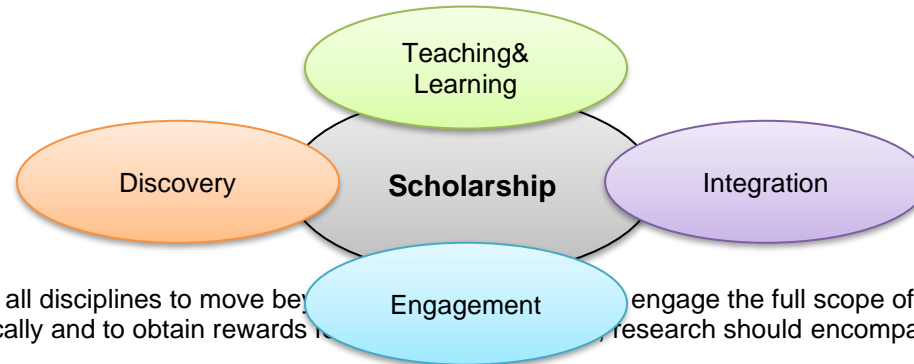
Boyer (1990) asserted the need for all disciplines to move be[yond] [...] engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards [...] research should encompass four critical areas:

Discovery - generating new and unique knowledge;
Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;
Application – Taking the new knowledge acquired and utilizing to solve society's problems; and
Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to SOE. Each of the four areas informs the guiding principles of LEAD for SOE.

Scholarship of Discovery (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

Scholarship of Teaching (L, E, A, D): SOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

Scholarship of Professional Practice (A): Professional practice in SOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which SOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate SOE's attainments in this sphere.

Scholarship of Integration (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, SOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are

EDU 6263: Content Knowledge and Instructional Practice III: Teaching English Language Learners

examples of how SOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for SOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates' bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

National Interstate New Teacher Assessment and Support Consortium (InTASC) Standards

- **Standard 1**: Learner Development
- **Standard 2**: Learning Differences
- **Standard 3**: Learning Environments
- **Standard 4**: Content Knowledge
- **Standard 5**: Application of Content
- **Standard 6**: Assessment
- **Standard 7**: Planning for Instruction
- **Standard 8**: Instructional Strategies
- **Standard 9**: Professional Learning and Ethical Practices
- **Standard 10**: Leadership and Collaboration

Retrieved from https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

International Society for Technology in Education (ISTE) Standards for Teachers

- **Standard 1**: Facilitate and inspire student learning and creativity
- **Standard 2**: Design and develop digital age learning experiences and assessments
- **Standard 3**: Model digital age work and learning
- **Standard 4**: Promote and model digital citizenship and responsibility
- **Standard 5**: Engage in professional growth and leadership

EDU 6263: Content Knowledge and Instructional Practice III: Teaching English Language Learners

Retrieved from https://id.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf

Course Description

This course examines all aspects of teaching English Language Learners in K-12 schools. School based Language Arts programs as well as all core content areas are examined in the context of state and federal legislative mandates pertaining to the education and access of English Language Learners. You will understand the instructional needs of ELs and learn about effective use of materials, methods, and strategies for assessing a student's English proficiency level and use this knowledge to provide targeted instruction that leads to supporting access to grade-level English listening, speaking, reading, and writing skills. You will learn the difference between Designated and Integrated ELP and incorporating Language Standards into cross-content curricular areas. Your state's most current English Language Development Standards will become the central point for lesson planning for your EL students.

This is an applied practice course, meaning you will learn about, modify, and apply the strategies and methods that are effective with English Language Learners while also sharing experiential knowledge with your colleagues. Included in this course is a study of Specially Designed Academic Instruction in English (SDAIE) strategies and ELP methods including the use of comprehensible input to promote accessible content area curricula for English Language Learners. The theoretical focus includes first and second language acquisition theory, language development theory, literacy methods, and psychological and socio-cultural factors that have an impact on language learning.

Course Learning Outcomes

- **CLO1:** Determine the effective application of first and second language acquisition theories.
- **CLO2:** Evaluate the philosophy, design, goals, and characteristics of programs for English Language Learners.
- **CLO3:** Analyze the impact of state and federal mandates on placement and instructional programs for English language learners.
- **CLO4:** Compare your state's ELP and ELA standards.
- **CLO5:** Apply materials, methods, and strategies for ELP that lead to the rapid acquisition of grade-level listening, speaking, reading, and writing skills in English.
- **CLO6:** Apply knowledge and skills in developing content-area instruction for English language learners.
- **CLO7:** Analyze classroom instructional strategies to effectively facilitate content and language learning of English language learners.
- **CLO8:** Interpret assessments of English Language Learners to effectively use appropriate measures for assessment and monitoring of English Language Learners for language development and content knowledge in the core curriculum.
- **CLO9:** Apply knowledge of the historical and cultural traditions and values of major ethnic groups (in your state) into classroom instruction.

Professional Standards Alignment (if necessary)

• **School of Education (SOE)**

EDU 6263: Content Knowledge and Instructional Practice III: Teaching English Language Learners

CLO	Program Outcome	InTASC	ISTE
CLO1: Determine the effective application of first and second language acquisition theories.	• PO1	• Standards • 1, 2 & 3	• Standards 1 & 2
CLO2: Evaluate the philosophy, design, goals, and characteristics of programs for English Language Learners.	• PO1	• Standards • 1, 2 & 3	• Standards 1 & 2
CLO3: Analyze the impact of state and federal mandates on placement and instructional programs for English language learners.	• PO1	• Standards • 1, 2 & 3	• Standards 1, 2, & 4
CLO4: Compare your state's ELP and ELA standards.	• PO1	• Standards • 1, 2 & 3	• Standards 1 & 2
CLO5: Apply materials, methods, and strategies for ELP that lead to the rapid acquisition of grade-level listening, speaking, reading, and writing skills in English.	• PO1	• Standards • 1, 2, 3 & 4	• Standards 1 & 2
CLO6: Apply knowledge and skills in developing content-area instruction for English language learners.	• PO1	• Standards • 1, 2, 3 & 4	• Standards 1 & 2
CLO7: Analyze classroom instructional strategies to effectively facilitate content and language learning of English language learners.	• PO1	• Standards • 1, 2, 3 & 4	• Standards 1 & 2

CLO8: Interpret assessments of English Language Learners to effectively use appropriate measures for assessment and monitoring of English Language Learners for language development and content knowledge in the core curriculum.	• PO1	• Standards • 4 & 5	• Standards 1 & 2
CLO9: Apply knowledge of the historical and cultural traditions and values of major ethnic groups (in your state) into classroom instruction.	• PO1	• Standards • 1 & 2	• Standards 1, 2, & 4

Student Expectations

Respectful Speech and Actions: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

Professional Behavior: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

Expected In-class (Online) and Preparation Time per Week

• **Weeks**	• **In-Class (Online) Time** • (Discussions, interactions, delivering presentations, viewing lectures, exams)	• **Preparation Time** • (reading, major assignments, homework)
• Week 1	• 6 hours	• 10 hours
• Week 2	• 5 hours	• 11 hours
• Week 3	• 5 hours	• 11 hours
• Week 4	• 6 hours	• 11 hours
• Week 5	• 6 hours	• 11 hours
• Week 6	• 6 hours	• 12 hours

EDU 6263: Content Knowledge and Instructional Practice III: Teaching English Language Learners

• Week 7	• 6 hours	• 12 hours
• Week 8	• 5 hours	• 12 hours

Note. Expected weekly time is calculated at the number of hours per unit, times the number of units, divided by the number of weeks in the course for the following:

- Online time: (15 x 3 of units) / 8 of weeks
- Preparation time: (30 x 3 of units) / 8 of weeks

Required Course Materials

Peregoy, S. F., & Boyle, O. F. (2013). *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners* (7th ed.). Boston, MA: Pearson Education, Inc.

ISBN: 978-0134014548

Arizona's Education Department's:
https://www.azed.gov/sites/default/files/2020/05/Transcript_MayPELL_OverviewofSEI%20Models%26Instruction_0.pdf?id=5eb04ca703e2b31ef00dffe7

Arizona English Language Learner Assessment (AZELLA) https://www.azed.gov/assessment/azella

Arizona English Language Proficiency Standards https://www.azed.gov/oelas/elps

English Language Proficiency Standards: https://www.azed.gov/oelas/elps

English Learner Tool for State and Local Education Agencies (SEAs and LEAs): https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf

Hammond, Z. H. (2015). Culturally responsive teaching & the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Corwin. ISBN: 9781483308012

Hattie, John and Klaus Zierer (2018). *10 Mindframes for Visible Learning: Teaching for Success*.

Hattie, John. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*.

EDU 6263: Content Knowledge and Instructional Practice III: Teaching English Language Learners

Hill, Jane D., Kirsten B. Miller. *Classroom Instruction that Works with English Language Learners*
and sites for the EL class

6 Essential Strategies for Teaching ELs https://www.edutopia.org/article/6-essential-strategies-teaching-english-language-learners

SDAIE Overview http://www.monroe.k12.al.us/common/pages/DisplayFile.aspx?itemId=8572251

Quick Video Summary of Hattie's 8 Mindframes: Hattie's 8 Mindframes

University Administrative Policies & Student Resources

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website http://catalog.alliant.edu/index.php.

Course Overview

EDU 6263: Content Knowledge and Instructional Practice III: Teaching English Language Learners

Course Grading

Grading is in accordance with the academic policies of Alliant International University.

Percentage	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
61-63	D-
< 61%	F

Final grades will be determined as follows based on the points obtained in the following categories:

Assignment Categories	% of Grade
Discussion	15
Presentation	10
Paper	10
Lesson Plan	15
SDAIE Lesson Plan	20
Project	30

Course Assessments

Assessment	Due	Assignment Category	Point Value
Week 1			
Discussion: Building Community		Discussion	5
Discussion: Connecting with Students		Discussion	5
Assignment: Visual Presentation		Presentation	10
Week 2			
Discussion: Second Language Acquisition		Discussion	5
Assignment: The Ideal English Learner Program		Paper	10
Week 3			

EDU 6263: Content Knowledge and Instructional Practice III: Teaching English Language Learners

Discussion: Effective Instruction of English Learners	Discussion	5
Assignment: ELP/SDAIE Lesson Plan Analysis	Lesson Plan	10
Week 4		
Discussion: Developing Oral Language Skills	Discussion	5
Discussion: Oral Language Strategies	Discussion	5
Assignment: Oral Language Development Strategies	Lesson Plan	15
Week 5		
Discussion: Promoting Early Literacy	Discussion	5
Discussion: Vocabulary Development	Discussion	5
Assignment: Literacy and Writing Development Strategies	Lesson Plan	15
Week 6		
Discussion: English Learners	Discussion	5
Discussion: Writing Process	Discussion	5
Assignment: SDAIE Lesson Plan	SDAIE Lesson Plan	15
Week 7		
Discussion: Authentic Assessment	Discussion	5
Discussion: Rubrics for Authentic Assessments	Discussion	5
Assignment: Authentic Assessment with Scoring Rubric	SDAIE Lesson Plan	15
Week 8		
Discussion: Understanding by Design	Discussion	5
Assignment: Standards-Based SDAIE Curriculum Unit	Project	45
Total Points		**200**

Week 1: The Effects of Culture on Teaching

Learning Objectives

1.1 Analyze strategies to ease new English learners into the routines of your classroom.	CLO7
1.2 Determine effective methods to build connections and relationships with your English learners.	CLO9

Activities and Resources

Readings	1.1, 1.2
Reading, Writing, and Learning in ESL Ch. 1: English Learners in 21st-Century Classrooms	
Online Resources • Arizona's Education Department's: https://www.azed.gov/sites/default/files/2020/05/Transcript_MayPELL_OverviewofSEI%20Models%26Instruction_0.pdf?id=5eb04ca703e2b31ef00dffe7 • National Council of English Teachers: A Policy Research Brief: English Language Learners • Colorín Colorado: How to Create a Welcoming Classroom Environment	

Assignment Preparation: Lesson Plans	N/A
Throughout this course you will be asked to modify a lesson plan, either your own or one from lesson plan websites, to include language development strategies for English learners. These assignments are designed to help you reflect upon the opportunities for language development in the lessons you teach. **Review** the syllabus document to identify weeks where you will be asked to modify a lesson plan to include language development strategies. **Prepare** to identify lesson plans which would support the modifications required for the assignments.	

Assignments

Discussion: Building Community	1.1

Introduce yourself to your classmates' and instructor in the Building a Community discussion forum by Wednesday.

Include a description of the following in your introduction:

- Your teaching experience
- Your experience with EL students
- Personal experience(s) you may have with learning a second language.

Share your reaction to the article "*Hattie, John. (2012). Visible Learning for Teachers: Maximizing Impact on Learning*: Is the information in the article reflective of the students in your classroom? Why or why not?

Reply to three of your classmates' posts by Sunday.

Include your own introduction where you respond to the same prompts. Take the time to welcome each student to the course by commenting on their post. Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Discussion: Connecting with Students	1.1, 1.2

One important aspect of teaching is creating connections and relationships with your English learners.

Respond to the following prompts in the Connecting with Students discussion forum by Friday:

- How will you encourage learners who are immigrants to share with you and their classmates about their home cultures?
- What methods do you plan to employ to include and honor different cultures and languages and encourage family participation?
- Select one strategy described in Ch 1 and one from the Colorin, Colorado article.
- How would you use each strategy with your students?

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

EDU 6263: Content Knowledge and Instructional Practice III: Teaching English Language Learners

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Visual Presentation	1.2

Create a five-slide visual presentation to introduce yourself to your class of English Learners. Your goal is to make them feel comfortable with you and create a connection. The target grade level will depend upon your current or anticipated teaching assignment.

Consider sharing information from the following topics: where you are from, hobbies, family, children, languages you speak, places you have visited, etc.

Note. This information does not have to be overly personal but is designed to help the students create a connection with you, even though you might not currently share fluency in a common language.

Utilize simple, clear language and as many visuals as possible.

Employ a presentation tool or software you are familiar with or one of the following for your presentation: PowerPoint or Google Slides, Prezi, PowToon, Haiku Deck.

Submit your presentation as a file upload or link by Sunday.

Week 2: EL Program Design & Second Language Acquisition

Learning Objectives

2.1 Analyze theories that have been proposed to explain first and second language acquisition.	CLO1
2.2 Analyze the effectiveness of various program models for English learners.	CLO2, CLO3

Activities and Resources

Readings	2.1
Reading, Writing, and Learning in ESL Ch. 2: Language and Language Acquisition	
Online Resources • Haynes, J. (1998-2005). *Stages of second language acquisition*. EverythingESL. • Colorín Colorado: Instructional Programs for English Language Learners Hill, Jane D., Kirsten B. Miller. *Classroom Instruction that Works with English Language Learners* and sites for the EL class	
YouTube Video "Stephen Krashen on Language Acquisition" [15:24].	

Review	2.2
Reading, Writing, and Learning in ESL **Review** the following sections of Ch. 1: English Learners in 21st-Century Classrooms: • Education Policy Specific to English Learners • What Kinds of Programs Exist to Meet the Needs of English Learners?	

Assignments

Discussion: Second Language Acquisition	2.1

Respond to the following prompts in the Second Language Acquisition discussion forum by Wednesday:

- What has been your experience learning a second language?
- Did you learn a language other than English at home and learn English at school? Have you been able to maintain you first language?
- Did you learn in a second language in high school and are you able to use the second language effectively today?
- Reflect on the model of second language instruction you received: how did it affect the outcome: your fluency in both the first and second languages?

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: The Ideal English Learner Program	2.2

Imagine a new school is opening in your area and you are one of the teachers transferring to this new school. You have been asked by the principal to design a new English Learner Program tailored for the school and its anticipated population. This is a fictitious school and population of English learners, situated in an area with which you are familiar.

Review the possible models for English Learner Programs.

Write a 350-700-word proposal to your principal for your ideal English Learner Program.

Include the following in your program:

- Description of the student population
- Courses offered for students of different EL levels
- Teachers needed to support the program

Consider the following questions:

EDU 6263: Content Knowledge and Instructional Practice III: Teaching English Language Learners

- How many languages are spoken at your school?
- Will you offer Dual Language Education, Bilingual Instruction or Sheltered Instruction?
- What kind of classes would a newcomer to the country be offered as opposed to a student who has been studying English for 3 years and is an emerging level English Learner?
- What kind of support would you offer in the native language (s) of the students in your school?
- What kind of training will you offer to your teachers?

Support your program design decisions with references from the text and other resources.

Submit your proposal by Sunday.

Week 3: Effective English Learner Instruction

Learning Objectives

3.1 Analyze methods to meet the varied needs of English learners.	CLO5, CLO6
3.2 Determine how sheltered instruction is planned and implemented.	CLO2, CLO5

Activities and Resources

Readings	3.1, 3.2
Reading, Writing, and Learning in ESL Ch. 3: Classroom Practices for Effective English Learner Instruction	
Online Resource ELL Strategies & Best Practices from Colorín Colorado website. Hill, Jane D., Kirsten B. Miller. *Classroom Instruction that Works with English Language Learners* and sites for the EL class	

Assignments

Discussion: Effective Instruction of English Learners	3.1
Review the Sheltered Instruction (SDAIE) Checklist from Ch. 3 **Reflect** on your current classroom practice. **Respond** to the following prompts in the Effective Instruction of English Learners discussion forum by Wednesday: • Which strategies on the checklist are included in your current classroom practice? How have their utilization improved your instruction? • Which strategies, not currently utilized, do you believe would make the instruction you provide to English Learners more effective? • Provide concrete examples of ways that you could implement the strategies.	

EDU 6263: Content Knowledge and Instructional Practice III: Teaching English Language Learners

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: ELP/SDAIE Lesson Plan Analysis	3.2

Write a 700-to 1,000-word analysis of one of your own lesson plans or an existing one in your content area of choice. If you do not have one readily available, go to www.teachers.net or www.lessonplanspage.com to locate one you can use.

Analyze the lesson plan for its effectiveness in meeting the needs of:

- Mainstream learners

  - o Content standards
  - o Goals and objectives
  - o Appropriate instructional strategies
  - o Assessment

- English learners

  - o ELP standards
  - o Goals and objectives
  - o Specific instructional strategies
  - o Assessment

Note. Utilize the Sheltered Instruction (SDAIE) Checklist from Ch. 3 of *Reading, Writing, and Learning in ESL* to determine the presence or absence of specific instructional strategies for the English learner.

Consider the following as you analyze the lesson plan:

- What major components exist in this lesson plan?
- What essential components are missing?
- How effective would this plan be for meeting the needs of English learners?

Provide two suggestions for improvement that would make this a high-quality lesson containing the appropriate lesson components for English learners.

EDU 6263: Content Knowledge and Instructional Practice III: Teaching English Language Learners

Format your paper consistent with APA guidelines.

Submit your analysis, with the lesson attached as an appendix or a link provided to the lesson utilized, by Sunday.

This is a Signature Assignment and cannot be modified without prior approval from the Program Designer.

Week 4: Oral Language Development Strategies

Learning Objectives

4.1 Analyze strategies that promote oral language development for English learners.	CLO5, CLO6, CLO7
4.2 Differentiate content instruction to promote oral language development	CLO5, CLO6, CLO7

Activities and Resources

Readings	4.1, 4.2
Reading, Writing, and Learning in ESL Ch. 5: Oral English Development in Second Language Acquisition	
Teaching Channel • "Deeper Learning for English Language Learners" video [13:36]. • Jones, L. (2014). *Video playlist: Engaging ELLs in academic conversations*. Teachers Voice Blog, Teaching Channel.	
Online Resource "Oral Language Development and ELLs: 5 Challenges and Solutions" by Lindsey Moses Guccione.	

Assignments

Discussion: Developing Oral Language Skills	4.1
Recall from our text that 65 to 95 percent of the talking in most classrooms is done by teachers. **Respond** to the following prompts in the Developing Oral Language Skills discussion forum by Wednesday: • How does that compare to the percentage of time that students are allowed to talk and are specifically asked to take part in activities to develop their oral language proficiency? • What specific strategies do you plan to implement in your lessons to encourage student participation and discussion in your classes?	

EDU 6263: Content Knowledge and Instructional Practice III: Teaching English Language Learners

Cite this week's readings and videos for specific strategies.

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Discussion: Oral Language Strategies	4.2

Respond to the following prompts in the Oral Language Strategies discussion forum by Friday:

- Describe briefly a lesson you have taught.
- Provide the grade level, subject and a brief description of the students in the class.
- Reflect on the oral language strategy or strategies you implemented in the teaching of the lesson.
- What additions or changes did you make to your lesson plan as you taught the lesson?
- What could you do differently to increase oral language development for that lesson?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Oral Language Development Strategies	4.1, 4.2

In Ch. 5 they discuss oral language development and its relationship to literacy and academic development. This assignment is designed to help you reflect upon the opportunities for oral language development in the lessons you teach.

Review the 'Oral Language in Perspective' section of Ch. 5

Option A: If you are currently a teacher

Select one of the lessons you will teach this week. Try to make this a lesson in which there are opportunities for oral language development. Utilize the Lesson Plan template if you will be creating a lesson.

Examine the lesson, before teaching it, for opportunities in which an oral language development strategy could be included.

Select one or two strategies from this week's readings or video to include in your lesson.

Write a short 100-to 200-word pre-lesson reflection that:

- Describes which oral language development strategies you will include
- How you will describe to the students how to use them

Note. Cite the sources of the strategies you selected.

Teach the lesson before the end of this week. During instruction, focus on the English Learners in your class to identify the following:

- Which of the strategies seem to be more effective and which less effective?
- Are your students able to understand your instructions easily and carry them out without the need for a lot of extra clarification?
- Ask students to engage in the same type of oral language development, if possible, in the days following the lesson to allow them to practice the skills you are teaching.

Write a 350-to 700-word post-lesson analysis of the success of your teaching of the oral language strategies you selected. Include the following in your reflection:

- A detailed description of the strategy.
- Your evaluation of the effectiveness of your teaching of the strategy or strategies.
- Your evaluation of the success of the strategy or strategies in allowing EL students to improve their skills.
- If students were able to engage in repeated practice of the strategy or strategies during the week, any improvements in your EL students.
- Two suggestions for how you could improve the oral language development of your students.

Submit your analysis along with the following in one document by Sunday:

- Original lesson
- Pre-lesson reflection

Option B: If you are not yet teaching or do not have access to a lesson plan

Locate a lesson plan that lends itself to the development of oral language for English learners from one of the following sites:

- www.teachers.net
- www.lessonplanspage.com

Write a 350-to 700-word analysis of the lesson for its effectiveness in developing the oral language of EL students. Identify the following in your evaluation:

- Specific examples from the lesson as well from this week's readings.
- Positive aspects of the lesson for EL students.
- Three specific and detailed suggestions for oral language development strategies that could be implemented within the lesson to effectively develop the oral language output of English learners.

Submit your analysis along with a link to the lesson you utilized in your analysis by Sunday.

Week 5: Literacy and Vocabulary Development Strategies for EL Students

Learning Objectives

5.1 Analyze classroom strategies that promote English learners' early literacy development.	CLO5, CLO6, CLO7
5.2 Determine effective methods to assess English learners' early literacy development.	CLO8
5.3 Analyze key guidelines for vocabulary instruction that help students learn new words.	CLO5, CLO6, CLO7

Activities and Resources

Readings	5.1, 5.2, 5.3
Reading, Writing, and Learning in ESL • Ch. 6: First Steps to Literacy: English Learners Beginning to Write and Read • Ch. 7: Words and Meanings: English Learners' Vocabulary Development	
Online Resources • Arizona English Language Learner Assessment (AZELLA) https://www.azed.gov/assessment/azella • Arizona English Language Proficiency Standards https://www.azed.gov/oelas/elps	
YouTube Videos • "Kate Kinsella - The Evidence is Clear.mov" [1:04] • "Kate Kinsella - Insurgent Act of Vocabulary Instruction.mov" [2:28] • "Kate Kinsella - Part 3.mov" [6:45]	

Assignments

Discussion: Promoting Early Literacy	5.1

Promoting literacy in English Learners is the responsibility of all teachers, not just the ELP teacher or ESL pull out teacher. Chapter 6 of the text provides us with many strategies for promoting early literacy, especially among younger children.

Respond to the following prompts in the Promoting Early Literacy discussion forum by Wednesday:

- Select one literacy strategy you would like to implement.
- How would you implement it in the grade level and subject area you currently teach or plan to teach?

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Discussion: Vocabulary Development	5.3

Review the Kate Kinsella's videos and article from the resources this week.

Respond to the following prompt in the Vocabulary Development discussion forum by Friday: How do you plan to implement the structured and routine development of academic vocabulary with your mainstream and EL students in your classes?

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Literacy and Writing Development Strategies	5.1, 5.2, 5.3

In Ch. 6, a wide variety of strategies are presented to assist English learners with the development of their productive written vocabulary. This assignment is designed to help you reflect upon the opportunities for the development of productive written vocabulary in the lessons you teach.

Option A: If you are currently a teacher

Select one of the lessons you will teach this week. Utilize the Lesson Plan template if you will be creating a lesson.

Identify the high frequency and academic content words that will be the focus of the lesson, before teaching the lesson.

Design opportunities for pre-teaching of vocabulary and strategies for moving words from the receptive to productive written vocabulary of your students.

Teach the lesson before the end of this week. During instruction, make note of the effectiveness of the vocabulary instruction for your EL students.

Write a 350-to 700-word post-lesson analysis of the success of your teaching of high frequency and academic content words. Include the following in your reflection:

- A detailed description of the front-loading or pre-teaching strategies you employed.
- Your evaluation of the effectiveness of the strategies.
- The technique you used to assess the lesson effectiveness.
- Two suggestions for how you could improve the written vocabulary language development of your students.

Reference this week's readings in your analysis.

Submit your analysis with the original lesson and your pre and post lesson reflections in one document.

Option B: If you are not yet teaching or do not have access to a lesson plan

Locate a lesson plan within your subject area that focuses on the development of specific content vocabulary for lesson comprehension by English learners from one of the following sites:

- www.teachers.net
- www.lessonplanspage.com

Write a 350-to 700-word analysis of the lesson for its effectiveness in developing the productive written vocabulary of EL students. Identify the following in your evaluation:

- Specific examples and terminology from this week's readings.
- Positive aspects of the lesson for EL students.
- Three specific and detailed suggestions for strategies that could be implemented within the lesson to effectively develop the productive written vocabulary output of English Learners.

Submit your analysis along with a link to the lesson you utilized in your analysis by Sunday.

Week 6: SDAIE Instruction and the Writing Process for EL Students

Learning Objectives

6.1 Apply effective English learner teaching strategies.	CLO5, CLO6, CLO7
6.2 Apply the writing process with English learners.	CLO4, CLO5, CLO6
6.3 Analyze the impact of state standards on English learners.	CLO4

Activities and Resources

Readings	
Reading, Writing, and Learning in ESL • Ch. 8: English Learners and Process Writing • Ch. 9: Reading and Literature Instruction for English Learners	

Online Resources
 	
• Colorín Colorado: Michelle Lawrence Biggar, WETA, n.d.
 	
   o "Writing Process: Part I" video [1:05]
   o "Writing Process: Part 2" video [1:13]
   o "Writing Process: Part 3" video [1:44]
 	
• "ELL/SDAIE Strategies Instructional Strategies Used throughout the Year:." *ELL/SDAIE Strategies* (n.d.): n. pag. Sweetwaterschools.org.
• Hansen, Laurie. "Books & Resources." *NSTA News.* National Science Teachers Association, 7 Dec. 2005.	

YouTube Videos • "The Writing Process" [4:32] • "Writing Process Animation" [13:12]	

Assignments

Discussion: English Learners	6.1, 6.3

Review the Week 5 Foundational Literacy Skills video from the Teaching Channel.

Respond to the following prompts in the English Learners discussion forum by Wednesday:

- Share your understanding of and experience with English Learner standards.
- How do you see them impacting the literacy instruction of English Learners?
- The Specially Designed Academic Instruction in English (SDAIE) Lesson Template differs from the standard lesson plan template provided for teachers in that it includes ELP standards and requires the addition of ELP and SDAIE strategies: How do you feel this adaptation will affect your daily instruction?

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Discussion: Writing Process	6.2

Respond to the following prompts in the Writing Process discussion forum by Thursday:

- What do you understand the writing process to be?
- Describe a lesson or topic during which you could take the students in your grade level and subject area through all of the 5 steps involved in process writing.

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: SDAIE Lesson Plan	6.1, 6.2, 6.3

Design a 1-hour SDAIE lesson plan for English Learners at the Expanding (formerly referred to as Intermediate) level of language acquisition using the SDAIE Lesson Plan Template.

Utilize your content area of specialty such as Social Studies, Science, English, Math, Physical Education, or a specific elective class such as music. Focus on teaching content, and either reading, writing, speaking or listening in English.

Cite the Content standards and ELP standards that will be addressed in your lesson.

Include the following components:

- Content and ELP standards specific to the lesson taught
- Content and ELP objectives
- Detailed description of SDAIE strategies employed
- Materials and equipment needed
- Description of grouping of students
- Anticipatory set
- Procedures/Guided practice
- Independent practice
- Formative assessment
- Closure/Follow-up activities planned

Submit your SDAIE lesson plan by Sunday.

Note. As part of this course you will be creating a Standards-Based SDAIE Curriculum Unit. Consider tis assignment when creating your lesson plan so that you may utilize the lesson plan for the curriculum unit assignment. You can review the full assignment directions for the curriculum unit in Week 8.

Week 7: Authentic Assessment and the use of Rubrics for Evaluation

Learning Objectives

7.1 Explain the attributes of authentic assessment.	CLO8
7.2 Determine the criteria and quality standards for an effective rubric.	CLO8
7.3 Evaluate a lesson plan to incorporate an authentic assessment.	CLO8

Activities and Resources

Readings	
Reading, Writing, and Learning in ESL **Review** the following sections of Ch. 3: Classroom Practices for Effective English Learner Instruction: • How are English Learners Assessed • Definition and Purposes of English Learner Assessment • Basic Concepts and Terms Used in Assessment • Limitations of Standardized Language Proficiency Tests • Principles of Classroom-Based Assessment **Read** the Scoring Guide for Whining document.	
Online Resources • Authentic Assessments Rubrics from the North Dakota Teaching with Technology Initiative • Callison, D. (1998). *Authentic Assessment*. Originally published School Library Media Activities Monthly 14, no.5, reprinted from the American Library Association. • Goodrich, H. (1997). Understanding Rubrics, *Teaching for Authentic Student Performance*, 54(4), 14-17 from ASCD: Educational Leadership. • Scoring Guide for Whining from Classroom Freebies too! • Wiggins, Grant (1990). The case for authentic assessment. *Practical Assessment, Research & Evaluation online*, 2(2).	
Rubrics for Teachers	

While many teachers are familiar with developing rubrics, for others this is not a common practice. Two websites which could be very helpful in developing your rubric are:

- Teacher Planet–Rubrics for Teachers: This site is very helpful. While you need to register, it is free, and allows you to download rubrics by subject area, created by teachers. In addition, you can post rubrics that you create to the site. One caution is that you will want to be careful with the rubrics as some are better than others. But, it could be very useful to compare the different rubric samples by subject area.

- 4 Teachers–Rubistar: A very easy to use site that allows teachers to easily design rubrics. They provide customizable rubrics based on type of project that can easily be adapted to your specific authentic assessment.

Assignments

Discussion: Authentic Assessment	7.1

Respond to the following prompts in the Authentic Assessment discussion forum by Wednesday:

- What do you understand authentic assessment to be?
- Select one of the activities from your SDAIE Lesson Plan to create an authentic assessment.
  - Describe the original assessment.
  - Why did you select this assessment?

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Discussion: Rubrics for Authentic Assessments	7.2

Review the *Understanding Rubrics* article from this week's readings.

Respond to the following prompts in the Rubrics for Authentic Assessment discussion forum by Friday:

- How can rubrics be used to evaluate authentic assessments?
- What has been your experience with rubrics, either as a teacher or student?

EDU 6263: Content Knowledge and Instructional Practice III: Teaching English Language Learners

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Authentic Assessment with Scoring Rubric	7.2, 7.3

Grant Wiggins defines authentic assessment as, "...Engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field." (Wiggins, 1993, p. 229).

Create a one page authentic assessment for one of the activities in the SDAIE Lesson Plan that you developed in Week Six. Use your creativity to design an engaging task or problem that mimics a real life situation where students will need to demonstrate knowledge, critical thinking, reflection, and other skills in a systematic way in order to complete or solve it.

Note. While quizzes and tests are valid methods of traditional assessment, they are not usually considered authentic assessment and should be avoided for this assignment.

Develop a one page rubric for evaluating your authentic assessment. A rubric is what allows you to evaluate an assessment in a systematic way and helps ensure that you are truly measuring student performance in a reliable fashion.

Include a copy of your original SDAIE Lesson Plan when you submit this assignment.

Submit your authentic assessment, rubric, and original lesson plan by Sunday.

Reference: Wiggins, G. P. (1993). *Assessing student performance*. San Francisco: Jossey-Bass Publishers.

Week 8: Standards-Based and Understanding by Design Lesson Planning

Learning Objectives

8.1 Compare Understanding by Design Framework (UbD) to Standards-based instruction (SBI).	CLO1, CLO2, CLO5, CLO7
8.2 Apply the components of UbD and SBI to create a unit of curriculum that meet the needs of English Learners.	CLO1, CLO2, CLO5, CLO7

Activities and Resources

Reading	8.1, 8.2

Online Resources

- Mctighe, J. & Wiggins, G. (2012). *Understanding by design framework*. ASCD: Alexandria, VA.
- Standards-based Instruction from Beacon Learning Center.

Teaching Channel

- "Formative Assessment Using the U-P-S Strategy" video [2:19]
- "Structure Learning with Essential Questions" video [1:39]

Assignments

Discussion: Understanding by Design	8.1

Respond to the following prompts in the Understanding by Design discussion forum by Wednesday:

- What do you comprehend the Understanding by Design Framework (UbD) to be?
- How does UbD relate to Standards-based instruction (SBI)?
- Which of the 7 basic tenets of UbD do you think is the most important for the success of English learners?

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

Assignment: Standards-Based SDAIE Curriculum Unit	8.2

The goal of this project is to assist you in creating a standards-based unit of curriculum to meet the needs of English Learners.

Review the Standards-Based SDAIE Unit template.

Create a 3-day standards-based SDAIE unit that incorporates Content Standards and English Language Development Standards appropriate for an English Learner student at the emerging (formerly known as intermediate) level at the grade you teach now, or plan to teach in the future.

Include the following in your unit:

- Both formative and summative authentic assessments
- Instructional strategies that demonstrate an understanding of ELP and SDAIE methodology
- Three consecutive one-hour lessons that demonstrate your ability to introduce a theme, topic or unit question, teach the content and evaluate to what extent students met the goals and objectives outlines in the unit plan.

Note. You may use the SDAIE lesson plan and Authentic Assessment you already created as the basic for this unit. If you do so, you will modify them to fit the Standards-based Unit template provided, which has a few additional elements and a modified order, and simply add two more lessons to it. However, if you prefer, you may create a unit with three new lessons and authentic assessments.

Complete the following steps to create your standards-based SDAIE unit:

- **Identify** desired results:

  o Decide upon the Content standards and ELP standards you will address with this lesson.
  o Visit the your state's Department of Education website and find a detailed list of standards.
  o Be very specific regarding exactly which standards, goals and objectives are being addressed.
  o Design the lessons to focus on acquiring the standards, goals and objectives selected.

- **Determine** acceptable evidence (assessments):

  o How will you assess whether students have been able to master those standards.
  o Include two types of assessments in your 3-day unit:
    - Formative assessment: assess student understanding of content during the lesson
    - Summative assessment: assess student understanding at the end of instruction

- o   Assessments you select must be authentic in nature but can take a variety of forms.
- o   One of your assessments must contain a scoring rubric, to assist in evaluation.

Note. Keep in mind that the authentic assessments should also be designed to evaluate an emerging English learner. As such, while language structure and mechanics may be evaluated, extensive focus on errors in language mechanics would not be appropriate. Also, while classroom debates and oral presentations are wonderful authentic assessments, they are very challenging for emerging English learners and if you use this type of assessment, support must be provided for the English learner.

- **Plan** learning experiences and instruction:

  - o   Detail all steps of lesson instruction using the lesson template provided
  - o   Include the following elements in this section:

    - Two SDAIE and [ELP](ELP) strategies in each one-hour lesson that reflect the proficiencies of an English learner at the emerging (formerly known as intermediate) level
    - Anticipated time needed for each step
    - Materials and resources used
    - Detailed procedures and guided practice
    - Independent practice
    - Concluding activity

Note. In the procedures and guided practice section, you need to provide enough detail so that the lesson plan could be used by another educator to teach this lesson. In addition, this will provide enough detail so I can properly evaluate the lesson.

Submit your 3-day standards-based SDAIE unit by Sunday.

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EDU 6263: Content Knowledge and Instructional Practice III: Teaching English Language Learners

Rubrics

Visual Presentation Rubric

•	• **Poor**	• **Needs Improvement**	• **Good**	• **Exemplary**	• **Points Earned**
• Elements • (4 pts)	• Presentation does <u>not</u> address the key elements required of the presentation.	• Presentation attempts to address a few of the key elements required but is missing information.	• Presentation addresses the key elements required and meets the parameters of the assignment.	• Presentation addresses the key elements required and goes beyond the parameters of the assignment.	•
• Performance • (3 pts)	• Lacks audience interaction. Little to no visual or communication aids. Minimal amount of creativity shown.	• Provides some audience interaction. Little to no visual or communication aids. Shows small amount of creativity in the presentation.	• Provides some audience interaction. Use of some visual or communication aids. Shows some level of creativity in the presentation.	• Strong audience interaction. Visual and communication aids used to contribute to the quality of the presentation. High level of creativity shown.	•
• Structure • (3 pts)	• Flow of the presentation is difficult to follow. Overall, presentation lacks cohesion and clarity.	• Shows some organizational structure, however not all parts are cohesive. Some areas are difficult to follow and lack development.	• Organized logically and flows smoothly. Most content presented are coherent, transitions well, and clearly states points. Only a few areas seem disconnected and vague.	• Presentation is organized well, follows a logical structure, and transitions well. All content presented are coherent and clearly states points.	•

The Ideal English Learner Program Rubric

	• **Above Standards** • 100%	• **Meets Standards** • 75%	• **Approaching Standards** • 50%	• **Below Standards** • 25%	• **Points Earned**
• **Focus or Thesis Statement** • (3 point)	• The thesis statement names the topic of the essay and outlines the main points to be discussed.	• The thesis statement names the topic of the essay.	• The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	• The thesis statement does not name the topic AND does not preview what will be discussed.	•
• **Selection of Considerations & Evidence** • (5 points)	• The most important considerations for this issue are identified and discussed objectively. Many references and examples from current professional sources are cited.	• Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports a position on the issue. Includes a few citations.	• At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports a position on the issue. A significant consideration is missed or evidence is very weak.	• Considerations are not relevant or not explained.	•
• **Transitions** • (1 point)	• A variety of thoughtful transitions are used. They clearly show how ideas are connected.	• Transitions show how ideas are connected, but there is little variety.	• Some transitions work well, but some connections between ideas are unclear.	• The transitions between ideas are unclear OR nonexistent.	•
• **Grammar & Spelling** • (1 point)	• Author makes no errors in grammar or spelling that distract the reader from the content.	• Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	• Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	• Author makes more than 4 errors in grammar or spelling that distract the	•

				reader from the content.	

ELP/SDAIE Lesson Plan Analysis Rubric

•	• Above Standards • 100%	• Meets Standards • 75%	• Approaching Standards • 50%	• Below Standards • 25%	• Points Earned
• **Focus or Thesis Statement** • (4 point)	• The thesis statement names the topic of the essay and outlines the main points to be discussed.	• The thesis statement names the topic of the essay.	• The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	• The thesis statement does not name the topic AND does not preview what will be discussed.	•
• **Selection of Considerations & Evidence** • (7 points)	• The most important considerations for this issue are identified and discussed objectively. Many references and examples from current professional sources are cited.	• Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports a position on the issue. Includes a few citations.	• At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports a position on the issue. A significant consideration is missed or evidence is very weak.	• Considerations are not relevant or not explained.	•
• **Transitions** • (2 points)	• A variety of thoughtful transitions are used. They clearly show how ideas are connected.	• Transitions show how ideas are connected, but there is little variety.	• Some transitions work well, but some connections between ideas are unclear.	• The transitions between ideas are unclear OR nonexistent.	•
• **Grammar & Spelling** • (2 points)	• Author makes no errors in grammar or spelling that distract the	• Author makes 1-2 errors in grammar or spelling that distract the	• Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	• Author makes more than 4 errors in grammar or spelling that	•

	reader from the content.		reader from the content.				distract the reader from the content.		

Oral Language Development Strategies Rubric

	• Above Standards • 100%	• Meets Standards • 75%	• Approaching Standards • 50%	• Below Standards • 25%	• Points Earned
• **Focus or Thesis Statement** • (4 point)	• The thesis statement names the topic of the essay and outlines the main points to be discussed.	• The thesis statement names the topic of the essay.	• The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	• The thesis statement does not name the topic AND does not preview what will be discussed.	•
• **Selection of Considerations & Evidence** • (7 points)	• The most important considerations for this issue are identified and discussed objectively. Many references and examples from current professional sources are cited.	• Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports a position on the issue. Includes a few citations.	• At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports a position on the issue. A significant consideration is missed or evidence is very weak.	• Considerations are not relevant or not explained.	•
• **Transitions** • (2 points)	• A variety of thoughtful transitions are used. They clearly show how ideas are connected.	• Transitions show how ideas are connected, but there is little variety.	• Some transitions work well, but some connections between ideas are unclear.	• The transitions between ideas are unclear OR nonexistent.	•
• **Grammar & Spelling** • (2 points)	• Author makes no errors in grammar or spelling that	• Author makes 1-2 errors in grammar or spelling that	• Author makes 3-4 errors in grammar or spelling that	• Author makes more than 4 errors in grammar or	•

	distract the reader from the content.	distract the reader from the content.	distract the reader from the content.	spelling that distract the reader from the content.	

Literacy and Writing Development Strategies Rubric

	• **Above Standards** • **100%**	• **Meets Standards** • **75%**	• **Approaching Standards** • **50%**	• **Below Standards** • **25%**	• **Points Earned**
• **Focus or Thesis Statement** • (4 point)	• The thesis statement names the topic of the essay and outlines the main points to be discussed.	• The thesis statement names the topic of the essay.	• The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	• The thesis statement does not name the topic AND does not preview what will be discussed.	•
• **Selection of Considerations & Evidence** • (7 points)	• The most important considerations for this issue are identified and discussed objectively. Many references and examples from current professional sources are cited.	• Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports a position on the issue. Includes a few citations.	• At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports a position on the issue. A significant consideration is missed or evidence is very weak.	• Considerations are not relevant or not explained.	•
• **Transitions** • (2 points)	• A variety of thoughtful transitions are used. They clearly show how ideas are connected.	• Transitions show how ideas are connected, but there is little variety.	• Some transitions work well, but some connections between ideas are unclear.	• The transitions between ideas are unclear OR nonexistent.	•
• **Grammar & Spelling** • (2 points)	• Author makes no errors in grammar or	• Author makes 1-2 errors in grammar or	• Author makes 3-4 errors in grammar or spelling that	• Author makes more than 4 errors in	•

	spelling that distract the reader from the content.	spelling that distract the reader from the content.	distract the reader from the content.	grammar or spelling that distract the reader from the content.	

SDAIE Lesson Plan Rubric

	Exemplary	**Good**	**Needs Improvement**
Grade Level and Subject Matter (1 point)	• Grade level and subject matter are clearly identified • Demonstrates awareness of special needs of EL students	• Grade level and subject matter identified • EL level identified but not a clear EL focus in the lesson	• Identification of grade level and subject matter is incomplete • No mention of the lesson modified for EL students
Materials/Resources (1 point)	• Complete listing of materials • Complete listing of resources	• Most materials listed • Most resources listed	• Essential materials not listed • Essential resources not listed
Content and English Language Development Standards (2 points)	• Complete with number and fully stated • Appropriate for grade level, content and ELP level • Matches objective • All lesson strategies focused on assisting EL students with meeting set standards	• Complete with number but not fully stated • Appropriate for grade level, content and ELP level • Matches objective • Not all lesson strategies focused on assisting EL students with meeting set standards	• Note complete with number and not fully stated • Note appropriate for grade level, content or ELP level • Does not match objective • Lesson strategies not present or not focused on assisting EL students with meeting set standards
SDAIE Strategies (3 points)	• Appropriate for content and time • Developmentally appropriate • SDAIE strategies greatly enhance the comprehensibility of the lesson for EL students	• Appropriate for content and time • Developmentally appropriate • SDAIE strategies assist students in meeting set lesson objectives	• Not appropriate for content or time • Not developmentally appropriate • SDAIE strategies not utilized correctly to assist students in meeting set lesson objectives or not utilized at all
Formative Assessment (2 points)	• Assessment is formative in nature • Assessment evaluates stated lesson objectives • Assessment is appropriate for the ELP level of the target student population • Assessment allows the instructor to evaluate students' lesson comprehension prior to lesson completion	• Assessment is formative in nature • Assessment evaluates the comprehension of stated lesson objectives • Assessment may not be appropriate for the ELP level of the target student population • Assessment allows the instructor to evaluate students' lesson	• Assessment is not formative in nature • Assessment does not match stated lesson objectives • Assessment is not appropriate for the ELP level of the target student population • Assessment does not allow the instructor to evaluate students' lesson comprehension prior to lesson completion

		comprehension prior to lesson completion	
• **Anticipatory Set** • (1 point)	• Focuses attention on the lesson and piques the students' interest	• Focuses attention of students on upcoming lesson	• Not identified or related to objective
• **Procedure/Guided Practice** • **(Instruction)** • (2 points)	• Includes clearly stated and logically sequenced accurate, age-appropriate explanation using available resources to enhance explanation • Lesson is clearly designed so that the level of instruction is appropriate for EL student success • EL students are able to meet standards and objectives through a well-crafted and scaffolded lesson that includes many modifications to meet their needs	• Includes clearly stated and logically sequenced, age-appropriate accurate explanation of lesson components • Level of instruction is appropriate for EL student at the expanding or intermediate level • Stated standards and objectives are met through instruction	• Does not include clearly stated and logically sequenced, age-appropriate accurate explanation of lesson components • Level of instruction is not appropriate for EL students at the expanding or intermediate level • Stated standards and objectives are not met through instruction
• **Independent Practice** • **(Independent of Teacher)** • (2 points)	• Matches stated objectives, modeling, and/or guided practice • Includes modifications for EL students • Clear directions are provided • Students are able to work independently with great success due to thorough understanding of the subject matter	• Matches stated objectives, modeling, and/or guided practice • Includes modifications EL students • Clear directions provided • Students are able to work independently with some success due to an understanding of the subject matter	• Does not match stated objectives, modeling and/or guided practice • No modifications for EL students are present • Provides no or unclear directions • Students are unable to work independently due to a lack of understanding of the subject matter
• **Closure** • (1 point)	• Identified • Addresses stated objective(s) • Includes student participation • Ties to real-life and/or future learning	• Identified • Addresses stated objective(s) • Includes student participation	• Not identified • Not connected to objective(s) • Does not include student participation (teacher tells them what they have learned)

Authentic Assessment with Scoring Rubric Assignment Rubric

• **Criteria**	• **5 points**	• **4 points**	• **3 points**	• **2 points**	• **1 points**

• **Authentic Assessment** • x 1	• The task is engaging; mimics a real life situation; requires the student to demonstrate knowledge, engage in critical thinking, reflection, and other skills to complete or solve the task	• The task is engaging; mimics a real life situation; requires the student to demonstrate knowledge, but does not engage them in critical thinking, reflection, and other skills to complete or solve the task	• The task is engaging; it is questionable if it mimics a real life situation; requires the student to demonstrate knowledge, but does not engage them in critical thinking, reflection, and other skills to complete or solve the task	• The task not is engaging; does not mimic a real life situation; requires the student to demonstrate knowledge, but does not engage them in critical thinking, reflection, and other skills to complete or solve the task	• The task not is engaging; does not mimic a real life situation; does not require the student to demonstrate knowledge, or engage them in critical thinking, reflection, and other skills to complete or solve the task
• **Rubric** • x 2	• Covers the right content; criteria are well organized; levels are well defined; levels are parallel	• Covers the right content; criteria are well organized; levels are defined and parallel	• Covers the right content; criteria are well organized; levels are unclear and lack parallelism	• Covers the right content; criteria are organized but need further clarification; levels are unclear and lack parallelism	• Covers the right content; criteria are unclear; levels are unclear and lack parallelism

Unit Plan Rubric

• Section	• 5 points	• 4 points	• 3 points	• 2 points	• 1 points
• **Scope** • (x3)	• Enough detail provided to clearly understand what will be done in class each day for a minimum of 1 hour; Reasonable time frame	• Enough detail provided to clearly understand what will be done in class each day; Reasonable time frame provided for each activity; Lesson scope	• More detail needed to understand what will be done in class every day; Pacing seems too short or fast	• Very sparse lesson description that makes it difficult to understand what will be happening on each day.	• Does not describe lessons that will take place each day •

EDU 6263: Content Knowledge and Instructional Practice III: Teaching English Language Learners

	provided for each activity •	seems to less than 40 minutes.			
• **Sequence** • (x3)	• Logical progression of lessons; Duration of 2 weeks •	• Some lessons seem to not follow logically from one day to the next; Duration of 2 weeks	• Lessons do not follow a logical sequence •	• Logical progression of lessons; Duration of 1 week	• Very sparse lesson description that makes it difficult to understand what will be happening on each day; Duration of 1 week
• **Context** • (x1)	•	•	• Provides context to the unit plan describing the grade, content and class setting.	• Provides most details needed to understand the class setting.	• Needs more details needed to understand the class setting
• **Standards** • (x1)	•	•	• Identified standards for the correct grade and content area; Standards related to unit plan.	• Connection between standards and unit plan is unclear.	• Does not provide the correct standards for the grade and content area.
• **Assessment** • (x2)	•	•	• Clearly indicates the ways students' progress will be monitored during the two-week unit plan.	• More specific details needed to understand how students' progress will be monitored.	• Assessment plan is vague and sparse.
• **Objectives** • (x1)	•	•	• Clear objectives provided for each day that are clearly related to lessons described	• Objectives do not seem aligned to the activity or are unclear	• Daily objectives are not provided

EDU 6263: Content Knowledge and Instructional Practice III: Teaching English Language Learners

Discussion Rubric

•	• **Exemplary** • **100%**	• **Good** • **67%**	• **Needs Improvement** • **33%**	• **Points Earned**
• **Initial Response to the Forum Topic** • (3 pts)	• Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	• Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	• Topic is addressed superficially and without evidence that prior posts were considered.	•
• **Feedback to Peer's Response to the Forum Topic** • (2 pts)	• Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	• Feedback was thoughtful but did not include specific suggestions and references for improvement.	• Feedback was superficial and did not cover all levels of the RISE model.	•