

Rutgers, The State University of New Jersey

15:253:521

Introduction to English as a Second Language, Elementary Grades

3 credits Fall 2014

Tuesdays, 4:50 -7:30

SCOTT 116

Instructor: Elizabeth Franks	Email: ejf24bb@gmail.com
Phone Number :732-841-7225	Location: SCOTT 116
Office Hours: By appointment only	Prerequisites or other limitations: <i>Admission to the Teacher Education Program</i>
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Description

Learning goals:

New Jersey Professional Standards for Teachers (2014)¹:

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

ii. Essential Knowledge:

(1) The teacher understands how learning occurs – how learners construct

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

knowledge, acquire skills, and develop disciplined thinking processes – and knows how to use instructional strategies that promote student

- (4) The teacher understands the role and impact of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible and challenging.

iii. Critical Dispositions

- (1) The teachers respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development;
- (3) The teacher takes responsibility for promoting learners’ growth and development;

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

ii. Essential Knowledge

- (4) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition;
- (5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and community values;
- (6) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction

iii Critical Dispositions

- (1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential
- (4) The teacher values diverse languages, dialects and cultures and seeks to integrate them into his or her instructional practice to engage students in learning.

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

ii. Essential Knowledge

- (1) The teacher understands the ways of knowing in his or her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- (2) The teacher understands how current interdisciplinary themes (for example, civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences;

iii. Critical Dispositions

- (1) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues;
- (2) The teacher values knowledge outside his or her own content area and how such knowledge enhances student learning; and
- (3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard Six: Assessment. The teacher understands and uses multiple methods of assessment to

engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

ii. Essential Knowledge

- (2) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias;

iii. Critical Dispositions

- (5) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs;

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

ii. Essential Knowledge

- (1) The teacher understands content and content standards and how these are organized in the curriculum;
- (2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge;
- (4) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs;
- (5) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools, including assistive technologies, and how to use them effectively to plan instruction that meets diverse learning needs;
- (7) The teacher knows when and how to access resources and collaborate with others to support student learning (for example, special educators, related service providers, language learner specialists, librarians, media specialists, and community organizations)

iii. Critical Dispositions

- (1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction;
- (2) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community;

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

ii. Essential Knowledge

- (2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals;
- (3) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks;

iii. Critical Dispositions

- (2) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication;

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

advance the profession.

ii. Essential Knowledge

- (1) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners;
- (2) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning;

iii. Critical Dispositions

- (2) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals;
- (3) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning;

Standard Eleven: Ethical Practice. The teachers acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

ii. Essential Knowledge

- (4) The teacher knows and understands strategies to foster professional and productive relationships with students and colleagues.

iii. Critical Dispositions

- (1) The teacher recognizes that an educator's actions reflect on the status and substance of the profession;

Council for the Accreditation of Education Professionals (2013)²:

Standard 1: Content And Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)² in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Course catalog description:

Course provides an introduction to the field of English as a second language instruction and pedagogy for PK-5th grade learners.

Other description of course purposes, context, methods, etc.:

The goal of the course is to acquaint prospective and in-service ESL teachers with an introduction to the field of teaching English as a Second Language (ESL) in the elementary grades. In this course we will focus on effective second language acquisition instruction and pedagogy for PK – 5th grade learners. Through course readings, seminar discussions, presentations, and observations, students will also learn about the WIDA English Language Development (ELD) standards, teaching reading in elementary ESL classrooms, effective co-teaching models and become familiar with the latest

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

research on policies and practices impacting ELLs in U.S. public schools. The class includes a field placement in local elementary ESL classrooms.

Required texts:

- Peregoy, S.F. & Boyle, O. F. (2013) *Reading, Writing and Learning in ESL: A Resource book for teaching K-12 English Learners*. Saddle River, NJ: Pearson Education.
- Honigsfeld, A. & Dove, M.G. (2010). *Collaboration and co-teaching: Strategies for English learners*. Thousand Oaks, CA: Corwin Press.
- Amplification of WIDA ELD standards (2012) can be downloaded or purchased from <http://wida.us/standards/eld.aspx> <http://wida.us/standards/eld.aspx#2012>
- Common Core State Standards www.corestandards.org
- Journal articles and book chapters: Available on Sakai.

Additional Resources and Materials

1. Tabors, P. (2008). *One child, two languages*. Baltimore: Brookes
2. Garcia, E. E., & Frede, E. C. (2010). *Young English language learners: Current research and emerging directions for practice and policy*. NYC: Teachers College Press.
3. Colorin Colorado <http://www.colorincolorado.org/article/12924/>
4. <http://blog.colorincolorado.org/2013/02/13/teaching-informational-text-to-ells/>
5. www.wida.us
6. <http://ell.stanford.edu/about>

Grading Policy

Evaluation of Written Work. The following qualities will be considered:

- Responsiveness to the task or question
- Clarity and organization
- Depth – present the necessary level of detail to support your idea. Make connections to readings.
- Critical lens – Read and infer beyond information presented
- Professional style – Please use APA format, double-spaced, Times New Roman 12 font, 1 inch margins
- If you need an extension, please contact the professor prior to the due date

Letter-grade equivalents

<i>Grade</i>	<i>Percent</i>
<i>A</i>	<i>93 -100</i>
<i>B+</i>	<i>89 -92</i>
<i>B</i>	<i>84 - 88</i>
<i>C+</i>	<i>80 - 83</i>
<i>C</i>	<i>75 - 79</i>
<i>F</i>	<i>Under 75</i>

Academic Integrity Policy:

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

Students with Special Needs: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Web site: <http://sakai.rutgers.edu/portal> Specific course Sakai access will be available only to those students who have officially registered for the course.

Course Requirements

Attendance Policy Attendance and participation in each class meeting are crucial for your learning. Attendance at every session is mandatory. If an unexpected emergency or medical problem arises, please be sure to obtain notes from a fellow student. More than one absence will affect a students' grade and must be discussed with the professor.

- 1) **Class Participation/Informed Engagement:** Students are expected to come to class prepared to discuss all assigned readings and fully engage in class discussions— both online and face to face. Please take note that inappropriate use of technology (texting and surfing) does not represent the expected level of professionalism found on Domain 4f of the Danielson framework: *Showing professionalism: Integrity and ethical conduct*
- 2) **Four Lesson Reflections:** Students will conduct observations in their field placement and complete a reflection with a specific focus: Classroom organization; content, pedagogical techniques and communication with parents. *Due dates: To be determined*
- 3) **“Quotes and Questions” Presentation:** Each week, 1-2 students will provide the framework for a discussion of the assigned readings (either online or in class). Each student will share two significant quotes and pose a question. These quotes and questions will provide the basis for the class discussion. Sign up will begin on the second week of class. Students must post their Q & Q by 4:00 on the Monday prior to class.
- 4) **Responses to Quotes and Questions:** Students will respond online to classmates' “quotes and question.” Students will be expected to respond each week.
- 5) **Mini-Lesson:** You will choose a topic and present a mini-lesson (20 minutes) that develops the specific language skills needed to understand the topic. The mini-lesson should focus on vocabulary, a grammatical structure or expanding discourse. It is very important that your lesson is based on a content area and engages the students in the domains of language. These will be presented throughout the semester beginning
- 6) **Lesson Plan:** Students will work collaboratively to develop a lesson plan for an elementary ESL classroom. We will discuss the various components each week and build a high quality lesson together. Then students will create their own final version for submission.

- 7) **Unit Plan:** Students will review and analyze unit exemplars written for the NJ Department of Education and identify key components using the Rutgers template. Students will submit an analysis of their review and reference readings completed in class.

Summary of Requirements

1) Informed Engagement	10
2) Four lesson reflections—use template provided (5 points each)	20
3) Mini lesson presentation	10
4) Quotes and Questions post	5
5) Responses to classmates' posts	15
6) Lesson Plan	20
7) Unit Plan	20

Course Schedule by Week

Week	Topics to be Covered	Assignments & Readings
1. September 2	Introduction: Federal and state Policy How has NCLB and CCSS changed ESL teaching?	Common Core State Standards Danielson Framework
2. September 9	Who are ELLs? What are our responsibilities as teachers of ELLs? What are some of the program models available for teaching ELLs?	Honigsfeld & Dove (2010) p.1-39 Peregoy & Boyle (2013): Chapter 1
3. September 16	Understanding the WIDA ELD standards. How can we incorporate WIDA ELD with CCSS? How do we differentiate instruction for them?	WIDA (2012) Manual p. 3-17 Peregoy & Boyle (2013) Chapter 4 NJDOE Model Curriculum
4. September 23	Effective English Learner Instruction Effective lesson planning <i>Begin collaboration on a lesson</i>	Franks, Mistral & Chiola (2009) Goldenberg (2008) Peregoy & Boyle (2013) Chapter 3
5. September 30	How can ESL teachers collaborate effectively with general education teachers?	Young & Hadaway (2006): Chapter 12 Honigsfeld & Dove (2010) p. 61-110
6. October 7	What are the best practices for young dual language learners? What does the research say about dual language learning in preschool?	Dual Language Learners Research CA Department of Education (2013)
7. October 14	What are some of the assessments for ELLs and what are the issues about assessment for ELLs? <i>Mini lesson presentations begin</i>	Abedi & Linqunti (n.d.) Espinosa (2010) WIDA Assessments NJ Model Curriculum unit assessments
8.	What do we know about how ELLs learn to read?	Peregoy & Boyle (2013) Chapters 5 & 8 August & Shanahan (2006)

October 21		
9. October 28	What is academic English and why does it matter? How does Sheltered Instruction provide access to academic English <i>Collaborative lesson plan due</i>	Dutro and Moran (2008) Peregoy & Boyle (2013) Chapter 2
10. November 4	How can we scaffold vocabulary instruction for ESL students?	Walqui (2002) Peregoy & Boyle (2013) Chapter 6
11. November 11	What are some best practices for using writing to teach reading?	Brisk (2008) Peregoy & Boyle (2013) Chapter 2
12. November 18	What strategies can ELLs and teachers use to teach writing? <i>Analyze unit exemplars</i>	Fillmore (2012) Understanding Language Culham (2005) 6 + 1 Traits of Writing Chapters 1 & 2
13. November 25	Thursday classes meet on Tuesdays	
14. December 2	Differentiating Instruction	Young & Hadaway (2006): Chapter 2 NJDOE Unit exemplars
15. December 9	Where and When can Teachers Collaborate <i>Analysis of unit exemplars due</i>	Honigsfeld and Dove (2010) Chapter 6 and 7