Rutgers, The State University of New Jersey

05:300:453:M2 TEACHING EMERGING BILINGUALS IN THE PRE-K-12 CLASSROOM – MODULE 2

1.5 CREDITS

Spring 2019

THURSDAYS, 6.10-9 PM

GSE, CAC – FH A3

Instructor: Tasha Austin
Email: tasha.austin@gse.rutgers.edu
Phone Number: 848-932-0827
Location: GSE, Learning and Teaching, Office #321B
Office Hours: By appointment
Prerequisites or other limitations:
Emerging Bilinguals 1

Mode of Instruction:
___ Lecture
_X__ Seminar
___ Hybrid
___ Online
___ Other OFF CAMPUS

Permission required:
___ No
_X_ Yes
Directions about where to get permission numbers: via Kenneth Tufo (ken.tufo@gse.rutgers.edu)

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Course Description

Module Two of Teaching Emerging Bilinguals in the Pre-K-12 Classroom builds a set of general and content-specific pedagogical practices for creating classrooms that are fully inclusive of emerging bilinguals. Through course readings and assignments focused on research-based methods for scaffolding language and content learning, assignments in Pre-K-12 classroom
settings that allow students to move from theory to practice, and seminar discussions that prompt reflection, students will develop a pedagogical toolkit for future teaching. By the end of the semester, students will have an understanding of how to design classroom lessons, activities, and assessments that are fully inclusive of their Pre-K-12 emerging bilingual learners. This course is the second in a two-course sequence.

**Course Objectives**

In this second module (second semester), our main objective is to build a toolkit of general and content-specific pedagogical practices that address the classroom needs of emerging bilinguals in schools. The course goal is to critically examine, model and perform best practices inclusive of emerging bilinguals, in content-specific areas. Building on the knowledge and dispositions developed in the first module of this course, students will amplify a lesson plan for a content area developed in their method classes, reflecting, analyzing, performing, and deconstructing key practices to build support for emerging bilinguals.

**Standards**

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.

   **Critical dispositions**
   (2) The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.
   (4) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.

2. **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.

   **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.
Critical Dispositions
(4) The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his/her instructional practice to engage students in learning.

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Critical Dispositions
(1) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

(2) The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.

(3) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

(4) The teacher seeks to foster respectful communication among all members of the learning community.

5. 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.

Critical dispositions
(2) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

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.

Critical dispositions
(5) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
(6) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.
7. 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.

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.
(3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

8. 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.

Critical disposition
(2) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
(4) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.

Critical disposition
(2) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

(3) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

11. 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.

Essential Knowledge
(1) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

**Crosswalk between Danielson and EdTPA**

Danielson 1b (Demonstrating Knowledge of Students) --  
EdTPA (2) Planning to Support Varied Student Needs,  
EdTPA (4) Using Knowledge of Students to Inform Teaching and  
EdTPA (5) Identifying and with relevant rubrics (, Supporting Content Development through Language, Monitoring Student Learning)

Danielson 2a (Creating an Environment of Respect and Rapport) --  
EdTPA (2) Learning Environment; 6

Danielson 2b (Establishing a Culture of Learning) --  
EdTPA (2) Learning Environment;  
EdTPA (6) Engaging Students in Learning 7

**Course Catalog Description**

Module Two of Teaching Emerging Bilinguals in the Pre-K-12 Classroom builds a set of general and content-specific pedagogical practices for creating classrooms that are fully inclusive of emerging bilinguals. Through course readings and assignments focused on research-based methods for scaffolding language and content learning, assignments in Pre-K-12 classroom settings that allow students to move from theory to practice, and seminar discussions that prompt reflection, students will develop a pedagogical toolkit for future teaching. By the end of the semester, students will have an understanding of how to design classroom lessons, activities, and assessments that are fully inclusive of their Pre-K-12 emerging bilingual learners. This course is the second in a two-course sequence.

**Course Objectives**

In this second module (second semester), our main objective is to build a toolkit of general and content-specific pedagogical practices that address the classroom needs of emerging bilinguals in schools. The course goal is to critically examine, model and perform best practices inclusive of emerging bilinguals, in content-specific areas. Building on the knowledge and dispositions developed in the first module of this course, students will amplify a lesson plan for a content area developed in their method classes, reflecting, analyzing, performing, and deconstructing key practices to build support for emerging bilinguals.
**Required Texts**
Articles and book chapters available on Sakai.

**Grading policy**

**Evaluation of Written Work:**
These qualities will be valued in your work:

- Responsiveness to the task or question: Are you fulfilling the requirements of the assignment?
- Clarity and organization of writing.
- Conciseness – try to write in a non-repetitious way.
- Completeness and depth – Present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.
- Independent judgment – Go beyond the information presented by others. Be critical, seeing both strengths and weaknesses and support opinions with your own reasons.
- Relevance – Connections between your work and the content and organization of 300:412 should be clear.
- Attention to professional style – Papers should be typed or word-processed and follow APA format. (You can find a good summary of how to use APA format at the following website: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)) Please use Times New Roman 12pt font, 1-inch margins, and double space all of your assignments.
- On lateness – If you need an extension of time on an assignment please contact me 24 hours before the date when the paper is due. If you do not contact me, your grade on the assignment will be dropped one letter grade for every class period it is late.

**Letter Grade Equivalents:**

- 93-100 A
- 88-92 B+
- 83-87 B
- 78-82 C+
- 73-77 C
- 68-72 D+
- 60-67 D

Below 60 F

**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](http://academicintegrity.rutgers.edu/integrity.shtml) for a full explanation of policies.

**Web site:** [https://sakai.rutgers.edu/portal](https://sakai.rutgers.edu/portal) A specific sakai page on this portal will be dedicated to this course.
Course Requirements

Attendance Policy - If you are unable to attend a class, please contact me via email as soon as possible. This will allow me to send you materials from the missed class so you don’t fall behind. In addition, please make sure that you talk to a fellow student who can collect extra handouts and help you catch up on what was discussed in your absence. If you miss one class during the semester without a bona fide medical reason (including a doctor’s note) your grade for the course will automatically be reduced by a letter grade. Missing 2 or more classes without a medical reason will result in an F grade.

Class Participation: Class participation is crucial to your understanding and application of course content. You are expected to come to class prepared to discuss assigned readings, field placement experiences and to participate in class activities. I will take note of participation in every class. Please note that inappropriate use of technology (such as texting or using the internet for non-class related activities) will result in a lowering of your participation points for the day. Homework is also part of class participation. Please make sure you complete the weekly assignments and come prepared to discuss in class.

Structured Discussions: The class will participate in two structured discussions in order to synthesize how domains 2 and 3 (environment and instruction) can be augmented for EBs in the content areas. Half of the students will discuss topical readings guided by predetermined questions, as the other half provides feedback on the “Accountable Talk” checklist. The following week, students will switch groups and conduct the discussion on the next set of topics.

ACCOUNTABLE TALK CHECKLIST v.1

| - not answered | ✓ answered | ✓+ rebutted/questioned |

___ How can we create an environment of respect and rapport for EBs? What considerations should be addressed?

___ How can we manage classroom procedures for EBs? How does this support language acquisition?

___ What are the best approaches & strategies for managing the behavior of EBs?

___ What are the best approaches & strategies for organizing physical space with EBs? Why?

___ What is most difficult about proficiency in domain 2 (environment) when supporting EBs?
ACCOUNTABLE TALK CHECKLIST v.2

- not answered ✓ answered ✓+ rebutted/questioned

___ What considerations must we address, and approaches should we use for communicating with EBs?

___ How do questioning and discussion techniques impact EBs? How can we be purposeful in our design and execution of this strand?

___ What are the best approaches & strategies for engaging EBs in content and language learning?

___ How is assessment in instruction especially critical for EBs? What are some strategies to execute this?

___ What is most difficult about proficiency in domain 3 (instruction) when supporting EBs?

Adapted Danielson Pre & Post- Assessments with Commentary: Whether you have completed your student teaching, or will be embarking upon it in the fall, our common goal as educators is to be guided by frameworks of teaching excellence to ensure EBs and all learners have access to content via academic language. Using an adaptation of Charlotte Danielson’s Framework for Teaching Evaluation Instrument, you will carefully reflect on your capacity to service EBs in selected strands based upon your current theoretical understandings, or your work in student teaching. You will write a 1- 2 page commentary to justify each of your pre-assessment scores. Upon completion of your amplified lesson plan (class 6), you will reflect once more noting your growth across domains 1-4, and again, providing a commentary and specific evidence from the lesson plan amplification to support your self-assessment.

Rubric for Evaluation

<table>
<thead>
<tr>
<th>Does not meet expectations</th>
<th>Meets expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scoring is thoughtful and accurate with critical and descriptive commentary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Author links his/her explanations to both previous experiences and theoretical understandings gained during GSE coursework</td>
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</table>
Amplified Lesson Plan: Using a content-specific lesson plan developed in your program methods courses, or a unit/lesson provided by your professor, identify the ways in which you have attended to language, culture, and power in this lesson and how you have addressed challenges and created opportunities for EBs to access and engage with the academic language of this content area. Then, add integrate language and content objectives, and identify specific opportunities for and examples of comprehensible input in your discipline, and scaffold instruction in order to teach academic English.

The purpose of the modified lesson plan assignment is to provide you the opportunity to apply your learning to the preparation part of teaching. As you amplify your lesson plan consider your newly gained insights towards Emerging Bilinguals and the strategies you have learned in order to address their needs. Specifically:

- Identify the ways in which you have attended to language, culture, and power;
- Identify the language demands of the lesson;
- Explain how you have addressed challenges and language demands;
- Describe how you have designed opportunities for EBs to access and engage with the academic language of this content area;
- Integrate language and content objectives;
- Identify specific opportunities for and examples of comprehensible input strategies;
- Identify ways in which you have scaffolded academic language.

Please use the EdTPA lesson plan template provided by your instructor. Each sub section of the lesson plan should be completed first, and the template should be followed by a commentary in a narrative format, addressing the bullet points listed above. Commentary should follow APA format and include references to the reading and the textbook, and quotes.

**Rubric for Evaluation**
<table>
<thead>
<tr>
<th>Does not meet expectations</th>
<th>Meets expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author incorporates a language objective with specificity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Author links his/her explanations to course readings, references and clinical experiences.</td>
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<tr>
<td>Author addresses the academic and social/emotional needs of Emerging Bilinguals.</td>
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<tr>
<td>Author designs and incorporates productive and interpretive opportunities throughout the lesson.</td>
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</tr>
<tr>
<td>Author has carefully proofread the paper for clarity and accuracy of language and ideas.</td>
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Summary of the Requirements

Amplified Lesson plan
- Adapted Danielson Pre-assessment & Commentary
- Adapted Danielson Post-assessment & Commentary

Rubric
50% of final grade
10% of final grade
10% of final grade

Structured Discussion
Checklist
15% of final grade

Active Listening & Participation
15% of final grade

Tentative Course Schedule by Week

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments &amp; Readings</th>
</tr>
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</table>
| 1 January 24 | Introduction to course  
Defining academic English |

Overview of Goals and Approaches
The Language of Math/The Language of Science
Language Functions & WIDA

In-class activities
1. Who are we? Pronoun & Name/certification/placement/linguistic background
2. Table Mat reflection of TEB 1:
   a. Reflect independently in groups of 4 on 1) discipline vocabulary and NJ demographics 2) “capital” and ethnography 3) linguistic landscapes 4) culturally responsive pedagogy
   b. Synthesize and share
   Guiding questions:
   a. What unique capacity do content experts add to language acquisition for EBs?
   b. What role does social language (and/or the L1) play in the acquisition of content and content specific discourse?
   c. In your own words, what is the language of Math/Science?
  Whole Group: Constructivism, language modes, tiers of vocabulary and language functions
4. WIDA analysis (Can Do Descriptors) by grade level

Assignment
1 Due 1/31
Read Zwiers – Ch. 9
Review Figure 1 p. 225 from the Lee, Quinn & Valdes (2013) article, and at Table 2 p. 229, and consider the intersections between Math, Science and ELA in the Common Core.

Adapted Danielson Pre-assessment & Commentary
Rubric

Pedagogical Strategies

2 January 31
Pre-assessment reflection: In what strands are you most confident? Least confident? Where will you focus your efforts based on your diagnostic?

Assessment Discussion
- Discuss how diagnostic, formative and summative assessments can be designed to support EB content and language development.
- What is the role of feedback with content instruction for EBs?
- On your individual EdTPA template, fill in possibilities for assessment strategies, the lesson objectives and demands, and
<table>
<thead>
<tr>
<th>Assignment 2</th>
<th>Due 2/7</th>
</tr>
</thead>
</table>
| Read Weinstein, Curran & Tomlinson-Clarke (2003)  
Read Weiner (2006) |

**Select a Lesson Plan for the final assignment**  
*Multiple students may share a plan, but assignments are individually completed*  
**Structured Discussion**  
**Checklist**

<table>
<thead>
<tr>
<th>3 February 7</th>
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</table>
| **Structured Discussion**: Students will discuss their role in designing an appropriate and constructive environment for EBs to develop both language and content mastery.  
**Checklist**  
- On your individual EdTPA template, fill in possibilities for utilizing knowledge about students to plan and implement effective instruction, lesson considerations, and other applicable areas of the template in preparation for the final adaptation. Also, confirm the lesson objectives and demands, and lesson goals. Share with a neighbor for feedback.  
Whole Group: Aligning supports to content and language tasks (Danielson 2a, 2c, 2d & 2e *4c*)  
[http://stem4els.wceruw.org/](http://stem4els.wceruw.org/) |

<table>
<thead>
<tr>
<th>Assignment 2</th>
<th>Due 2/14</th>
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| Read FABRIC article from the NJDOE  
or  
“Doing and Talking Science: A Teacher’s Guide to Meaning Making with English Learners” on the [National Science Foundation](http://nstp.wceruw.org) website under “resources” |

**Structured Discussion**  
**Checklist**

<table>
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<th>4 February 14</th>
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</table>
| **Structured Discussion**: Students will discuss their role in facilitating constructive and student-centered instruction for EBs to develop both language and content mastery.  
**Checklist** |
On your individual EdTPA template, fill in possibilities for lesson plan details, and other applicable areas of the template in preparation for the final adaptation. Share with a neighbor for feedback.

Whole Group: Inquiry, guided practice and accountability (Danielson 3a, 3b, 3c & 3d *4c*)

**Reasoning in Math and Science**

<table>
<thead>
<tr>
<th>Assignment Lesson Plan Draft</th>
<th>Present in small groups having domain level discussions (Danielson 1-3) at 20min intervals</th>
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<tbody>
<tr>
<td><strong>Due 2/21</strong></td>
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</table>

**Lesson Planning Workshop:**
Self-assign in groups of up to 3 to enhance your amplified lesson plan, and address any blank areas of the EdTPA template. Use your adapted rubric as guidance.

**Additional Resources**
- Lee, Quinn & Valdes (2013) for *Supporting Literacy Development*
- [http://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners](http://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners) (Himmel, 2012) for *Supporting Literacy through Language Development*
- TEB 2 Syllabus & Resources

<table>
<thead>
<tr>
<th>Assignment 3 Due 2/28</th>
<th>Presentation of Amplified Lesson Plan: <em>Key Takeaways</em></th>
</tr>
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<tbody>
<tr>
<td><strong>Due 2/28</strong></td>
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**6 February 28**

Separated by content, two groups will share EdTPA plans round robin style at 6 minute intervals using the following as guidance:
- State your lesson topic, grade, discipline, class size and length of class
- Identify the language demands of the lesson;
- Integrate language and content objectives;
- Explain how you have addressed challenges and language demands;
- Describe how you have designed opportunities for EBs to access and engage with the academic language of this content area;
- Identify specific opportunities for and examples of comprehensible input strategies;
- Identify ways in which you have scaffolded academic language.
- Identify the ways in which you have attended to language, culture, and power
<table>
<thead>
<tr>
<th>Assignment 4</th>
<th><strong>Adapted Danielson Post-assessment &amp; Commentary Rubric</strong></th>
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<tbody>
<tr>
<td><strong>Due March 7</strong></td>
<td><strong>Final Reflection &amp; Strategies for supporting Emerging Bilinguals in Science and Math</strong></td>
</tr>
<tr>
<td></td>
<td>How have you grown? Where will you continue to focus your efforts?</td>
</tr>
<tr>
<td></td>
<td>Share collective resources that have served you best in each domain on our collective excel sheet. Reference it in your student teaching and professional future</td>
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</tbody>
</table>