EDUCATOR LICENSURE PROGRAM

Theory and Practice of Acquiring a Second Language

Summer 2021

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Collaborative for Educational Services

Fitchburg State University
EDUCATOR Programs
Comprehensive Syllabus

Summer 2021

EDUC 7044H

Theory and Practice of Acquiring a Second Language

3 Graduate Credit Hours or 67.5 PDPs
Hybrid Online (4 Face-to-face sessions- 5/8, 6/5, 7/10, 7/31-on Saturdays 9:00 AM-12:30 PM plus 13
Online Sessions)
39 Contact Hours

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Contact your Instructor

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<u>E-mail:</u>   cchiello@collaborative.org

A.   COURSE DESCRIPTION

This course provides participants with an introduction to the field of second language acquisition (SLA) at different age and proficiency levels with a focus on factors and instructional approaches that directly impact the second language classroom. We will examine the World-Class Instructional Design and Assessment (WIDA) Proficiency Descriptors as a starting point for setting goals for English learners (ELs) based on proficiency levels in listening, speaking, reading, and writing.

This course will explore the structural aspects of language learning **as well as** the profound influence of culture, socioeconomic background, and psycho-social factors on the acquisition process – and ultimately on academic learning. This course will provide information and insights into how to differentiate instruction based on these complex factors using a range of collaborative, self-reflective, and authentic activities in relationship to the principles of second language learning.

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

B.   TEXTS

The following text should be purchased for this course:

Diaz-Rico, L. (2017). The Cross-Cultural Language and Academic Development Handbook: A Complete K-12 Reference Guide, Sixth Edition. NY: Pearson.ISBN: 978-0132855208

The following required readings may be found online:

World-Class Instructional Design and Assessment (WIDA) CAN-DO Descriptors. The University of Wisconsin-Madison. (2021) Board of Regents of the University of Wisconsin System
https://wida.wisc.edu/teach/can-do/descriptors

Fitchburg State University Teacher Preparation Programs (2021). Conceptual Framework. Fitchburg, MA: Author. [Online] Available:
https://www.fitchburgstate.edu/academics/academic-schools/school-education/education-department/education-unit-educator-licensure-office/conceptual-framework

Massachusetts Department of Elementary and Secondary Education. (2017). Curriculum Frameworks. Malden, Ma: Author. [Online] Available:
http://www.doe.mass.edu/frameworks/current.html

Fitchburg State University Teacher Education Conceptual Framework

C.   LEARNING OUTCOMES / OBJECTIVES

This course will address the dispositions of the Conceptual Framework as described below. Alignment with the ESL MTEL Objectives is noted in blue.

Knowledge: As a result of the learning experiences in the course, you will become more cognizant of:

K1. *the core concepts of second language acquisition including Chomsky's Language Acquisition Device, Hymes notions of communicative competence, Halliday's theory of sociolinguistics, Krashen's five hypotheses about language learning, Gass' Input, Interaction, Output Model of SLA and Lantoff's sociocultural theory of second language development;*   0002 *Apply knowledge of processes and stages of language acquisition.*

K2. *the role of the primary language(s) in the development of English;*

001 *Apply Knowledge of basic linguistic and sociolinguistic concepts related to instruction for ELLs*

K3. *strengths and needs of the special groups within the ELL population including newcomers, SLIFE, those who have experienced trauma, those living in poverty;*
0003 *Evaluate and apply knowledge of ESL instructional approaches and best practices for promoting ELD*

K4. *the five components of language (phonology, morphology, syntax, semantics, and pragmatics) within the context of additional language learning and teaching;*
0001 *Apply Knowledge of basic linguistic and sociolinguistic concepts related to instruction for ELLs*

K5. *pedagogical theories and instructional approaches for English Learners (general principles of sheltered instruction, the Natural Approach, Cognitive Academic Language Learning Approach, etc.).*
0005 *Apply knowledge of aural and oral language instruction and assessment for ELLs*

K6. *ways in which the World-Class Instructional Design and Assessment (WIDA) system is connected to the core principles of additional language acquisition and the conceptualization of a proficiency continuum.*
0002 *Apply knowledge of processes and stages of language acquisition.*
0005 *Apply knowledge of aural and oral language instruction and assessment for ELLs*

K7. *communicative competence in social and academic settings.*

0004 *Apply Knowledge of factors, including social-emotional and sociocultural considerations, that influence the teaching and learning of ELLs*

Skill: As a result of the learning experiences in the course, you will become better able to:

S1.   *develop strategies for analyzing his/her classroom as a site for second language acquisition and make appropriate adjustments as needed;*

0003 *Evaluate and apply knowledge of ESL instructional approaches and best practices for promoting ELD.*

0010 *Prepare and organized, developed analysis related to one or more of the following: foundations of second-language instruction; second-language and content learning*

S2.   *apply knowledge of the pragmatic aspects of additional language development and suggest ways to maximize the range and number of communicative opportunities within the classroom;* 0004 *Apply Knowledge of factors, including social-emotional and sociocultural considerations, that influence the teaching and learning of ELLs*

0005 *Apply knowledge of aural and oral language instruction and assessment for ELLs*

S3.   *design a sequential series of lesson plans based on the principles of second language acquisition, language variation, and language for specific purposes;*

0005 *Apply knowledge of aural and oral language instruction and assessment for ELLs*

0010 *Prepare and organized, developed analysis related to one or more of the following: foundations of second-language instruction; second-language and content learning*

S4.   *consult the WIDA Can-Do Descriptors as a starting point for differentiating instruction and formative assessment in both ELD and SEI contexts based on proficiency level.*

0003 *Evaluate and apply knowledge of ESL instructional approaches and best practices for promoting ELD.*

0005 *Apply knowledge of aural and oral language instruction and assessment for ELLs*

K7.   *communicative competence in social and academic settings.*

0004 *Apply Knowledge of factors, including social-emotional and sociocultural considerations, that influence the teaching and learning of ELLs*

Skill: *As a result of the learning experiences in the course, you will become better able to:*

S1. *develop strategies for analyzing his/her classroom as a site for second language acquisition and make appropriate adjustments as needed;*
  0003 Evaluate and apply knowledge of ESL instructional approaches and best practices for promoting ELD.
  0010 Prepare and organized, developed analysis related to one or more of the following: foundations of second-language instruction; second-language and content learning

S2. *apply knowledge of the pragmatic aspects of additional language development and suggest ways to maximize the range and number of communicative opportunities within the classroom;*
  0004 Apply Knowledge of factors, including social-emotional and sociocultural considerations, that influence the teaching and learning of ELLs
  0005 Apply knowledge of aural and oral language instruction and assessment for ELLs

S3. *design a sequential series of lesson plans based on the principles of second language acquisition, language variation, and language for specific purposes;*
  0005 Apply knowledge of aural and oral language instruction and assessment for ELLs
  0010 Prepare and organized, developed analysis related to one or more of the following: foundations of second-language instruction; second-language and content learning

S4. *consult the WIDA Can-Do Descriptors as a starting point for differentiating instruction and   formative assessment in both ELD and SEI contexts based on proficiency level.*
  0003 Evaluate and apply knowledge of ESL instructional approaches and best practices for promoting ELD.
  0005 Apply knowledge of aural and oral language instruction and assessment for ELLs

Caring: *As a result of the learning experiences in the course, you will become more competent in your ability to:*

C1. *use knowledge of factors affecting second language acquisition to modify instruction for students who are having difficulty in learning English or subject matter content*

C2. *use strategies for optimal communication/connection and instruction with students from/family background to influence of culture on language learning*

C3. *address implications for classroom differentiation for linguistically and culturally diverse students*

D.   INSTRUCTIONAL STRATEGIES

x	Lecture	x	Data Collection and Analysis
x	Discussion/Questioning	x	Pre-Practicum
	Laboratory (Pre-Practicum)		Role Playing/Simulation
	Problem Finding/Solving	x	Independent Learning
	Discovery		Field Trips
	Interviewing (Pre-Practicum)		Computer Applications
x	Collaborative Learning Groups	x	Viewing/Listening to Followed by
x	Reflective Responses		Discussing
	Creating Visual Illustrations of Concepts		Other_____

Technology Initiatives

Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology.

Candidates will utilize technology as:

a research tool
a communication method (email)
an enhancement tool for the design of lessons and curriculum units

E.   COURSE REQUIREMENTS

Participant Time Expectation: The expectation is that, in a three-credit course, participants will undertake between 110 and 120 hours of work including time spent in class.

These tasks have been designed to create opportunities for class participants to engage the ideas of the course, and apply them to second language students and classrooms. These tasks are also the means in which the instructor evaluates the performance of course participants.

1.Forum Contributions

At the start of each **online** session, topics, assignments (readings and/or other tasks), and forum question(s) will be posted by the instructor. Please read each post carefully before beginning assignments. Every participant is expected to complete assignments and then post a response to the discussion question(s) posed. Additionally, every participant is required to post two substantive replies to two fellow participants in regard to their responses to the assignments (the assumption being that you will read and reflect upon others' contributions).

Please note: (1) there will be no credit for late posts; (2) unless otherwise indicated at the beginning of any online session, the following are the parameters for participation. You will be informed at the start of a weekly session if there are any adjustments to these parameters.

Response to discussion question (s):

- Relevance - Respond directly to the question(s) posed as it relates to the week's readings, activities, and your own experiences

- Sufficient detail (please cite page numbers when referring to readings) and provide sufficient length (250-400 words)

- Timeline: Respond by Sunday (midnight EST)

Replies to fellow participants:

- Sufficient substance - Replies beyond " I agree" that relate to specific points your colleagues have raised (100-150 words for each of the two replies)
- Timeline: respond by Tuesday (midnight EST)

[DESE Professional Standards for Teachers (PST) 1 (a), (b), SEI Indicator (a), (c); 2 SEI Indicator (b),(d); 3 SEI Indicator (e) 4 (a-f)] [DESE Subject Matter Knowledge Requirement for Teachers – English Language Learners (SMKR-ELL) 7.06(9)(a): 1d, e, f, g] [DESE Subject Matter Knowledge Requirements for Teachers – Teachers (1-6) (SMKR-Teachers 1-6) 7.06(7)(c): 2a] [DESE Standards and Indicators for Effective Teaching Practice (SIETP) 603 CMR 35.03: I.A1-4; II.A 1-3, B1-3, C1-2, D1-3; III.A1, B1-2, C1-2; IV.A1-2] (Learning Outcomes K1-2; S1-2, C1, C3, E1-2)

2.Participation in four **face-to-face** sessions (three and a half hours per session)

Participants will engage in whole group, paired and small group activities designed to build understanding of the SLA process.

[DOE SMKR-ELL 7.06(9)(a): 1d, e, f, g] [DESE SMKR-Teachers 1-6: 7.06(7)(c): 2a] [DESE SIETP: I.A1-4; II.A 1-3, B1-3, C1-2, D1-3; III.A1, B1-2, C1-2; IV.A1-2] (Learning Outcomes K1-3, S1-2, C1-3, E1-2)

3.Learner Profile- DUE June 22, 2021:

- Participants will review and assess one ELL or foreign language learner and determine appropriate instructional needs.
- The profile will include linguistic, sociocultural and educational background and an analysis of student's current strengths and weaknesses in the four skills.
- The profiles will also identify goals/objectives for the students and link them to the WIDA CAN DO Descriptors OR to the Massachusetts Foreign Language Curriculum Framework.

[DESE Professional Standards for Teachers (PST) 1 (a), (b), SEI Indicator (a),(c); 2 SEI Indicator (b),(d); 3 SEI Indicator (e) 4 (a-f)]. [DESE Standards and Indicators for Effective Teaching Practice (SIETP) 603 CMR 708 (2)a-e]. [DESE Subject Matter Knowledge Requirements for Teachers (SMKRT-ELL) 7.06(9) (a) 1. a-c; 2. a-k; 3. a-e; 4. a-f; 5 (b) 1-4]. [Learning Outcomes K1-K4, S3-S5]

*The Learner Profile assignment is part of the pre-practicum experience for this course.

4.Observations (2) of ESL lesson and written reflection, due May 25, 2021 and July 6, 2021

- Conduct an observation of one lesson in a class with at least one EL.

- Write a two- to three-page reflection (12 font, double spaced) describing the general context of the lesson (grade, subject, student backgrounds including proficiency level), and participation structures the teacher used (whole group, partnered work, small groups, independent work). Provide specific examples/insights in response to the following questions: Did the teacher utilize strategies to make content comprehensible (input)? Did the teacher provide sufficient and meaningful practice opportunities (output)? From your perspective, how effective was the lesson in actively engaging students and helping them improve their proficiency?

- Timeline: reflection will be due at the end of Module One. Please refer to specific date cited in Moodle.

[DESE Professional Standards for Teachers (PST) 1 (a), (b), SEI Indicator (a),(c); 2 SEI Indicator (b),(d); 3 SEI Indicator (e) 4 (a-f)] [DESE SMKRT-ELL 7.06(9) (a) 3. a-e] [Learning Outcomes K1-2; S1-2, C1, C3, E1-2]

*The Observations of ESL Lessons assignments are part of the pre-practicum experience for this course.

5.Thematic Unit, due July 27, 2021:

Requirements for the thematic unit task: Create a thematic unit/lesson plan on a subject of your choosing that spans two class periods (or more). The unit design should be (1) consistent with the core concepts discussed in this course and (2) designed for use in your work.

A.Outline a two-day sequence of lessons: Conceptualize a sequence of connected lessons. Describe the curriculum scope and sequence:
   • Overarching Goals: Consider the essential curricular knowledge and language skills you that you want your students to have by the end of the unit. State the language skills in speaking, listening, reading, and writing that you want students to use to attain this understanding/knowledge.
   • Standards: State MA curricular standard(s)
   • Language Objectives addressed: Utilize WIDA.
   • Students: Briefly describe the students (proficiency levels, cultural and language backgrounds, literacy orientation, etc.)
   • Assessment: Briefly describe how you would/will assess students. Design assessments that are targeted to the English proficiency levels of your English learners.

B.Create detailed lesson plans for both of the lessons in the sequence. Address the following questions:

   • How will you communicate content and language objectives in student-friendly language?
   • What will the target vocabulary be for the lesson?
   • What participation structures (whole group, partnered work, small groups, independent work) will you use during the lesson? Describe these.
   • What supplementary materials will you use to enhance comprehensibility and engagement (visuals, graphic organizers, concrete objects)? Include samples, where possible.
   • How will you connect the lesson to students' personal lives and cultural backgrounds?
   • How will you account for differences in proficiency level and literacy orientation?

- What is the **sequence of events** (w/ approximate times) for your whole lesson?

- Rationale for unit/lesson plan
  Write a one-page reflection explaining the rationale for your thematic unit in light of your
  current understanding of second language learning and principles discussed in the course.
*Students will present their thematic units at the last session on July 31, 2021.

[DESE Professional Standards for Teachers (PST) 1 (a), (b), SEI Indicator (a),(c); 2 SEI Indicator (b),(d); 3 SEI Indicator (e) 4 (a-f)]. [DESE Standards and Indicators for Effective Teaching Practice (SIETP) 603 CMR 708 (2)a-e]. [DESE Subject Matter Knowledge Requirements for Teachers (SMKRT-ELL) 7.06(9) (a) 1. a-c; 2. a-k; 3. a-e; 4. a-f; 5 (b) 1-4]. [Learning Outcomes K1-K4, S3-S5]

Module Overview

The course is comprised of three modules. **Module One** provides an overview of the course and then explores classroom teaching and learning in tandem with a discussion of the elements of language structure and SLA theories. **Module Two** addresses the proficiency levels (stages of acquisition) using the WIDA framework, the synergy between oral communication and literacy development, and the profound effects of literacy orientation on the SLA process and academic learning. **Module Three** focuses on the importance of expanding knowledge of and sensitivity to cultural diversity, and the incorporation of multiculturalism into the curriculum. The final session—a face-to-face session— will be an enactment of how the underlying concepts in all three modules are applied to actual lessons. Each participant will present their thematic unit project to their colleagues, and also provide feedback in regard to others' units.

Module 1 – Course Overview, SLA theories, and elements of language (Sessions 1-5)
An overview and rationale for the course will be provided on Session One. Next, the elements of language structure (grammar, vocabulary, pragmatics) will be defined and ways to address their development with students learning a second or additional language in the classroom will be explored. In the discussion of language structure, there will be an emphasis on contextualizing the teaching of grammar (Ellis). In addition, the social/pragmatic functions of communication (Halliday) will be introduced as a framework for reflecting upon and creating lessons that facilitate students' ability to communicate for a variety of purposes in a new language. An overview of major theories of language acquisition (Chomsky, Krashen, Cummins, Gass) will be explored. In particular, the essential roles of **comprehensible input** (provided by the teacher) and **output** (rich, varied, and frequent practice   opportunities for students) will be stressed.

<u>Module II</u> – Proficiency levels (stages of acquisition), the oral communication-literacy connection, and the effects of literacy orientation on academic language acquisition (Sessions 6-8). The stages of acquisition will be explored along with proficiency levels as defined by the WIDA CAN-DO Descriptors. Connections between oral communication development (with a focus on vocabulary) and general literacy development will be discussed. Throughout this module, and indeed throughout the course, the impact of non-literacy orientation will be discussed as a means to enhance our   understanding of why some students struggle with SLA (academic language acquisition, in particular). One of the objectives of this discussion will be to arrive at an understanding of instructional approaches that   assist teachers in better serving students from non-literacy orientation.

<u>Module III </u>- Cultural influences, culturally responsive schooling, and communication with families (Sessions 9-12). Cultural influences, those of students and those of teachers, will be examined in the context of SLA within the classroom setting. Given that a strong sense of cultural identity has been tied to greater levels of academic attainment in ELs and culturally-linguistically diverse (CLD)   students, ways to foster a respect for diversity and integrate multiculturalism into the curriculum with be emphasized. Finally, approaches to effective communication with families will be explored.

All participants must complete the pre-practicum process. [See "I" below.]

F. <u>FIELD-BASED REQUIREMENTS</u>

General Requirements

All course participants, including both Licensure candidates and non-licensure participants, are required to complete this field-based experience for each licensure course. When arranging for a pre-practicum experience, use the following table for guidance:

No. of Pre-practicum Experiences	Location
4 (max.)	in your school or district
2 (min.)	in other districts

Note: Those who do not work in a school can do their field experiences in any public school in the Commonwealth and should attempt to find a situation that will allow them to achieve practice and diversity as described below. Please contact your instructor and/or advisor or the Licensure office if you are having difficulty finding a pre-practicum site.

The pre-practicum experiences are designed to gradually increase the amount of responsibility that a candidate   assumes in the classroom during the course of the Licensure program and to prepare candidates for the practicum experience. It is an opportunity to engage in one or more of the following activities:

1. Observe classroom activities
2. Interview classroom teacher(s)
3. Assist with the teaching of a lesson
4. Teach a section of a lesson

Use the Prepracticum Log Form to record the time spent on various pre-practicum activities and to reflect on those activities. See your course syllabus for course-specific details.

Over the course of the Program, these activities should involve diverse learners, in diverse settings, using different models and indifferent grades. When considering the location of a pre-practicum experience for each course, the goal is to achieve diversity with regard to one or more of the following:

- School community: Rural, Suburban, Urban
- Grade levels: K – 2, 3 – 5, 6 – 8, 9 – 12, (academic, comprehensive, and technical/vocational)
- Student population: cultural and linguistic diversity, proportion of students receiving special education   services, special education service delivery (inclusion, pullout, or substantially separate settings),   socioeconomic levels.
- School organization: public schools, including charter schools and alternative schools; independent schools, including state-approved day and residential schools for students with diagnosed special needs; and/or schools serving youth in the care of the Departments of Youth Services, Mental Health, and Public Health, as well as the County Houses of Correction.
- Curriculum and instructional resources used to support tiered instruction

The pre-practicum is estimated to require approximately ten hours and counts for at least 10% of your grade. See your course syllabus for course-specific details

Pre-Practicum Assignment Guidelines

The participant conducting the lesson should use the first portion of the Pre-Practicum Report and Log to describe the experience. While the participant teaches the lesson, the peer observer will use the rubric portion of the Pre-Practicum log to assess the lesson.

Final Product should contain both the log portion of the Pre-Practicum form (filled out by the Participant conducting the lesson) and the Evaluation portion (filled out by the peer observer).

For participants who do not have a current teaching position or access to a school, please contact Suzanne Judson-Whitehouse (sjudsonwhitehouse@collaborative.org) or Liza Manchester (lmanchester@collaborative.org). One of them will help you find a school or district where you can do your pre-practicum. You will still need to have a peer observer conduct the evaluation.

Standards and Indicators of Effective Teaching Practice: Modified Teacher Rubric

http://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf

For use during the Pre-practicum Assignment

Standard I: Curriculum, Planning, and Assessment. The teacher promotes the learning and growth of all students by providing high- quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

Indicator I-A.	Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.			
I-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
I-A-1. Subject Matter Knowledge	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.	**Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.**	Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.
I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of developmental levels of students this age or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.	Demonstrates knowledge of developmental levels of students this age but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to move toward meeting intended outcomes.	**Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.**	Demonstrates expert knowledge of the developmental levels of the teacher's own students and students in this grade or subject more generally and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element.

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-3. Rigorous Standards-Based Unit Design	Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/ local curricula, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills.	Designs units of instruction that address some knowledge and skills defined in state standards/local curricula, but some student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills.	**Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.**	Designs integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula. Is able to model this element.
I-A-4. Well-Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	**Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.**	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Standards and Indicators of Effective Teaching Practice: Modified Teacher Rubric

http://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf

For use during the Pre-practicum Assignment

Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Indicator II-A. Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
II-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
II-A-1. Quality of Effort and Work	Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.	May states high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help students know what is expected of them; may establish inappropriately low expectations for quality and effort.	**Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.**	Consistently defines high expectations for quality work and effort and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.
II-A-2. Student Engagement	Uses instructional practices that leave most students uninvolved and/or passive participants.	Uses instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants.	**Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.**	Consistently uses instructional practices that typically motivate and engage most students both during the lesson and during independent work and home work. Is able to model this element.
II-A-3. Meeting Diverse Needs	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	**Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.**	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.

Indicator II-D.	Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.			
II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Clear Expectations	Does not make specific academic and behavior expectations clear to students.	May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them.	**Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.**	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	**Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.**	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
II-D-3. Access to Knowledge	Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students.	Occasionally adapts instruction, materials, and assessments to make challenging material accessible to all students.	**Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.**	Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. Is able to model this element.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

After completing the Pre-practicum, submit it as an assignment in Moodle **and** attach it to a forum post in the Pre-practicum Forum. See the Pre-practicum Forum in Moodle for additional information. ***Failure to submit an acceptable pre-practicum one-page description and complete the Pre-practicum Data Survey will result in a final grade of 0.0 for the course.***

Course-specific Pre-practicum assignment:

The Course Observation and Learner Profile will serve as the pre-practicum experience for this course.

Each pre-practicum experience is expected to take approximately 6 ½ hours to complete. Each pre-practicum requires completion of the pre-practicum log which includes a 1-1.5 page written analysis/reflection and specifics describing the details of the field-based experience. This document is to be uploaded to Canvas.

G. EVALUATION OR GRADING POLICY

Session Due	Assignment Description	% of Total Grade
	Participation in face-to-face sessions	10%

	Forum Contributions	20%
	Classroom Observations/Written Reflection	20% (10 each)
	Learner Profile	20%
	Thematic Unit comprised of two lessons (15% for lessons and presentation, 5% for rationale for unit)	20%
	Pre-practicum	10%
	Total Value	**100.%**

Final grades will be based on a 4.0-point scale. If *individual* assignments are graded on a 100-point scale or on a letter-grade scale, those grades will be converted to the 4.0-point scale for the final grade for the course.

All assignments must be typed, doubled-spaced; follow the Department Writing Guide; and use APA format when appropriate. You are expected to use word processing for all assignments (unless otherwise instructed). Work must be proofread and prepared with a sense of professionalism. Papers that do not meet this standard may be returned to the participant for resubmission. Papers submitted late without prior approval will receive a reduced or failing grade.

FITCHBURG STATE UNIVERSITY

GRADUATE GRADING SYSTEM

4.0	95 - 100	A
3.7	92 - 94	A-
3.5	89 - 91	A-/B+
3.3	86 - 88	B+
3.0	83 - 85	B
2.7	80 - 82	B-
2.5	77 - 79	B-/C+
2.3	74 - 76	C+
2.0	71 - 73	C
0.0	0 - 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

H. RUBRICS

All assignments <u>submitted on time</u> may be redone on a time schedule determined with the instructor. Late assignments will not be accepted except with express permission from the instructor. All assignments must be professionally prepared and presented (e.g., word-processed with no spelling or mechanical errors, with proper citations for all sources).

Criteria for final grades follows:

4.0 - The participant demonstrates all required competencies at an exemplary level and participant work is completed at assigned times. Details of assignments are highly developed. Knowledge, application and synthesis of readings, concepts and strategies are demonstrated at an exemplary level. Products and performances are worthy of dissemination beyond the class. Class attendance and participation are at an exemplary level.

3.7 - The participant demonstrates all required competencies at better than expected graduate level standards, and products and performances are submitted or demonstrated on time. Details of assignments are highly developed. Knowledge, application and synthesis of readings, concepts, and strategies are demonstrated at an exemplary level. Products and performances are demonstrated at better than proficient levels. Class attendance and participation meet highly acceptable levels.

3.5 - The participant demonstrates all required competencies at expected graduate level standards, and products and performances are submitted or demonstrated on time. Details of assignments are highly developed. Knowledge, application and synthesis of readings, concepts and strategies are demonstrated at a proficient level. Class attendance and participation are at an acceptable level.

3.3 - The participant demonstrates all required competencies at a more than satisfactory level. Products and performances are submitted or demonstrated on time and demonstrate a more than satisfactory attention to detail and application of ideas and concepts. Class attendance and participation are at an acceptable level.

3.0 - The participant demonstrates required competencies at a satisfactory level. Most products and performances are submitted or documented on time and demonstrate attention to detail, and application of ideas and concepts are at a satisfactory level. Class attendance and participation are at an acceptable level.

2.7 - The participant demonstrates required competencies, but at a not entirely satisfactory level. Most products and performances are submitted or documented on time, but may demonstrate insufficient attention to detail, and application of ideas and concepts. Class attendance and participation are at an acceptable level.

2.5 - The participant demonstrates all required competencies at a marginally adequate level. The participant is sometimes late in submitting products or demonstrating performances. Some understanding, application and synthesis of readings, concepts and strategies are evidenced. Class attendance and participation are at an acceptable level.

2.3 - The participant demonstrates all required competencies at a level that is below that of standard graduate work. The participant is often late in submitting products or demonstrating performances. Some understanding, application and synthesis of readings, concepts and strategies are evidenced. Class attendance and participation are at a minimally acceptable level.

2.0 - The participant demonstrates all required competencies at below standard graduate work. The participant is often late in submitting products or demonstrating performances. Understanding, application and synthesis of readings, concepts and strategies are at a superficial level. Class attendance and participation are at a minimally acceptable level.

0.0 (Failure) - The participant does not demonstrate required competencies.

W (Withdrew)

IN (Incomplete) - An incomplete (IN) may be awarded with the recommendation of the instructor when the participant has completed 80% of the coursework but cannot complete the rest due to illness or some other serious reason. The participant must file a petition for an incomplete with the instructor prior to the last day of class. A participant who has received an Incomplete in lieu of a course grade must make up the missing part of their coursework by no later than four weeks into the following semester. Failure to do so will result in an automatic 0.0 for the course.

Access to FSU Grades (for Participants Who Registered for Graduate Credit)

After the course ends, participants who registered for graduate credit can view and print their FSU grades through FSU's upgraded Web4 Student Self-Service system. Participants will not receive a paper grade mailer, but can access their grades 24/7 as soon as the instructor has posted them. Information on accessing grades can be found at http://www.fitchburgstate.edu/offices-services-directory/registrar/student-records/accessing-grades-in-web4/.

I. COURSE CONTENT/TOPICAL OUTLINE

The Topical Outline below is a plan for what will be addressed in the course. Instructors may depart from this Outline, making changes that respond to current issues, to the nature of the class, to new and important ideas that arise, to clarify or even revise assignments. Revisions will appear in the Moodle Topical Outline, which is the course. Announcements about changes are typically made through Moodle.

MODULE I – Course Overview, SLA theories, and elements of language

SESSION 1	Online session, May 5-11, 2021; Face-to-Face Session May 8
Topics	• Course overview and requirements, • EL population in MA, general characteristics MA state policies in regard to educating ELs • Reflecting upon our own experiences learning a second/foreign language learning (what has worked, what has not, and what does the research say about SLA?)
Readings and/or video	Download, review, and bring the following to class: course syllabus
Assignments	• In-class participation (whole group and small group contexts) • This week: begin making contacts/arrangements to observe a lesson

SESSION 2	Online session: May 12-18, 2021
Topics	• General psychological and sociocultural influences on SLA • Research on public school ELs: implications for teaching
Readings and/or video	• Ch. 1 (Diaz-Rico) • *Teaching English language learners: What the research does and does not say* (Goldenberg)
Assignments	• Respond to forum question (s) using guidelines listed on pp. 3-4 of syllabus

SESSION 3	Online session: May 19-25, 2021
Topics	• Elements of **language structure** (phonology, syntax, semantics, pragmatics) and ways to conceptualize these in the language teaching classroom • Exploration of **Halliday's language functions** (spotlight on ***pragmatics***)
Readings and/or video	• Ch. 2 (Diaz-Rico) • *Family remedies are just the cure*, and *Planning with language functions in mind* (both by Zacarian)
Assignments	• Respond to forum question (s) using guidelines listed on pp. 3- 4 of syllabus unless otherwise indicated in week's instructions *Submit Observation Report #1

SESSION 4	Online session: May 26-June 1, 2021
Topics	• **Theories of SLA** (behavioral, grammar translation, Krashen, Cummins, Gass, etc.) • **BICS and CALP**: definition and distinctions • Application of theories to classroom
Readings and/or video	• Ch. 3 (Diaz-Rico)
Assignments	• Respond to forum question (s) using guidelines listed on pp. 3- 4 of syllabus unless otherwise indicated in week's instructions

SESSION 5	Online session, June 2-8, 2021; Face-face-session June 5
Topics	• The teaching of grammar: what the research and experts say • Best practices (application) for the teaching of grammar
Readings and/or video	• *Principles of instructed second language acquisition* (Ellis) • *Tips for effective grammar instruction* (Morse)
Assignments	• Respond to forum question (s) using guidelines listed on pp. 3-4 of syllabus unless otherwise indicated in week's instructions ● In-class participation (whole group and small group contexts)

MODULE II – Effects of literacy orientation on academic language acquisition, the oral communication-literacy connection, and using WIDA as a means of refining our understanding of proficiency development.

SESSION 6	Online session, June 9-15, 2021
Topics	• Synergy between speaking, listening, reading, and writing skills in SLA • Integrating speaking, listening, reading, and writing activities into all lessons for language learners
Readings and/or video	• Ch. 7 (Diaz-Rico)
Assignments	• Respond to forum question (s) using guidelines listed on pp. 3-4 of syllabus unless otherwise indicated in week's instructions

SESSION 7	Online session, June 16-22, 2021

Topics	• Strategies to reach/teach students from non-literacy orientation backgrounds
Readings and/or video	• *There is more to see* and *Two scenarios* (Pransky)
Assignments	• Respond to forum question (s) using guidelines listed on pp. 3- 4 of syllabus unless otherwise indicated in week's instructions *Submit Learner Profile

SESSION 8	Online session, June 23-29, 2021
Objectives	• Relationship between poverty/non-literacy orientation and *vocabulary* development • Reflecting on vocabulary instruction
Readings and/or video	• *The Early Catastrophe* (Hart & Risley)
Assignments	• Respond to forum question (s) using guidelines listed on pp. 3- 4 of syllabus unless otherwise indicated in week's instructions

MODULE III - Cultural influences, culturally responsive schooling, and communication with families

SESSION 9	Online session, June 30- July 6, 2021
Topics	• Culture and language as inseparable constructs • Cultural Iceberg (Hall) • Cultural identity, SLA, and academic performance • Family and community connections

Readings and/or video	Chapter 8 (Diaz-Rico)
Assignments	• Respond to forum question (s) using guidelines listed on pp. 3- 4 of syllabus unless otherwise indicated in week's instructions *Submit Observation Report #2

SESSION 10	Online session, July 7-13, 2021; Face-face session July 10
Topics	● Cultural Considerations, continued ● Thematic units "in-progress"
Readings and/or video	● Chapter 9 (Diaz-Rico) ● View clip: Digital Storytelling
Assignments	● Respond to forum question (s) using guidelines listed on pp. 3- 4 of syllabus unless otherwise indicated in week's instructions ● In-class participation (whole group and small group contexts)

SESSION 11	Online session, July 14-20, 2021
Topics	• Stages of language acquisition and proficiency levels using WIDA via analysis video samples of students • Content and language objectives in lesson planning
Readings and/or video	• *WIDA CAN-DO Descriptors* for your grade level
Assignments	● Respond to forum question (s) using guidelines listed on pp. 3-4 of syllabus unless otherwise indicated in week's instructions ● Collegial sharing of thematic units in progress

SESSION 12/13	Online session, July 21-August 3, 2021; ; Face-to-face session July 31
Topics	● Tying it All Together (culture, acquisition continuum, instruction, etc.) ● Thematic units "in-progress"
Readings and/or video	● View *Immersion* (Media that Matters)
Assignments	● Come prepared to present your thematic unit at our last face-to face session *Submit Thematic Unit and Pre-Practicum Log

UPLOAD the following to Canvas by July 31: Thematic Unit, Pre-Practicum log

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a "virtual student center" just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at http://www.fitchburgstate.edu and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

FITCHBURG STATE UNIVERSITY

DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan;

reference assistance via: phone, email, IM, Blackboard's Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to the Linda LeBlanc, Access Services Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at http://fitchburgstate.libguides.com/dlservices outlining the wide range of services available to you and how to access them.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at http://www.fitchburgstate.edu/academics/library and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest Falcon Key to use while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at http://www.fitchburgstate.edu/librarycf/cardrequest.cfm or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm or present a course registration confirmation at the OneCard Office in the Anthony Building, main campus. Please call 978-665-3039 for available times or if you have any questions about your OneCard.

UNIVERSITY AND EDUCATION UNIT POLICIES

Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a

disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me.

Attendance and Participation

1. Licensure courses are conducted in a hybrid online format with three or four face-to-face meetings; the remainder of the course is conducted online. This hybrid-online format provides a high-quality and convenient format for working adults. Face-to-face class sessions are a critical component of our courses, when instructors model a range of teaching strategies, and students and teachers are able to work collaboratively in real time. CES expects that students will participate fully, attend all face-to-face sessions and participate in all online sessions. In order to receive the full benefit of the limited number of face-to-face sessions, attendance at these sessions is mandatory. Missing a session for a reason other than an emergency will reduce your grade by one letter grade.   Missing more than two sessions will likely result in failure for the course.

2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.

3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., 'You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.']

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook located at http://www.fitchburgstate.edu/uploads/files/EducationUnit_NCATE/Standard2/narrative/Student_Handbook_Web_1213.pdf

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited

appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

J. READING AND RESOURCES

References Used to Support This Course:

Brown, D. H. (2006). ***Principles of language learning and teaching***, Fifth Edition. N.Y.: Pearson

Craig, S. (2008). *Reaching and teaching children who hurt, Strategies for your classroom*. Baltimore, MD: Paul H. Brooks Publishing.

Ellis, R. (2008). Principles of Instructed Second Language Acquisition. *CALdigest*, December 2008 Issue. Center for Applied Linguistics. Washington. D.C.

Ellis, R. (March 2006). Current Issues in the Teaching of Grammar: An SLA Perspective. *TESOL Quarterly.* 40(1) 83-107.

ESL Standards for Pre-K-12 Students (TESOL 2006).
www.tesol.org/s_tesol/sec_document.asp?CID=1186&DID=5349#framework

Goldenberg, C. (Summer 2008). Teaching English Language Learners: What the Research Does and Does Not Say. *American Educator*. 8-44.

Hart, B. and Risley, T. (1995). *Meaningful differences in the everyday experiences of children*. Baltimore: Brookes Publishing.

Lynch., E. & Hanson, M. (2011). *Developing cross-cultural competence: A guide for working with children and their families,* 4th Edition. Baltimore, MD: Paul H. Brookes Publishing Co.

Vazquez Dominguez, M., Allexsaht-Snider, M., & Buxton, C. (2017). Connecting soccer to middle School science: Latino STUDENTS' passion in learning. *Journal of Latinos and Education, 17*(3), 225-237. doi:10.1080/15348431.2017.1319368