I. Course Description:

The purpose of this course is to teach you about how to best meet the needs of the K-12 English language learners (ELLs) in our nation’s schools. ELLs are a diverse population of individuals who differ in respect to nationality, race, ethnicity, age, ability, socioeconomic status, native language, educational background, and experience with and proficiency in English. The uniting factor among this population is that all ELLs are in the process of acquiring and expanding academic language proficiency in English in all content areas. Throughout this course, you will learn about the legal responsibilities of teachers of ELLs, models of teaching, cultural issues, ways to involve and support parents and families, and specific language and literacy instructional approaches to best support and assess the ELLs in your classroom.

II. Course Objectives:

During this course, you will:
A. Become familiar with the legal responsibilities of educators towards ELLs with respect to federal and state legislation.
B. Know the common terms and acronyms of the field.
C. Build an understanding of the World-Class Instructional Design and Assessment (WIDA) and Teachers of English to Speakers of Other Languages (TESOL) English Language Proficiency Standards.
D. Build an understanding of the Sheltered Instruction Observation Protocol (SIOP) Model for incorporating content and language objectives in lesson design.
E. Plan lessons with content and language objectives and adaptations that address speaking, listening, reading, and writing skills and incorporate WIDA and/or TESOL standards.
F. Understand how to advocate for ELLs in your classroom.
G. Discuss sociocultural characteristics of different populations of ELLs and explore connections between cultural values and practices and school experiences.
H. Explore how to develop authentic assessments and modify and adapt instruction for ELLs at various levels of English proficiency.
I. Consider recent research in the area of instructing ELLs and implications of that research for teachers.
J. Identify and analyze cultural bias in student learning materials
K. Observe, discuss, respond to, and reflect upon videotaped examples of teachers working with actual ELLs in classrooms using the SIOP protocol.
III. Course Format:

We will meet in our classroom weekly, but you will also complete some online activities and use our course website to submit assignments.

In each Module, located under the “Modules” link on the navigation bar of our course website, you will find the readings for that particular week, and instructions for any other assignments that are due that week.

Complete the assigned readings before coming to class.

Individual assignments are due the Friday of that week at midnight and should be submitted via the Assignment link on the navigation bar.

IV. Assignments:

A. Oral Presentations (30 points)
For this assignment, you will demonstrate how you would approach the instruction of a one/two-paragraph excerpt from a text that you think would send itself to helping students focus on language through text analysis to better comprehend text. The instructions for this assignment are provided in Module 8. However, you will have to sign up to do your oral presentation on one of the following modules: Module 10 (Group 1/G1), Module 12 (Group 2/G2), Module 14 (Group 3/G3), or Module 15 (Group 4/G4).

You have to select your own text to teach and bring it to class. Start with a short introduction that describes your teaching context, and then demonstrate (show rather than tell) your approach to teaching ELLs through language-based strategies. Your oral presentation should not last more than eight minutes.

B. Video Reflections (10 points each):
You will view classroom instruction with ELLs using the website that accompanies the book. To access the videos, go to http://pdtoolkit.pearson.com and register yourself. You will have full access to the videos and resources with the code at the back of your text. There are videos that accompany each chapter.

To access each chapter's videos, check the chapter theme on the left and the associated videos will come up on the right. After watching the videos, you will use the SIOP Protocol Tool to assess best practices for teaching English learners.

There will be two video reflections due throughout the course. They are due in Module 4 and Module 7. I will provide you with a rubric that outlines expectations for your video reflections. Please submit your video reflections via the Assignment link on the navigation bar by Friday night at midnight of the week in which they are due. Please be sure to include your name, video reflection number, and module number on each video reflection that you submit.
C. Teaching Philosophy (35 points):
For this assignment, you will discuss two principles or beliefs that guide (or will guide) your work with ELLs in your classroom. In choosing these principles, consider your actual (or an imagined) teaching context, your classroom experiences, and our class discussions and readings. You are expected to present your two principles clearly and discuss them thoroughly. Your ideas should go beyond the simple statement or assertion of beliefs to the support of your beliefs with what you have read in the research or in the course readings and what you have experienced in the classroom. This assignment is due in Module 10. Please be sure to include your name and module number when you submit.

D. SIOP Lesson Plans (50 points each):
For the two SIOP Lesson Plan assignments, graduate students will design a lesson plan while undergraduates will critique an existing lesson plan.

1. Graduate Students:
You will design two lesson plans for a class that includes 4 ELLs with the following profiles: 1) a level 2 beginning level student from Argentina (Spanish speaker) who has been in the US for 4 months; 2) a level 2 beginning student from Vietnam (Vietnamese speaker) who has been in the US for 6 months; 3) a level 3 developing student from Guatemala (Spanish speaker who also speaks an indigenous language) who has been in the US for 2 years; 4) and a Developing level student from Somalia (Maay and Arabic speaker) who lived in a refugee camp for 4 years before arriving in the US 2 months ago and has had limited formal schooling.

These two lessons will be situated within a theme or topic in a content area of your choice: science, math, social studies, or English language arts. These lesson plans are the major assignment of this course and should reflect your ability to modify and adapt instruction and assessments to ELLs at the Beginning and Developing levels of English Language proficiency. The idea is to create lessons that you can actually use should you have ELLs in your classrooms one day, which is likely to occur! You will learn about adapting lesson plans for ELLs at Beginning and Developing levels throughout the weekly modules.

The lessons should be based on the WIDA English Proficiency Standards for your chosen content area and grade level cluster. Your lessons should incorporate effective teaching strategies for ELLs from the SIOP Model. Clear directions are included within the module in which each lesson plan is due, and I will provide example lesson plans. I will also provide you with the rubric that I will use to evaluate your lesson plans. One lesson plan is due in Module 5, and the other is due in Module 13.

Please submit your lesson plans via the Assignment link on the navigation bar by Friday night at midnight during the week in which they are due. Please be sure to submit them in a Word document that includes your name, lesson plan number, and module number on each lesson plan that you submit.
2. Undergraduate Students:
As undergraduate students, you may not yet be prepared to design complete lesson plans, although you will learn a lot about making lesson plans during this course! Instead, you will choose two SIOP Lesson Plans (links to several Lesson Plans from different content areas and grade levels will be included in Learning Modules 5 and 13, in which the Lesson Plan Critique is due). You will write a full critique of one Lesson Plan in Module 5 and a different Lesson Plan in Module 13 following the criteria in the rubric provided. Please follow the detailed instructions for this assignment that are included in Learning Modules 5 and 13, and use the rubric to guide your work.

Critiquing Lesson Plans provides you with the opportunity to identify and explain the way that the Lesson Plans you choose exemplify an integration of language and content objectives, contain appropriate adaptations and modifications for ELLs of Beginning Level 2 and Developing Level 3, and include SIOP features that have been introduced throughout the course. You will also critique the formative assessments that are evident in the Lesson Plans that the teacher uses to help him/her to know whether all students understand the concepts introduced in the Lesson Plan. You are expected to identify and explain both strengths of the Lesson Plans as well as to make suggestions for how the Lesson Plans may be improved.

Please submit your Lesson Plan Critique via the Assignment Tool no later than Friday at midnight during the week in which they are due. Please be sure to submit your Lesson Plan Critique as a Word document that includes your name and identifies the content area and grade level of the Lesson Plan that you critiqued.

E. Class Participation (15 points total):
Active participation in all class and online activities will count towards your participation points. You are expected to engage in positive and meaningful dialog concerning the course subject matter, and complete all assigned readings for each class.

V. Grading:
A 93 – 100%
A- 90–92%
B+ 87–89%
B 83–86%
B- 80–82%
C+ 77–79%
C 73–76%
C- 70–72%
Below 70 is failing.

Note: A “B” or better is expected in graduate classes.
## Assignment Point Distribution

<table>
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<tr>
<th>Assignment</th>
<th>Competencies assessed*</th>
<th>Points</th>
<th>Number of assignments</th>
<th>Total</th>
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<tr>
<td><strong>A. Oral Presentations</strong></td>
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<td><strong>B. Video Reflections</strong></td>
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<td><strong>C. Teaching Philosophy</strong></td>
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<td><strong>D. SIOP Lesson Plans</strong></td>
<td>I. B, C, D, E, F</td>
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<td>- Graduates design lesson plans</td>
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<td>- Undergraduates critique lesson plans</td>
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<td><strong>E. Participation</strong></td>
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<td>IV. C, D, F, H, J, K</td>
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*Competencies listed below*
By the end of this course, ESL Program Specialists should demonstrate the following competencies:

I. Language
   I.B. Support ELLs in communicating effectively for social and academic purposes by enhancing oral/aural skills, i.e., recognizing and using syntactic structures, the English sound system, and other communication skills.
   I.C. Support ELLs in understanding and using appropriate register variation and language use within different contexts and for different audiences, including formal, informal, social, and academic.
   I.D. Develop a variety of instructional techniques to assist ELLs in developing and using vocabulary (idioms, cognates, and collocations) and L2 literacy appropriately in written and spoken language, including contextualized practice with.
   I.E. Apply knowledge of the principles of first and second language acquisition, and of the differences between first and second language acquisition, to the design of instruction for ELLs.
   I.F. Apply strategies that recognize the role of students’ L1s as a resource for language and literacy development and for communicating with invested participants (students, families, volunteer support, and bilingual aides).

II. Culture
   II.A. Demonstrate knowledge of the processes of negotiating one’s cultural identity.
   II.B. Differentiate among the varied processes of cultural transitions, including acculturation, assimilation, biculturation and resistance.
   II.C. Identify negative effects of prejudice, stereotyping and ethnocentrism on language learners’ successful learning in schools and promote pro-social classroom learning environment.
   II.D. Recognize cultural bias in curriculum and materials and use a range of resources to deliver instruction.
   II.F. Develop effective techniques for communication between home and school by recognizing and supporting the preferred mode of communication of the parent/guardian (written, oral, L1, L2, etc.) and utilizing interpretation and translation resources appropriately.
   II.H. Integrate diverse ways of learning and multiple cultural perspectives, including building on ELLs’ strengths, into the planning/adapting of curriculum and instructional methods.

III. Observing, Planning, Implementing, and Managing Instruction
   III.A. Design standards-aligned instruction in English utilizing the Pennsylvania Academic Standards, the English Language Proficiency Standards, and Can-Do descriptors in relation to the continuum of proficiency levels.
   III.B. Plan effective lessons in all domains (Reading, Writing, Speaking, and Listening) using a variety of materials, texts, activities, strategies and assessments appropriately based on consideration of learners’ differing English language proficiency, L1 literacy and prior knowledge, age and developmental stages, grade levels, learning styles and sociocultural needs.
   III.C. Plan ESL instruction and assessment specific to the reading and writing needs of students with limited formal schooling (LFS) or interrupted formal education (SIFE).
   III.D. Recognize, plan and implement key elements of ESL lesson design, which include.
      1. Content and language objectives;
      2. Scaffolding, supports;
      3. Activating and building on prior knowledge;
      4. Formative and authentic assessments
      5. Academic and social interaction at the English Language Proficiency Level of the student, specifically in the domains of listening, speaking, reading and writing.
   III.E. Differentiate instruction based on formative assessment of student progress, reteaching as necessary for students who need additional time and alternative approaches to meet learning outcomes.
   III.F. Develop and implement communicative activities in K-12 classrooms that promote authentic interactions for social and academic purposes and that integrate all language skills, i.e., reading, writing, speaking, and listening.
III.G. Plan and provide evidence-based reading and writing instruction that includes various cueing systems (i.e. graphic, syntactic, and semantic cues) appropriate for ELLs.

III.H. Plan and provide evidence-based reading and writing instruction that includes various cueing systems (i.e. graphic, syntactic, and semantic cues) appropriate for ELLs.

IV. Assessment

   IV.C. Recognize, apply and share state-allowed testing accommodations for ELLs at varying proficiency levels.

   IV.D. Identify and use multiple assessment resources and measures (including research, native language evaluation, Pennsylvania English Language Proficiency Standards, PA Academic Achievement Standards, and WIDA ACCESS for ELLs performance rubrics, among others) to make informed decisions concerning an ELL’s progression through a language instruction program (identification, placement, progress, achievement, exit, and monitoring) observing all applicable national and state requirements.

   IV.F. Inform parents/families, using their preferred mode(s) of communication, of federal and state-mandated testing, and the implications of such testing, for ELLs in a language instructional program.

   IV.H. As part of an instructional planning team, analyze data from various ELL groups (disaggregated, where appropriate, by language proficiency level, grade level, instructional site, etc.) to evaluate the effectiveness of an ESL program or language teaching methodology.

IV.I. Identify and use a variety of resources and research, including native-language assessment and accommodated assessments, to inform decisions about language differences, giftedness, learning disabilities, or other qualities of ELLs which would entitle them to participation in school programs.

IV.J. Understand and share multiple measures of assessment data, collected over time, to document ELL growth and progress before considering a referral to a special education or other remedial program.

IV.K. Evaluate and share data, including strengths and weaknesses of each model, with parents/family and other members of a team making informed decisions on referral of an ELL for special education or gifted services.

V. Professionalism

   V.E. Recognize the need to advocate for ELLs and their families including full access to school resources; inform colleagues in instructional teams.

   V.F. Develop classroom activities that could involve families and provide ELLs and their families with information, support, and assistance (e.g., advocate for the students and their families, help families participate in their school/community through the use of bilingual paraprofessionals or interpreters, or engage with community members and policymakers with respect to issues affecting ELLs).

VI. Required Texts:


VII. Additional Required Readings:


WIDA Consortium (2013). WIDA focus on group work for content learning Wisconsin Center for Education Research. Retrieved from [https://www.wida.us/professionalDev/educatorResources/focus.aspx](https://www.wida.us/professionalDev/educatorResources/focus.aspx)


Yoon, B. (2007). Offering or limiting opportunities: Teachers’ roles and approaches to English-language learners’ participation in literacy activities. The Reading Teacher, 61(3) 216-225.


VIII. Attendance Policy

Class attendance is mandatory. Given the short amount of time for courses and the nature of classroom instruction in a professional program, missing one 3-hour class can result in serious deficits to your knowledge and can have effects on your understanding of future classes. Graduate courses require your active participation in class activities and discussion, your responsibility to a group for completion of projects, and your contribution to the class in terms of presentations and demonstration lessons. There is NO WAY to make up work missed in a graduate class.

The following attendance policy has been established for the PY, MAT, and MED program.

A. You are permitted ONE EXCUSED ABSENCE per course per term. An excused absence means that you have communicated with your instructor that you will miss or have missed a class and have the necessary documentation to allow your instructor to make a decision on whether the absence is excused or unexcused. It is NOT up to you to decide whether your absence is excused and simply telling the instructor that you will miss a class does not excuse you from the class. You must receive verbal or written
confirmation from the instructor that your absence has been excused. The one excused absence will not have an effect of your final course grade. You are, however, responsible for finding out what you missed from other students in the class. Lack of knowledge about course content because of an absence is not excusable or reasonable for a graduate student. If you do not receive confirmation from the instructor that your absence is excused, you may assume that your absence is unexcused and will have an impact on your course grade (see C).

B. Two days of lateness or early exit exceeding 30 minutes also count as one absence. In other words, if you are late or leave early twice without being excused by your instructor, an unexcused absence will be recorded, resulting in a lowering of your final course grade. While I understand that the parking situation is difficult at Pitt, please keep in mind that we have a limited amount of time for each class and will start each day promptly at 4:30 PM. Chronic lateness of less than thirty minutes (i.e., being late on a regular basis) may also constitute an absence.

C. Beyond the one excused absence, additional absences will result in the lowering of your final course grade by one letter grade for every unexcused absence. Keep in mind that in graduate school you may be required to re-take a course for which you have received a C. A grade of C is not an acceptable grade for a graduate student. The expectation is that you will do exemplary work in all your courses. A QPA of 4.00 should not be an unreasonable expectation for you. In the future, you will be seeking strong letters of recommendation for positions and mediocre work in courses does not permit an instructor to recommend you highly with no reservation.

D. During the course of the semester, it is also possible that absence from and tardiness to class is necessary beyond the reasonable one absence policy. In these cases, the absence or tardiness must be excused by the instructor, must be documented, and will be given for only extenuating circumstances such as death in the family or serious illness that requires medication and/or hospitalization (headaches, a slight cold, or fatigue do not count as serious illnesses). Excused absences and tardiness will not be given for cars breaking down, traffic congestion, family obligations, routine doctor or dentist appointments, a planned family vacation, or delays at your school site. We all teach classes, work in schools, have family responsibilities, and deal with transportation issues. These matters must be planned for in advance so they do not interfere with your responsibilities as an intern and a graduate student – BE PROACTIVE, NOT REACTIVE. If absence or tardiness beyond the reasonable one absence policy is necessary and approved by the instructor, a work plan must be discussed and agreed upon to make up missed class time. An excused absence or tardy beyond the first will not result in a lower grade if all work due or assigned for the class and work plan is completed.
IX. University Policies

A. Academic Integrity
Students in this course will be expected to comply with the University of Pittsburgh’s Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

B. Disability Services
If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

C. Statement on Classroom Recording
To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

X. DIL Departmental Grievance Procedures
The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in DIL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow this procedure:

1. The student should talk directly to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator.
3. If the matter remains unresolved, the student should talk to the associate chair of DIL (currently Dr. Patricia Crawford).
4. If needed, the student should next talk to the SOE associate dean of students (currently Dr. Michael Gunzenhauser).
5. If the matter still remains unresolved, the student should file a written statement of charges with the dean’s designated Academic Integrity Administrative Officer (currently Dr. Michael Gunzenhauser).
XI. Important Course Registration Information to Potential MAT and MEd Students:

If you are currently a) taking this course at the 1000 level, b) intend to be a student in the MAT or MEd program, and c) will need this course to earn the MAT or MEd degree (that is, the course in NOT a pre-requisite to admission), please be aware that 1000 level courses will not be counted toward your total graduate credit hour requirement for the MAT or MEd degree. It is advised that you change the course number to the 2000 level during the drop-add period. It is also important to note that, if you are still an undergraduate student, this 2000 level course needs to be taken in the last term before graduation and may not be counted toward your total credits (typically 120 undergraduate credits) for your undergraduate degree.

Have a great semester and please speak to your instructor if you have any questions or concerns! Welcome back!