

	<p style="text-align: center;">EDU 518 Methods of Teaching English Learners 3 credits On-Line Ann Anderberg, Associate Professor</p>
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Catalogue Description

This course is designed to support advanced candidates with skill development through an applied field experience with English Learners (ELs) framed by online theoretical components. The course will examine the complex role that classroom teachers play in the development of English Learners across affective and cognitive domains. Theories of second language acquisition and research-based practices will be investigated with special emphasis on the candidate's program (e.g. elementary, secondary content areas). Curriculum considerations will be explored in the context of both general education and ESL

Required Texts:

Ariza, E. (2010). *Not for ESOL Teachers: What every classroom Teacher needs to know about the linguistically, culturally and ethnically diverse student*. (2nd ed). Upper Saddle River, NJ: Pearson.

Echevarria, J., Vogt, M., & Short, D.J. (2012). *Making content comprehensible for English learners: The SIOP model* (4th ed.). Upper Saddle River, NJ: Pearson.

Shatz, M., & Wilkinson, L. C. (2010). *The education of English language learners: Research to practice*. New York: Guilford Press.

Recommended Texts:

Vogt, M., Echevarria, J (2008). *99 ideas and activities for teaching English learners with the SIOP® model*. Boston , MA: Pearson.

Elementary Candidates:

Argüelles, M.E., Baker, S.K., Moats, L.C. (2011). *Teaching English learners: a supplemental LETRS® module for instructional leaders*. Longmont, CO: Sopris.

Dove, M., Honigsfeld, A. (2010). *Common Core for the Not So Common Learner: English Language Arts Strategies, Grades K-5* (13th ed). Sage

Secondary Candidates:

Hill, J.D., Flynn, K.M. (2006) *Classroom instruction that works for English language learners*. Alexandria, VA: ASCD.

Dove, M., Honigsfeld, A. (2010). *Common Core for the Not So Common Learner: English Language Arts Strategies, Grades 6-12* (13th ed). Sage

Course Objectives:

- Candidates will arrange and conduct 15 hours of field work with at least 2 EL students preferably from two different linguistic/ethnic groups representing various socioeconomic statuses.
- Candidates will investigate the similarities and differences between a subject's native language and culture and the English language and North American culture typically experienced in school settings. Candidates reflect on the impact for English language acquisition across all domains of language.
- Candidates will investigate methods of teaching ELs and consider which methods are most effective for a range of ELs based on educational background, level of English Language Acquisition, age, and content area.
- Candidates will explore curriculum considerations for ELs in the general education classroom and in the ESL classroom.
- Candidates will demonstrate knowledge of second language acquisition research and evidence-based practices through the design and implementation of Sheltered Instruction lessons.
- Candidates will research and synthesize information from multiple sources to develop a repertoire of differentiation strategies for ELs and create an online exhibition of learning.

Course Assignments:

Fall 2016 EDU 518 Dues Dates:

9/11/16 Set up clinical experience and complete Field Experience Plan
9/11/16 Post Introduction, Freire Discussion, (Discussion Board Throughout the semester)
9/25/16 Email professor Threaded Discussion Topic Request
10/2/16 Field Experience Journal (10 points)
10/30/16 Field Experience Journal (10 points)
11/20/16 Field Experience Journal (10 points)
11/20/16 ELL KWL/Webpage (20 points)
12/4/16 Case Study (20 points)
12/11/16 Final Reflection (10 points)

Set up a 15 hour Field Experience with grade appropriate EL – Please complete your Field Experience plan. As you plan please take into consideration the following:

- a. You will need to be able to observe student and teacher interaction
- b. You will need to spend 5 hours discussing teaching ELLs with an ELL professional
- c. You will need to spend time working with ELL students
- d. You will need a certified staff member to sign off on your internship time and activities – certified staff do not need to provide evaluation or feedback

9/4	The English Language Learner	Discussion Board: Introductions Chapter 1 Shatz & Wilkinson Chapter 1 of Echevarría, Vogt & Short
9/11	The English Language Learner	Chapter 2, Shatz & Wilkinson Freire chapter (on BlackBoard under MATERIALS) http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320848
9/18	The English Language Learner	Discussion Board: Response to Freire BlackBoard: Field Experience Plan BlackBoard: Discussion thread topic proposal Chapter 1 Ariza
9/25	Instructional Approaches for ELs in the Mainstream Classroom	Discussion Board: Response to this week’s assignments, insights from the field SIOP Video (on BlackBoard under MATERIALS) Chapter 2-9 of Echevarría, Vogt & Short Chapter 2, Shatz & Wilkinson
10/2	Initial connection of course content to Field Experience: First Impressions	BlackBoard: Response to this week’s assignments, insights from the field Field Experience Journal 1 Discussion Board: Chapter 7 Ariza
10/9	Second Language Acquisition	Discussion Board: Student led threads Group 1 Chapters 5 & 6, Appendix B Ariza
10/16	Differentiation for ELs	Discussion Board: Student led threads Group 1 Chapter 8 Ariza
10/23	Your content area and ELs	Discussion Board: Student led threads Group 1 Selected readings
10/30	Connection of course content to Field Experience: What do you want to know?	Discussion Board: Student led threads Group 1 Student led threads Group 2 BlackBoard: Field Experience Journal 2
11/6	Assessment and ELs	Discussion Board: Student led threads Group 2 Chapter 11 Ariza Chapter 9 of Echevarría, Vogt & Short Chapter 10 Shatz & Wilkinson

11/13	Language vs. Difference	Discussion Board: Student led threads Group 2 Chapter 9 Shatz & Wilkinson Selected Readings
11/20	Final connection of course content to Field Experience	Discussion Board: Student led threads Group 2 BlackBoard: Field Experience Journal 3 EL K-W-L/webpage
11/27	THANSGIVING WEEKEND	Relax, shut off the computer, enjoy yourself!
12/4	EL family connections	Discussion Board: BlackBoard: CASE Study Chapter 11 Shatz & Wilkinson Chapter 12 Ariza
12/11	FINAL	BlackBoard: Final Reflection

1. Field Experience Journal – (30 points)
 - a. Candidates will keep a field experience journal submitting the journal to the instructor 3 times during the course. **Due dates: 10/2, 10/30, 11/20.**
 - b. Each submission must include 3 (1-2 page) journal entries.
 - c. Journals must examine the candidate’s experience in the field through the lens of research, class discussion and their own reflection.

2. ELL KWL/Webpage (20 points) – See Rubric on Blackboard - **Due date: 11/20**
 - a. Will include – Please see rubric for specific details
 - i. Selected readings on working with English language learners
 1. K-W-L
 - ii. Targeted strategies for teaching ELs in the classroom
 - iii. Sheltered Instruction Lesson Plan
 - iv. Curriculum considerations for ELs
 - v. Posted to a webpage created for this course OR your school webpage

3. Threaded discussion (20 points) - **Due date: Ongoing**
 - a. The instructor will post:
 - i. September 8, 2016 (Freire)
 - ii. October 9 - 30, 2016 (Student led threads)
 - iii. October 30 – November 20 , 2016 (Student led threads)
 - b. Candidates will be expected to lead a threaded discussion on the research on ELs learning in their area of expertise (elementary, secondary,)
 - i. Possible threaded discussion topics – Plan on reading at least 3 articles on the topic, synthesize and lead the discussion. Please pick your top 2 and **email the instructor your choices by 9/25** – instructor will assign and will do her best to accommodate:
 1. EL Methods
 2. Curriculum – elementary
 3. Curriculum – middle grades
 4. Curriculum - secondary
 5. Family literacy

- 6. Math and science curriculum & instruction
 - 7. Technology and the ELL classroom
 - 8. Your topic – pre approved by instructor
- c. Candidates will submit at least 2 postings to each threaded discussion – either as a response to the instructor or student posting
4. Case Study – See Rubric on Blackboard – (20 points) - **Due date: 12/3**
- a. Candidates will write a case study on 2 English Language learners in their field experience. Please see rubric for specific details
 - i. Candidates will be required to retrieve data on each of these students (LAS Links, CMT, Smarter Balanced, DRP, etc)
 - ii. Candidates will also examine IEPs or 504 plans if available
 - iii. Candidates will write a narrative discussing the individual student’s learning needs based on data, work samples and in-class observation
 - b. Candidates will create an individualized learning plan linked to research for the student to support classroom performance.
5. Final Reflection (10 points) – **Due date: 12/10**
- a. 1-2 Page Reflection: Impact of EDU 618 on My Teaching *Repertoire*
 - b. Due On-line

Grading			
	B+ 87 – 89	C+77-79	D+ 67 – 69
A 95 – 100	B 84-86	C 74–76	D 64-66
A- 90-94	B- 80-83	C- 70 - 73	D- 60-63
Education Department will not accept less than C.			

1. Academic Services: Students are encouraged to use the support offered by the Academic Services Center (ASC) located on the ground floor of the Library. Advising Services and tutoring in math, writing, and other subjects, including supplementary instruction, are available. The ASC also offers assistance in study techniques, time management and understanding learning styles. Fall 2016 hours: (Tutoring) Sun. 2-9; M.-Th. 9-9, Fri. 9-5., Sat. Closed; (Advising) M.-Th. 9-7, Fri. 9-5. Sat.-Sun. Closed. For further information call 465-4310 or check the ASC website at <http://www.easternct.edu/asc/>.
2. Academic Misconduct: Students should read and understand Eastern’s Academic Misconduct Policy, which can be found in the Eastern Student Handbook at <http://ecsu-svkb2.easternct.edu/index.php?View=entry&EntryID=307> Students are expected to take personal responsibility for their intellectual work and to respect and acknowledge the ideas of others. Academic honesty means doing one’s own work and giving proper credit to others whose work and thought are drawn upon. It is the responsibility of each student to become familiar with what constitutes academic dishonesty and plagiarism, and to

avoid all forms of cheating and plagiarism. Students may not engage in any form of academic misconduct, and are responsible for learning how to present the ideas of others in their own work, and avoid all other forms of academic misconduct. For current documentation practices, consult the instructor or a style manual (e.g., APA, MLA). All violations will be handled under the procedures established in the Academic Misconduct Policy.

- 3. Classroom Recording by Students: Classroom recording may be an appropriate academic adjustment, auxiliary aid, and/or service for a student with documented permanent and temporary disabilities. Eastern's Office of AccessAbility Services (OAS) determines if classroom recording is appropriate for a student. When that determination is made the following statement is printed on the Letter of Accommodation from OAS that grants a student use of a recording device in the classroom:*

"Student understands that faculty members have copyright interest in their class lectures and he/she agrees not to infringe on this right in any way. Student will use these recordings only for personal academic use during this course and will not upload, broadcast, transcribe, share or release all or any part of these recordings, in accordance with federal copyright laws. Student understands that the faculty member and students in the class have privacy rights and agrees he/she will not violate those rights by using the tape recordings for any reason other than that of his/her own personal study. Student agrees to destroy all recordings at the end of the current semester. Failure to comply with recording guidelines may result in disciplinary action."

A student without documented disabilities may request permission to record classroom activity. The instructor will have the sole discretion to determine if recording will be allowed.

Fri. 9-5., Sat. Closed; (Advising) M.-Th. 9-7, Fri. 9-5. Sat.-Sun. Closed. For further information call 465-4310 or check the ASC website at <http://www1.easternct.edu/asc/>."

- 4. Filing of Student Work: For the sole purposes of course and program improvement and for program accreditation, student work will be archived. If or when samples of work are shared with stakeholders, all documents will be anonymized. If you prefer that your work not to be used for these purposes, you must submit a written request to the professor by the third week of coursework.*
- 5. Changes to Course Syllabus: Faculty reserve the right to make changes to the course syllabus, as needed. However, every attempt will be made to keep such changes at a minimum and are usually made in response to School of Education and Professional Studies, program, or professional accreditation/certification requirements and regulations.*
- 6. Student Sexual Misconduct Policy: Title IX of the Education Amendment of 1972, as well as the Board of Regents Policy on Sexual Misconduct Reporting, Support Services and Processes, prohibit acts of sexual misconduct – sexual harassment, sexual assault, sex-based discrimination, dating violence, domestic violence, stalking, and inappropriate relationships between employees and students. If you or someone you know has been or experiences harassment or assault, resources*

are available with the Sexual Assault & Interpersonal Violence Response Team (SAIV-RT). Alleged violations can be reported to the Title IX Coordinator in the Office of Equity and Diversity at [860-465-5791](tel:860-465-5791). Reports to law enforcement can be made to Eastern Connecticut State University Police Department at [860-465-5310](tel:860-465-5310). **To receive support and advocacy, please contact Starsheemar Byrum, the Coordinator of the Sexual Assault & Interpersonal Violence Response Team (SAIV-RT) at [860-465-4314](tel:860-465-4314). You may also visit the SAIV-RT website at www1.easternct.edu/saiv for more information including a list of confidential resources.**

Course Outcomes Aligned with the Eastern EPP’s Candidate Learning Outcomes, NCATE, CAEP Standards, CT SDE Pre-service Competencies, and CCCT Standards, and with Related Key Experiences

All course outcomes are interconnected with the Eastern EPP’s Candidate Learning Outcomes (CLO), CAEP standards, Connecticut Common Core of Teaching (CCCT). The following table outlines the elements of Eastern’s CLO’s, NCATE, CAEP, and CCCT.

Alignment Chart EDU 518

Eastern EPP’s Candidate Learning Outcomes (CLO)	National Council for Accreditation of Teacher Education (NCATE)	Council of Accreditation for Educator Preparation (CAEP)	Connecticut Common Core of Teaching (CCCT)
Domain I: Intentional Teaching Domain II: Data Literacy Domain III: Cultural Competence Domain IV: Professional Practice and Leadership	Standard 1: Candidate Knowledge, Skills, and Professional Dispositions Standard 2: Assessment System and Unit Evaluation Standard 3: Field Experiences and Clinical Practice Standard 4: Diversity Standard 5: Faculty Qualifications, Performance, and Development Standard 6: Unit Governance and Resources	Standard 1: Content and Pedagogical Knowledge Standard 2: Clinical Partnerships and Practice Standard 3: Candidate Quality, Recruitment, and Selectivity Standard 4: Program Impact Standard 5: Provider Quality, Continuous Improvement, and Capacity	Domain 1: Content and Essential Skills Domain 2: Classroom Environment, Student Engagement and Commitment to Learning Domain 3: Planning for Active Learning Domain 4: Instruction for Active Learning Domain 5: Assessment for Learning Domain 6: Professional Responsibilities and Teacher Leadership

EDU 518 Methods of Teaching English Learners

Course Outcomes	CLOs & CAEP Standards	CCCT Standards	Key Experiences
1: Candidates will arrange and conduct 15 hours of field work with at least 2 EL students preferably from two different linguistic/ethnic groups representing various socioeconomic statuses.	CLO:I, III, IV NCATE I CAEP: 1, 2	CCCT: 1, 2, 3, 4, 5, 6	Supervised Field Experience Placement with English Learners

<p>2: Candidates will investigate the similarities and differences between a subject's native language and culture and the English language and North American culture typically experienced in school settings. Candidates reflect on the impact for English language acquisition across all domains of language.</p>	<p>CLO:III NCATE I CAEP: 1,2,5</p>	<p>CCCT : 1,2,3,4</p>	<p>Supervised Field Experience Placement with English Learners: Threaded discussions and readings Field Experience Journal Case Study Final Reflection</p>
<p>3: Candidates will investigate methods of teaching ELs and consider which methods are most effective for a range of ELs based on educational background, level of English Language Acquisition, age, and content area.</p>	<p>CLO: I, III, IV NCATE I CAEP: 1, 2</p>	<p>CCCT: I, II, II, IV</p>	<p>Course Readings and Discussions Supervised Field Experience Placement with English Learners Threaded discussions and readings Field Experience Journal Case Study</p>
<p>4: Candidates will explore curriculum considerations for ELs in the general education classroom and in the ESL classroom.</p>	<p>CLO: I, III, IV NCATE I CAEP 1;, V</p>	<p>CCCT: II, V, VI</p>	<p>Course Readings and Discussions Threaded discussions and readings Field Experience Journal Case Study</p>
<p>5: Candidates will demonstrate knowledge of second language acquisition research and evidence-based practices through the design and implementation of Sheltered Instruction lessons.</p>	<p>CLO: I, III, IV NCATE I CAEP: I, II</p>	<p>CCCT: I, II, III, IV, V, VI</p>	<p>Supervised Field Experience Placement with English Learners Threaded discussions and readings K-W-L/Webpage</p>
<p>6: Candidates will research and synthesize information from multiple sources to develop a repertoire of differentiation strategies for ELs and create an online exhibition of learning.</p>	<p>CLO: I, II, III, IV NCATE: I CAEP: 1, 4, 5</p>	<p>CCCT: 1, 3, 4, 5, 6</p>	<p>Threaded discussions and readings Supervised Field Experience Placement with English Learners K-W-L/webpage Final Reflection</p>