

**Introduction to English as a Second Language, Elementary Grades**  
**2015\_FA\_15\_253\_521\_90**  
**Online, Asynchronous Course**  
**3 credits**

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<b>Office Hours &amp; Location</b>	<b>By appointment, online</b>
<b>Mode of instruction</b>	<b>Online, asynchronous</b>
<b>Special Permission Required</b>	<b>Yes</b>

**Course Description**

This course provides students with an introduction to the field of English as a Second Language (ESL) instruction and pedagogy, focusing on school-age elementary school English learners (ELs). The goal of the course is to acquaint prospective and in-service ESL teachers with an introduction to research-based best practices for teaching language, literacy, and content to ELs. In this asynchronous, online course, we will engage in three units of study that span the entire fifteen-week semester: first, key terms and concepts in the field of ESL (four weeks); second, best practices in planning and teaching (7 weeks); and third, assessing students and ourselves (3 weeks). Each of these units culminates in a milestone assignment that is scaffolded throughout the semester. Through course readings and videos, threaded discussions, and assignments, students will also learn about the WIDA English Language Development standards, Common Core State Standards, and the Danielson Framework for Evaluating Teaching, as well as other policies and practices impacting ELs in US public schools.

**Course Goals and Expectations**

The goal of the course is to acquaint prospective and in-service ESL teachers with an introduction to research-based best practices for teaching language, literacy, and content to ELs. Students will learn and employ key concepts regarding *who* counts as a second language learner, *what* educational contexts serve the needs of these students, *where* current research on ESL is conducted, *when* educational professionals should assess students' language and development, and *why* ESL is an important social and educational process.

Students will be expected to design, teach, record, and reflect upon an ESL lesson plan used in an educational setting. Ideally, this means using the lesson plan with elementary-aged ESL students. There will be multiple opportunities throughout the course to identify a suitable teaching context and plan the lesson—this will be done with the support of the professor during the weekly course assignments.

**Preparing for this course**

Students will begin required readings as of the first week of class—in order to be prepared to engage in online activities and discussions students should purchase the Perego and Boyle (2013) at the time of enrollment.

In order to be prepared for the lesson plan preparation, delivery, and reflection, students should begin to brainstorm possible sites for teaching and recording the lesson. While this will be discussed with the professor during the semester, students should bring preliminary ideas to the course as of the first week of class.

### **Course Texts**

#### **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.
- Documents outlining WIDA, Common Core State Standards, Danielson Framework, PARCC and other current policies and practices: available online (students will be instructed when and where to retrieve them).
- Any additional journal articles and book chapters: available in ECollege.

#### **Additional, Optional, Resources and Materials**

- Tabors, P. ( 2008 ). *One child, two languages*. Baltimore: Brookes
- Garcia, E. E., & Frede, E. C. (2010). *Young English language learners: Current research and emerging directions for practice and policy*. NYC: Teachers College Press.
- Honigsfeld, A. & Dove, M.G. (2010). *Collaboration and co-teaching: Strategies for English learners*. Thousand Oaks, CA: Corwin Press.

### **Learning goals**

#### **New Jersey Professional Standards for Teachers (2014)**

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

**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 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)**

[http://caepnet.files.wordpress.com/2013/09/final\\_board\\_approved1.pdf](http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf) :

**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)<sup>2</sup> in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**Course Requirements**

**Attendance Policy**

Active participation in each class meeting are crucial for your learning. Participation during every week is mandatory. If an unexpected emergency or medical problem arises, please be sure to email the professor. More than one absence (lack of participation within a week’s assignments) will affect a students’ grade and must be discussed with the professor.

**Assignments**

The weekly assignments are the building blocks for the larger “milestone assignments” that you will complete in the course. As a result, completing each week’s assigned work in a timely and thorough manner will ensure your success in the more intensive milestone assignments that are required. There are three milestone assignments, and the second one includes three parts. Each of these will take between 3 to 8 weeks to complete, and they are aligned to the three major units that organize the course. Not only are these assignments scaffolded and cumulative within this course, but they also anticipate and prepare students continuing in the Introduction to ESL, Secondary Grades course sequence outlined in the online program.

See the list of assignments below:

<b>Assignment</b>	<b>Due Date</b>	<b>Weight</b>
<b><i>Participation:</i></b> Includes all assignments and posts in threaded discussions	Ongoing	20%
<b><i>Milestone Assignment One:</i></b> Content and Language Objectives Planning Template	Thursday, September 24 <sup>th</sup> , 8pm Sunday, September 8 <sup>th</sup> , 8pm	15%
<b><i>Milestone Assignment Two:</i></b>		
<b><i>Part A:</i></b> Lesson Plan	Sunday, November 1 <sup>st</sup> , 8pm	15%
<b><i>Part B:</i></b> Lesson Plan Video	Sunday, November 15 <sup>th</sup> , 8pm	25%
<b><i>Part C:</i></b> Lesson Plan Reflection	Thursday, November 19 <sup>th</sup> , 8pm Sunday, November 22 <sup>nd</sup> , 8pm	10%
<b><i>Milestone Assignment Three (and Final):</i></b> Danielson Reflection	Tuesday, December 15 <sup>th</sup> , 8pm	15%
<b>PLEASE NOTE:</b> <i>There are often other weekly assignments due on these dates as well. Check the syllabus for details.</i>		

**Course Grading**

The following rubric will be used when evaluating student work in this course. See the link for online participation guides for a more specific rubric pertaining to the posts that you will make to the threaded discussions that will take place throughout the semester.

These posts will be graded on a different point scale than the milestone assignments, and they will be factored into students' participation grade.

**Course Rubric:**

	<b>Meets Expectations</b>	<b>Does not meet Expectations</b>
<b>Work pertaining to course assignments is submitted or conducted in a timely manner.</b>	Assignment is completed on time.	Assignment is completed after deadline.
<b>Assignment guidelines are followed.</b>	Assignment follows the specified guidelines.	Assignment does not follow guidelines and/or is incomplete.
<b>Work pertaining to course assignments is thorough, thoughtful and supported with connections to course materials.</b>	Assignment is completed in a comprehensive manner. It demonstrates application of the course topics and is supported by course materials.	Assignment makes few connections to the course material, is not comprehensive, and/or is missing concepts relevant to the topic under study.
<b>Work pertaining to course assignments discusses critical aspects of the topic and is presented in a formal, academic manner.</b>	Assignment reflects appropriate use of language, sources, and makes an original contribution demonstrating the students' understanding of the topic.	Assignment is presented in an anecdotal and/or informal manner, uses sources appropriately, and/or does not demonstrate students' original ideas on the topic.

**Course Grades:**

<b>Grade</b>	<b>Percent</b>
<b>A</b>	<b>95.00-100.0%</b>
<b>B+</b>	<b>90.00-94.99%</b>
<b>B</b>	<b>85.00-89.99%</b>
<b>C+</b>	<b>80.00-84.99%</b>
<b>C</b>	<b>75.00-79.99%</b>
<b>F</b>	<b>Under 75%</b>

**Course Flow:** A new week begins each Monday. Initial posts to threaded discussions will be due on Thursdays, with follow-up posts due by Sunday. I will usually respond with grades, summary, and a look ahead on the Monday of each new week. I will send out an announcement and email to the class each Monday, checking in and foreshadowing what is to come in the week ahead.

## **Communication**

Office hours—You can request office hours with me via email. We can arrange to be in touch about any issues or questions that you may have via phone or online via email or over Skype.

Email with me at [amf@gse.rutgers.edu](mailto:amf@gse.rutgers.edu). Please be sure that you check the email associated with ECollege. My primary form of communication with you will be through the announcement and email tools available in ECollege.

Questions—If you have any questions about the course, please email me. If I think that the course members would benefit from knowing my response to your individual question, then I will share my response (while keeping you anonymous) with the whole group via the announcement and email tools in ECollege.

## **Textbook and bookstore resources**

### **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.
  - I have not ordered this text to the Rutgers bookstore. You are responsible for purchasing this from another vendor. The book is generally readily available for shipping from Amazon.com.
- Documents outlining WIDA, Common Core State Standards, Danielson Framework, PARCC and other current policies and practices: available online (students will be instructed when and where to retrieve them).
- Journal articles and book chapters: available in ECollege.

## **Class Policies**

**Academic Integrity Policy:** The consequences for violating policies of academic integrity and the student code of conduct are serious. I expect that you will comply with standards of academic integrity (that is, all the work you present is your own) in this course. For any and all assignments no copying of any kind is allowed, unless copied text is placed within quotations and appropriately cited. Paraphrased text must be appropriately cited. The consequences of clear evidence of extensive plagiarism include, but are not limited to, a grade of F for the assignment AND the course. If you have questions about an assignment or the course content, please seek assistance. You should not turn in the same work in two separate classes. To avoid problems, don't wait until the last minute to begin an assignment.

- For information on the academic integrity policy, please go to:  
<http://academicintegrity.rutgers.edu/academic-integrity-policy/>
- A multimedia presentation on plagiarism can be found at:  
<http://www.rci.rutgers.edu/~polcomp/integrity/realifeexamples.html>
- The University Code of Student Conduct can be accessed at:  
<http://rci.rutgers.edu/%7Epolcomp/judaff/ucsc.shtml>

**Care, Respect and Integrity:** These three words apply to the written and verbal exchanges of this class. A respectful attitude is expected for class discussions, on-line postings, and interpersonal communication with instructor and colleagues. Our classroom

and learning environments are safe and open spaces. Please be respectful of each other and of your instructor.

Emails to instructor and peers should always begin by a greeting, include clear and reasonable questions and/or request, and end with salutations. I make sure to respond to emails within a couple of days (i.e. I do not always respond within the next 10 min, nor do I check my messages at 3am). In the event I do not respond after that time, a kind email reminder is welcome.

**Accommodations for Disabilities:** Students requiring accommodations related to disabilities should make sure that they communicate their needs in advance to the instructor in coordination with the Rutgers Office of Disability Services to ensure that they receive appropriate supports.

**Assignment Details:**

<b>Assignment</b>	<b>Due Date</b>	<b>Weight</b>
<b><i>Participation:</i></b> Includes all assignments and posts in threaded discussions	Ongoing	20%
<b><i>Milestone Assignment One:</i></b> Content and Language Objectives Planning Template	Thursday, September 24 <sup>th</sup> , 8pm Sunday, September 27 <sup>th</sup> , 8pm	15%
<b><i>Milestone Assignment Two:</i></b>		
<b><i>Part A:</i></b> Lesson Plan	Sunday, November 1 <sup>st</sup> , 8pm	15%
<b><i>Part B:</i></b> Lesson Plan Video	Sunday, November 15 <sup>th</sup> , 8pm	25%
<b><i>Part C:</i></b> Lesson Plan Reflection	Thursday, November 19 <sup>th</sup> , 8pm Sunday, November 22 <sup>nd</sup> , 8pm	10%
<b><i>Milestone Assignment Three (and Final):</i></b> Danielson Reflection	Tuesday, December 15 <sup>th</sup> , 8pm	15%
<b>PLEASE NOTE:</b> <i>There are often other weekly assignments due on these dates as well. Check the syllabus for details.</i>		

***Milestone Assignment One***

**Content and Language Objectives Planning Template**

Students will complete the template for developing language and content objectives developed by the Center for Applied Linguistics in 2012. The template is available as a pdf from the website Colorín Colorado, at <http://www.colorincolorado.org/article/49646/> or as a word document within ECollege.

*Formatting details:*

- Follow the template guidelines
- Include no more than 3 language and 3 content objectives
- 12 pt. font
- 1" margins
- You can either type directly into the template if your viewer (Preview or Acrobat, perhaps) allows it, or you can download and use the Word version that I have created for you.
- Include your name in the title of the document. For example:  
     Milestone Assignment 1\_[your last name, your first name]

*Due date:*

Upload your completed template to the threaded discussion by 8pm on Thursday, September 24<sup>th</sup>.  
 Post 2 responses to your colleagues' work by 8pm on Sunday, September 27<sup>th</sup>.

*Rubrics:*

See syllabus pages 6 and 7.

## ***Milestone Assignment Two***

### **Part A: Lesson Plan**

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Students will complete the SIOP<sup>®</sup> lesson planning template developed by John Seidlitz in 2008. The template is available within the ECollege platform, under Week 6.

#### *Formatting details:*

- Follow the template guidelines
- You can type directly into the template in the Word version provided.
- Include your name in the title of the document. For example:  
Milestone Assignment 1\_[your last name, your first name]

#### *Due date:*

Upload your completed template to your individual DropBox by 8pm on Sunday, November 1<sup>st</sup>.

#### *Rubrics:*

See syllabus pages 6 and 7.

## ***Milestone Assignment Two***

### **Part B: Lesson Plan Video**

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Students will implement their lesson plan and record a video of their instruction. Students should plan to video their entire lesson; however, **students should only submit a 5-minute maximum segment** of the video for review. This might include the segment of the lesson in which they introduce the language and content objectives, part of a circle time or read-aloud routine, or part of a content-specific activity. Students can use software to edit their video OR they can submit the entire video with a note that clearly specifies the segment of the tape that the professor should view (this must be identified with a time marker, for example: please watch from minute 4:56 through minute 8:30). Regardless of the type of media file that students submit, they should also submit a Word document that provides a one-paragraph overview of the lesson plan and the specific segment that they would like the professor to review. The document should include a second paragraph in which the student explains anything they would like the professor to consider when reviewing the video.

#### *Formatting details:*

- 12 pt. font, Times New Roman
- 1" margins
- Include your name in the title of the document. For example:  
Milestone Assignment 1\_[your last name, your first name]

#### *Due date:*

Upload your media file and word document to your individual DropBox by 8pm on Sunday, November 15.

#### *Rubrics:*

See syllabus pages 6 and 7.

## ***Milestone Assignment Two***

### ***Part C: Lesson Plan Reflection***

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Students will share their experience teaching their lesson plan with someone in a face-to-face conversation. After this debrief, students will read about the Danielson Framework approach to reflection and compare their reflection with the Danielson model. Students will share their reflection, making connections to Danielson when appropriate and relevant, with their colleagues via a threaded discussion.

#### *Formatting details:*

- Follow the discussion guidelines found in Week 12 of the syllabus.

#### *Due date:*

Share your individual reflection via the threaded discussion by Thursday, November 19<sup>th</sup>, 8pm.

Post 2 responses to your colleagues' work by 8pm on Sunday, November 22<sup>nd</sup>.

#### *Rubrics:*

See syllabus pages 6 and 7.

## ***Milestone Assignment Three***

### ***(also the final paper)***

#### ***Danielson Reflection***

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Students will pick 2-3 components from Danielson Domains 1 and 3 (for a total of 4-6 components total) that they would like to reflect upon in relation to the lesson plan that they developed and implemented this semester. Students will use these components to organize a 5-page *maximum* reflection paper on their teaching and learning throughout this course. Students should make reference to specific details regarding the planning and implementation of their lesson plans, and they should also include specific citations to key readings and videos included within the course.

#### *Formatting details:*

- 12 pt. font, Times New Roman font
- 1" margins
- 5 pages, double-spaced, maximum
- American Psychological Association citation conventions. Consult the 2010 *Publication Manual of the American Psychological Association*, Sixth Edition.
- Include your name in the title of the document. For example:  
Milestone Assignment 1\_[your last name, your first name]

#### *Due date:*

Upload your final paper to your individual DropBox by 8pm on Tuesday, December 15<sup>th</sup>.

#### *Rubrics:*

See syllabus pages 6 and 7.

**COURSE SYLLABUS**

(Subject to change as the semester progresses)

Week, Topic, and Overarching Question(s)	Required Readings and Videos	Required Activities/Assignments
<b>UNIT ONE: INTRODUCTION TO TERMS, CONCEPTS, &amp; POLICIES</b>		
<p><b>Week 1</b>                      (Sept 1-Sept 6)</p> <p><b>Topic:</b>                      Getting to know our students and teaching contexts</p> <p><b>Overarching Questions:</b>                      Who are ELLs?                      What are our responsibilities as teachers of ELLs?                      What are some of the program models available for teaching ELLs?</p>	<p><b>Required Print Reading:</b></p> <p>Honigsfeld &amp; Dove (2010): Chapter 1</p> <p>Peregoy &amp; Boyle (2013): Chapter 1</p> <p><b>Required Online Watching:</b></p> <p>English Language Learners: Culture, Equity, and Language from the National Education Association:  <a href="https://www.youtube.com/watch?v=5HU80AxmP-U">https://www.youtube.com/watch?v=5HU80AxmP-U</a></p> <p>(Video duration: 5 minutes, 9 seconds)</p>	<p><b>Required Assignment 1:</b></p> <p>A) Read my bio and write your own introduction to the members of the class. Be sure to include the following information in your introduction:                      i) any experiences that you have had as a language learner                      ii) a description of your current role as an educator                      iii) thoughts about why you returned to study methods in teaching ESL at this stage in your career</p> <p>B) Post your bio into the threaded discussion. You do not have to comment on one another's introductions, but you should read through them to see who you will be working with this semester.</p> <p>C) Complete the survey questions located in the course google doc (developed and located at <a href="https://docs.google.com/document/d/1eYE4VTfX_r44O7cPUVTcy4rYO03KopadbGaonsG59zA/edit">https://docs.google.com/document/d/1eYE4VTfX_r44O7cPUVTcy4rYO03KopadbGaonsG59zA/edit</a>)</p> <p><b>Required Assignment 2:</b></p> <p>Talk with a child</p> <p>a) This activity can be found in the Peregoy and Boyle (2013) textbook, Chapter 1, page 37.                      “Talk with a child who is learning English as a non-native language. Ask what it is like to learn English in school; what the hardest part is; what has been fun, if anything; and how long it has taken so far. Ask the student to tell you what program, materials, and activities seem to work best for her or him” (Peregoy &amp; Boyle, 2013, p. 37).</p> <p>b) In 1 paragraph, summarize what you learned from the child that you spoke with, making reference to the required readings when appropriate.</p>

		<p>Once you have posted your own response, read and comment upon the response of two other colleagues in the course. Feel free to offer your colleague statements of agreement and affirmation, constructive questions, and suggestions for further consideration (making reference to the course readings whenever relevant).</p> <p><b>Required Assignment 3:</b>                  Get acquainted with the syllabus and the three milestone assignments.</p>
<p><b>Week 2 (Sept 7-Sept 13)</b></p> <p><b>Topic:</b>                  Introduction to federal and state language policy</p> <p><b>Overarching Questions:</b>                  How has NCLB and CCSS changed ESL teaching?</p>	<p><b>Required Online Reading:</b></p> <p>Read the paper by van Lier and Walqui, entitled “Language and the Common Core State Standards”:  <a href="http://ell.stanford.edu/sites/default/files/pdf/academic-papers/04-Van%20Lier%20Walqui%20Language%20and%20CCSS%20FINAL.pdf">http://ell.stanford.edu/sites/default/files/pdf/academic-papers/04-Van%20Lier%20Walqui%20Language%20and%20CCSS%20FINAL.pdf</a></p> <p><b>Required Online Watching:</b></p> <p>Watch the video of Aida Walqui, sharing the main points of the article that you have just read:  <a href="http://ell.stanford.edu/publication/language-and-common-core-state-standards">http://ell.stanford.edu/publication/language-and-common-core-state-standards</a></p> <p>(Video duration: 2 minutes, 57 seconds)</p>	<p><b>Required Assignment 1:</b>                  Review the slideshow created for the NJ DOE regarding the Common Core State Standards and English Language Learners in New Jersey:  <a href="http://www.state.nj.us/education/bilingual/pd/CCSS.pdf">http://www.state.nj.us/education/bilingual/pd/CCSS.pdf</a></p> <p>Choose one slide that gives you insight into the way that language is being defined and discussed in New Jersey. This slide should also give you some insight into how this understanding of language is connected to the Common Core State Standards. Create your own PowerPoint slide that merges the key points from the reading and the NJ DOE slideshow--only paraphrasing key ideas--and demonstrates your own understanding of the meaning and significance of language in this context, and the particular role of bilingual teachers in advancing literacy and learning in schools.</p> <p><b>Required Assignment 2:</b>                  Review the slides and post your response to two classmates slides.</p>

<p><b>Week 3 (Sept 14- Sept20)</b></p> <p><b>Topic:</b> Understanding the WIDA Resources and theories of language learning.</p> <p><b>Overarching Question:</b> How do the WIDA ELD Standards help us to enact theories of language learning in the classroom?</p>	<p><b>Required Print Reading:</b></p> <p>Peregoy &amp; Boyle (2013): Chapter 2</p> <p>The WIDA Standards Framework and its Theoretical Foundations</p> <p><b>Required Online Watching:</b></p> <p>2012 WIDA Webinar: <a href="https://www.youtube.com/watch?v=ZVtlt79pBjM">https://www.youtube.com/watch?v=ZVtlt79pBjM</a></p> <p>(Video duration: 14 minutes, 42 seconds)</p> <p>NOTE: You will need to download the following booklet from the WIDA website before watching: <i>2012 Amplification of the English Language Development Standards Kindergarten- Grade 12</i>. It is available at <a href="https://www.wida.us/standards/eld.aspx">https://www.wida.us/standards/eld.aspx</a></p> <p>Follow these instructions to access the booklet</p>	<p><b>Required Assignment 1:</b> Write a 1-paragraph summary of the required readings—specifically, you should compare and contrast the theories of language acquisition that you read in Peregoy &amp; Boyle Chapter 2 and The WIDA Standards Framework and its Theoretical Foundations. Use this question to guide your response: How do these theoretical frameworks align or differ? What connections do you make between these theories and the significance of the MPIs that WIDA advocates? Post this summary, along with required assignment 2 in your personal DropBox.</p> <p><b>Required Assignment 2:</b> After watching the webinar, complete the WIDA MPI template found in the 2012 Amplification booklet. I have attached the template here. Choose a topic and grade-level for your MPI that you would like to use as the basis for upcoming assignments (the development of language and content objectives and the lesson plan design). Ideally, this will be part of the larger semester-long project in which you will design a mini-lesson and then audio or video record yourself implementing it in your classroom. So choose a topic that would be meaningful to you and your students!</p> <p>You can either type directly into the template if your viewer (Preview or Acrobat, perhaps) allows it, or you can print it and complete it by hand. In the latter case, you will need to scan and upload the completed digital file into your DropBox, along with your paragraph summary.</p>
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	<p>(and take a look at the accompanying screenshot for additional support): Look on the right hand side of the page, under the heading that reads DOWNLOADS &amp; PRODUCTS. Click on the purple box that reads SHOW, next to the text that reads 2012 ELD Standards. Then click on the red box that reads WIDA 2012 Amplified ELD Standards to begin downloading the booklet.</p>	
<p><b>Week 4 (Sept 21-Sept 27)</b></p> <p><b>Topic:</b> Language and Content Demands</p> <p><b>Overarching Question:</b> How can we analyze the language and content demands of the tasks we require our ESL students to complete?</p>	<p><b>Required Print Reading:</b></p> <p>CREATE (2009) Brief</p> <p><b>Required Online Reading and Watching:</b>  <a href="http://www.colorincolorado.org/article/49646/">http://www.colorincolorado.org/article/49646/</a></p> <p>(includes a video, duration: 1 minute, 3 seconds)</p>	<p><b>Required Assignment 1:</b></p> <p>As you read the Required Online webpage, you will be prompted to do several things, including watching a video and completing an objective planning template. In the subsection titled Getting Started, click on the Content and Language Objectives Planning Template. This will allow you to download a template for writing language and content objectives. Complete the template with your objectives. Ideally, you would write language and content objectives that build on the MPI that you submitted in Week Three. You can either type directly into the template if your viewer (Preview or Acrobat, perhaps) allows it, or you can download and use the Word version that I have created for you.</p> <p>Submit this completed template to the threaded discussion, and read and comment upon the objectives drafted by two of your peers. <b>This is your first milestone assignment, and we will continue to build upon this in the next phase of the course as we prepare to design and enact your lesson plan.</b> Feel free to offer your colleague statements of agreement and affirmation, constructive questions, and suggestions for further consideration (making reference to the course readings whenever relevant).</p>

**MILESTONE ASSIGNMENT DUE, Week 4: Developing Language & Content Objectives**  
 Completed template due in threaded discussion by Thursday, September 24<sup>th</sup> at 8pm and  
 Additional 2 posts to colleagues' work by Sunday, September 27<sup>th</sup> at 8pm

**UNIT TWO: BEST PRACTICES IN PLANNING & TEACHING**

<p><b>Week 5</b>                  (Sept 28-Oct 4)</p> <p><b>Topic:</b>                  Effective English Learner Instruction</p> <p><b>Overarching Question:</b>                  What are best practices for teaching ELLs?</p>	<p><b>Required Print Reading:</b></p> <p>Franks, Mistral &amp; Chiola (2009)                  Peregoy &amp; Boyle (2013): Chapter 3</p> <p><b>Required Online Watching:</b></p> <p>Claude Goldenberg, Stanford Professor, on ELLs—resources and challenges:  <a href="http://ifl.pitt.edu/index.php/educator_resources/video_library/ask_the_educator/claude_goldenberg">http://ifl.pitt.edu/index.php/educator_resources/video_library/ask_the_educator/claude_goldenberg</a></p> <p>(Video duration: 2 minutes, 3 seconds)</p>	<p><b>Required Assignment 1:</b>                  Consider Goldenberg's discussion of the resources that ELLs bring to the classroom and the challenges that teachers face in meeting their needs. Complete the t-chart describing at least 2 resources that ELLs bring to the classroom and at least two challenges that you think you might face as an ESL teacher. Cite specific examples from this week's readings.</p> <p><b>Required Assignment 2:</b>                  Read two of your colleagues' posts and add your own response to their commentary (making reference to the course readings whenever relevant).</p>
<p><b>Week 6</b>                  (Oct 5-Oct 11)</p> <p><b>Topic:</b>                  Developing a lesson plan</p> <p><b>Overarching question:</b> How can we build on our language and content objectives to develop a supportive and rich lesson plan</p>	<p><b>Required Print Reading:</b></p> <p>Echevarria et al. (2013): Chapter 2</p> <p><b>Required Online Watching:</b></p> <p>SIOP creators Echevarria, Vogt, and Short explain the model and how it came to be:  <a href="https://www.youtube.com/watch?v=ZA">https://www.youtube.com/watch?v=ZA</a></p>	<p><b>Required Assignment 1:</b>                  In your personal DropBox, complete the word document titled Week 6 Lesson Planning Form, with your proposed lesson plan details. I will review these proposals and provide feedback before you begin lesson planning in the coming weeks.</p> <p><b>Required Assignment 2:</b>                  Download and save the lesson plan template, developed in keeping with the SIOP model (which we read and used in Week 4 to develop Language and Content Objectives, and which we have learned more about this week). You can, and should, begin filling it in since the completed lesson plan template is due in Week 9.</p>

<p>for use in an ESL classroom?</p>	<p><a href="#">3 PXs4CsQ</a>  (Video duration: 2 minutes, 45 seconds)</p>	
<p><b>Week 7 (Oct 12—Oct 18)</b></p> <p><b>Topic:</b> Oral language</p> <p><b>Overarching Question:</b> What are some best practices for developing ESL students' oral language?</p>	<p><b>Required Print Reading:</b>  Peregoy &amp; Boyle (2013): Chapter 4</p> <p><b>Required Online Watching:</b>  <a href="https://www.youtube.com/watch?v=9cL7Cbk5Lss">https://www.youtube.com/watch?v=9cL7Cbk5Lss</a>  (Video duration: 4 minutes, 26 seconds)</p>	<p><b>Required Assignment 1:</b> Visit the following website <a href="https://www.youtube.com/watch?v=KPG9m58Gmdo&amp;index=5&amp;list=PL1DE8C47047F16821">https://www.youtube.com/watch?v=KPG9m58Gmdo&amp;index=5&amp;list=PL1DE8C47047F16821</a> which includes a series of videos focused on ELLs and oral language development. These were developed by the Ontario Institute for Studies in Education at the University of Toronto. You will see a number of brief videos that align to the topics you read for this week (including drama, games, and other). Choose one or two that interest you and watch them. Then, write two paragraphs to post in the threaded discussion. Follow these prompts:</p> <p>The first paragraph analyzes the video from the perspective of the assigned reading and watching. How does this video exemplify the research-based practices we learned about? Why would this kind of activity be good for ELLs? You can also include any critiques or questions, informed by your reading as well. Post your link and your 1 paragraph summary to the threaded discussion.</p> <p>The second paragraph should describe how you think you will video your own teaching practice. Your video should be between 2 and 5 minutes in length (like many of the ones you browsed in the video library for Assignment 1. Which segment of your lesson plan do you think you will record? How will you position the camera? How are you making these choices? Post this paragraph, together with the one above, in the threaded discussion.</p> <p><b>Required Assignment 2:</b> Read two of your colleagues' posts and add your own response to their commentary. As you browse and comment on your colleagues' responses, you will learn about other videos and approaches that you may want to view (and possibly try in your teaching). You will also get new ideas for videoing your own classroom teaching.</p>

<p><b>Week 8</b>  <b>(Oct 19-Oct 25)</b></p> <p><b>Topic:</b>                  Emergent Literacy and Vocabulary</p> <p><b>Overarching Question:</b>                  What do we know about how ELLs learn to read?</p>	<p><b>Required Print Reading:</b></p> <p>Peregoy &amp; Boyle (2013): Chapters 5 &amp; 6</p> <p><b>Required Online Watching:</b></p> <p><a href="https://www.youtube.com/watch?v=7_jXuW_Knc0">https://www.youtube.com/watch?v=7_jXuW_Knc0</a></p> <p>(Video duration: 11 minutes, 4 seconds)</p> <p><a href="https://www.youtube.com/watch?v=gTkX1oTbfVc">https://www.youtube.com/watch?v=gTkX1oTbfVc</a></p> <p>(Video duration: 14 minutes, 1 second)</p>	<p><b>Required Assignment 1:</b>                  After reading this week’s reading and watching the two videos, you have learned more about the research behind literacy instruction and vocabulary development. You have also viewed two different read-aloud models. Consider the following questions and write a 1-2 paragraph response in the threaded discussion:                  What research-based practices are evident in these two read-aloud approaches? What are the advantages/disadvantages to implementing these kinds of read-alouds? How would you choose which read-aloud approach to use, and when?</p> <p>You do not have to respond to one another’s posts this week, but you can browse each other’s responses to get ideas for conducting your own read-alouds, if you are interested.</p> <p><b>Required Assignment 2:</b>                  Continue working on lesson plans, which are due next week, in Week 9.</p>
<p><b>Week 9</b>  <b>(Oct 26-Nov 1)</b></p> <p><b>Topic:</b>                  Process Writing</p> <p><b>Overarching Question:</b>                  What are some best practices for using writing to teach reading?</p>	<p><b>Required Print Reading:</b></p> <p>Peregoy &amp; Boyle (2013) Chapter 7</p> <p><b>Required Online Watching:</b></p> <p>A teacher uses sentence frames with her ELLs:  <a href="https://www.teachingchannel.org/videos/jumpstart-student-writing">https://www.teachingchannel.org/videos/jumpstart-student-writing</a></p> <p>(video duration: 2 minutes, 10 seconds)</p> <p>The same teacher leads students</p>	<p><b>Required Assignment 1:</b>                  Upload lesson plan to your individual DropBox folder. <b>This is part A of your second milestone assignment.</b></p> <p>While this week’s assignment is solely to upload your lesson plan, I do hope that you will find the reading and video pairing useful and inspiring!</p>

	<p>through brainstorming:  <a href="https://www.teachingchannel.org/videos/analyzing-text-brainstorming">https://www.teachingchannel.org/videos/analyzing-text-brainstorming</a></p> <p>(Video duration: 5 minutes, 32 seconds)</p> <p>The same teacher gets students writing:  <a href="https://www.teachingchannel.org/videos/analyzing-text-writing">https://www.teachingchannel.org/videos/analyzing-text-writing</a></p> <p>(Video duration: 5 minutes, 17 seconds)</p>	
<p><b>MILESTONE ASSIGNMENT, Part A DUE, Week 9, Sunday, November 1, 8pm:                  Lesson Plan</b></p>		
<p><b>Week 10 (Nov 2-Nov 8)</b></p> <p><b>Topic:</b> Reading and Literature</p> <p><b>Overarching Question:</b>                  What strategies can teachers use to teach reading?</p>	<p><b>Required print reading:</b></p> <p>Peregoy &amp; Boyle (2013): Chapter 8</p> <p><b>Required online watching:</b></p> <p>Classroom webcast 8.1 mentioned in Chapter 8, teacher discusses interventions and guided reading support for ELL student:</p> <p><a href="https://vimeo.com/16632816">https://vimeo.com/16632816</a></p> <p>(Video duration: 3 minutes, 54</p>	<p><b>Required Assignment 1:</b>                  Choose one of two videos assigned for this week’s online watching. Imagine that you were going to use one of these writing strategies with your ESL students (you may be doing something similar in your lesson plan, but you may not, so don’t feel any pressure to incorporate these strategies at this stage).</p> <p>Imagine that you would use one of these strategies in the future and record yourself describing who your learners are, why you would use this strategy, and how you think it would help them comprehend rich and rigorous texts. Use this <a href="http://vocaroo.com/">http://vocaroo.com/</a> tool to record your thoughts. Time yourself talking: you should talk for no more than 2 minutes! You can listen to me explaining how the tool works, but opening this file: Post your audio file to the threaded discussion.</p> <p><b>Required Assignment 2:</b>                  Listen to two of your colleagues’ audio files and share your comments, responses, and suggestions. Make connections to the readings and videos where relevant.</p>

	<p>seconds)</p> <p>and</p> <p>Classroom webcast 8.2 mentioned in Chapter 8, teacher</p> <p><a href="https://www.youtube.com/watch?v=ZobdcwO_c8U&amp;feature=related">https://www.youtube.com/watch?v=ZobdcwO_c8U&amp;feature=related</a></p> <p>(Video duration: 5 minutes, 53 seconds)</p>	
<p><b>Week 11 (Nov 9-Nov 15)</b></p> <p><b>Topic:</b> Reading and Writing</p> <p><b>Overarching question:</b> How do reading and writing come together in everyday classroom instruction and learning?</p>	<p><b>Required Print Reading:</b></p> <p>Peregoy &amp; Boyle (2013) Chapter 9 and 10</p> <p><b>Required Online Watching:</b></p> <p>There is no video watching required this week, since I'm sure you will be very busy implementing and recording your own lesson plan.</p>	<p><b>Required Assignment 1:</b> Implement and record your lesson plan. <b>This is part B of your second milestone assignment.</b></p> <p><b>Required Assignment 2:</b> Upload your media file (video recording) into your personal DropBox.</p> <p>While this week's assignment is solely to implement and record your lesson plan, I do hope that you will find the reading useful and inspiring! You can mine these two chapters for fantastic tools (graphic organizers, teaching ideas, and more) that you can use when you teach ESL students!</p>
<p><b>MILESTONE ASSIGNMENT, Part B DUE, Week 11, Sunday, November 15<sup>th</sup>, 8pm: Recording of Lesson Plan</b></p>		
<p><b>Week 12 (Nov 16-Nov 22)</b></p> <p><b>Topic:</b> Reflecting on teaching</p> <p><b>Overarching Question:</b></p>	<p><b>Required print reading</b></p> <p>Danielson (2013), Domain 4a, p. 83.</p> <p><b>Required online watching:</b></p> <p>Listen to an</p>	<p><b>Required Assignment 1:</b></p> <p>Find a person--colleague, friend, family member--and take at least 10 minutes to debrief your teaching and recording experience with them. This can be an informal conversation that takes place over lunch in the staff lounge or on a walk with a friend. Explain to them that you are interested in their responses and questions, specifically focused on what this might mean for you as a classroom teacher. Take notes as</p>

<p>What do you think is important to consider when reflecting on your teaching practice?</p>	<p>example of one teacher reflecting on why she chose to implement a particular lesson in her classroom. While you won't see the lesson, listen to how she reflects and what she considers important in making her pedagogical choices:</p> <p><a href="https://www.youtube.com/watch?v=Q5G0vvKHChI">https://www.youtube.com/watch?v=Q5G0vvKHChI</a></p> <p>(Video duration: 5 minutes, 32 seconds)</p>	<p>you engage in this conversation.</p> <p>Then consider the Danielson rationale for reflection and review the two indicators deemed important in the framework. Consider whether you touched on the two indicators that are included therein. It is totally fine if you did not, but I suspect there might be some overlap.</p> <p>In a threaded discussion, share two key points that you communicated during your conversation and share at least two of the responses that you received (ideally, your report-back would include one comment and one question, though two comments and two questions is also acceptable). Make connections to the Danielson framework wherever appropriate. <b>This is part C of your second milestone assignment.</b></p> <p><b>Required Assignment 2:</b>                  Read the posts shared by two of your colleagues and respond with the following: a quote from the reading or video that extends or challenges what they've reported and a connection that you made to your own experience of teaching your lesson plan.</p>
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**MILESTONE ASSIGNMENT, Part C DUE, Week 12: Reflection on Lesson Plan**  
 Initial posts due to Threaded Discussion due Thursday, November 19<sup>th</sup> by 8pm and  
 Additional 2 posts to colleagues due on Sunday, November 22<sup>nd</sup>, 8pm

**UNIT THREE: ASSESSING OUR STUDENTS & OURSELVES**

<p><b>Week 13</b>                  (Nov 23-25, shorter week due to Thanksgiving Break, Nov 26-29)</p> <p><b>Topic:</b>                  Assessment</p> <p><b>Overarching Question:</b>                  What do different language proficiency levels mean and how can</p>	<p><b>Required Print Reading:</b></p> <p>Peregoy &amp; Boyle (2013) Chapter 11</p> <p><b>Required Online Reading:</b></p> <p>This week, there is no video to watch. I tried to find a good video explaining the WIDA levels for language proficiency, but it was very difficult to find a short and engaging video on</p>	<p><b>Required Assignment 1:</b>                  Reread Figure 11.3 on pg. 442 of the text and the WIDA performance definitions. Consider what WIDA adds to our understanding of assessment and language learning. Write a 1-2 paragraph response to post in the threaded discussion. How are the WIDA levels similar to or different from the example provided in the text (and, possibly, from examples of assessments that you have previously used in your teaching)? How do you imagine using these performance definitions to guide your teaching and assessment?</p> <p><b>Required Assignment 2:</b>                  Read the posts shared by two of your colleagues and respond with the following: a quote from the reading that extends or challenges what they've posted and a connection that you made to your own experience assessing students.</p>
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<p>we measure student progress?</p>	<p>the subject from a trusted source. If you can find one, please share it so that I can incorporate it into this course in the future! As a result, here is this week's online <i>reading</i>:</p> <p>Download the following documents:  <i>Performance Definitions for Listening &amp; Reading</i> and the <i>Performance Definitions for Speaking &amp; Writing</i> from the WIDA website:  <a href="https://www.wida.us/standards/eld.aspx">https://www.wida.us/standards/eld.aspx</a></p>	
<p><b>Week 14 (Nov 30-Dec 6)</b></p> <p><b>Topic:</b>          Assessment</p> <p><b>Overarching Question:</b>          What are some of the challenges and concerns about standardized assessments for ELLs?</p>	<p><b>Required Print Reading:</b>          Abedi, J. (2004). The No Child Left Behind Act and English language learners: Assessment and accountability issues. <i>Educational Researcher</i>, 33 (1), 4 –14.</p> <p><b>Required Online Reading:</b>          Kieffer, M., Lesaux, N., and Snow, C. (2006). Promises and</p>	<p><b>Required Assignment 1:</b>          Find an assessment artifact--by this I mean a sample test item from the PARCC standardized test now required in the state of New Jersey--and consider the language and content demands of the question or prompt. You can find sample PARCC test items here: <a href="http://www.parcconline.org/samples/item-task-prototypes">http://www.parcconline.org/samples/item-task-prototypes</a>          In your analysis, include a brief description of the challenges that this type of assessment would pose for bilingual students and language learners, and the challenges that it poses for you as a teacher. Take notes using the template provided.</p> <p><b>Required Assignment 2:</b>          Post your completed template in the threaded discussion for your peers and I to view. While you do not have to post on each other's responses this week, I encourage you to read and learn from one another's</p>

	<p>pitfalls:                  Implications of                  No Child Left                  Behind for                  defining, assessing,                  and serving English                  language learners.                  Presented at: Key                  Reforms Under the                  No Child Left                  Behind Act: The                  Civil Rights                  Perspective.                  Berkeley, CA:                  University of                  California,                  Berkeley.</p> <p>Available at  <a href="http://www.law.berkeley.edu/files/NC_LB_ELLs_Final.pdf">http://www.law.berkeley.edu/files/NC_LB_ELLs_Final.pdf</a></p> <p><b>Required Online Watching:</b>                  See what Jamal Abedi has to say about ELL students' "opportunity to learn" in classrooms:  <a href="https://vialogues.com/vialogues/play/3318">https://vialogues.com/vialogues/play/3318</a>                  (Video duration: 3 minutes, 7 seconds)</p>	<p>responses.</p> <p><b>Required Assignment 3:</b>                  Browse the NJ DOE Bilingual/ESL Education website to learn more about ELLs and PARCC assessments, including details about exemptions and accommodations:  <a href="http://www.state.nj.us/education/bilingual/policy/assess.htm">http://www.state.nj.us/education/bilingual/policy/assess.htm</a>                  While you don't have to post a response to these items, they will be good for you to become familiar with.</p>
<p><b>Week 15 (Dec 7-10, shorter week because classes end Dec 10)</b></p> <p><b>Topic:</b></p>	<p><b>Required Print Reading:</b></p> <p>An interview with Charlotte Danielson:  <a href="http://www.edweek.org/tm/articles/201">http://www.edweek.org/tm/articles/201</a></p>	<p><b>Required Assignment 1:</b>                  Read the two pdfs that provide an overview of Domains 1 and 3 in the Danielson Framework (Domain 1 is Planning and Preparation and Domain 3 is Instruction). Notice that we are reading the summaries of the domains but not delving into the 4 point rating scale in each domain. I want us to become familiar with the key ideas here but not evaluate</p>

<p>Reflecting on and Assessing our Instruction</p> <p><b>Overarching question:</b>                  How can we continue to use the Danielson Framework to reflect on our teaching?</p>	<p><a href="http://3/03/13/ccio_danielson_teaching.html">3/03/13/ccio_danielson_teaching.html</a></p> <p>A critical perspective on the Framework and it's use in teacher evaluation and everyday classroom teaching:  <a href="http://www.huffingtonpost.com/alan-singer/what-does-a-common-core-da_b_3804493.html">http://www.huffingtonpost.com/alan-singer/what-does-a-common-core-da_b_3804493.html</a></p> <p><b>Required Online Watching:</b>                  Charlotte Danielson talking about the Framework:  <a href="https://www.youtube.com/watch?v=adaOmqipic">https://www.youtube.com/watch?v=adaOmqipic</a></p> <p>(Video duration: 2 minutes, 51 seconds)</p>	<p>ourselves using it at this point in the semester. Those of you who continue in the Intro to ESL online sequence of courses by taking Intro to ESL_Secondary in the coming semesters will become more familiar with and begin to apply the Danielson Framework for Teaching Evaluation in that course. For now, read the overviews and pick those components (indicated by a letter, like 1a or 1b) that you would like to reflect upon in relation to the lesson plan that you developed and implemented this semester. Please note that some components may not apply—this is OK and expected. Aim to choose 2-3 subdomains for each Domain. Take notes using the attached template. This will become the basis for the final paper that you will submit in this course for milestone assignment three (which is also your final exam).</p> <p><b>Required Assignment 2:</b>                  In this final threaded discussion of the semester, I'd like you to comment on how you think this course has changed your perspective on teaching in general and teaching ESL in particular. Write 1-2 paragraphs on the subject, identifying at least one reading and one activity that helped to shape your thinking.</p> <p><b>Required Assignment 3:</b>                  Comment on two of your colleagues' posts, considering their insights, adding your own, and contributing any other concluding thoughts for the semester.</p>
<p><b>FINAL MILESTONE ASSIGNMENT DUE, Tuesday, December 15<sup>th</sup>, 8pm:</b>                  Reflecting on Teaching with Danielson</p>		