

**Rutgers, The State University of New Jersey**

**05:300:453:M1 TEACHING EMERGING BILINGUALS IN THE PRE-K-12 CLASSROOM –  
MODULE 2, 1.5 CREDITS, Spring 2021  
THURSDAYS, 6:10 – 9:00 PM  
Online  
GSE, NEW BRUNSWICK CAMPUS**

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| Instructor: Julie Ochoa                                                                                                                                                                                                    | Email: <a href="mailto:julie.ochoa@rutgers.edu">julie.ochoa@rutgers.edu</a><br><a href="mailto:jochoa@franklinboe.org">jochoa@franklinboe.org</a>   |
| Phone Number: 848-932-0789 (dept. #)<br>(908) 500-0087 (cell)                                                                                                                                                              | Location                                                                                                                                            |
| Office Hours:<br>By appointment                                                                                                                                                                                            | Prerequisites or other limitations:<br>TEB 1<br>Admission to Teacher Education Program                                                              |
| Mode of Instruction:<br><input type="checkbox"/> Lecture<br><input checked="" type="checkbox"/> Seminar<br><input type="checkbox"/> Hybrid<br><input type="checkbox"/> Online<br><input type="checkbox"/> Other OFF CAMPUS | Permission required:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes<br>Directions about where to get permission numbers: |

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

**Course Description**

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.*

### **3. Standard Three: Learning Environments**

***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.*

### **6. 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.***

*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.

### **9. Standard Nine: Professional Learning**

**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**

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### **Course Objectives**

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### **Required Texts**

Articles and book chapters available on Canvas.

## **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 courses, classwork, reading and personal experiences should be clear.
- Attention to professional style – Papers should be typed and double spaced. Please use 12pt font, 1-inch margins.
- 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.
- Due Dates for Reading Reflections: Due by the start of class.

### **Letter Grade Equivalents:**

|          |    |
|----------|----|
| 93-100   | A  |
| 88-92    | B+ |
| 83-87    | B  |
| 78-82    | C+ |
| 73-77    | C  |
| 60-72    | 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> for a full explanation of policies.

**Web site:** A specific Canvas page 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 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 one letter 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. During full remote instruction, although it is not required, you are encouraged to have your cameras on. During this time, it is even more important that you participate during class discussions and break out groups.

**Activity 1- Annotated list of pedagogical resources:** Create an annotated list of pedagogical resources for working with EBs in your content area. This should include:

- At least one scholarly article
- A video of a teacher conducting a lesson in your content area
- At least three other resources of your choice

The annotation should respond to two questions:

- What makes this resource valuable and/or an example of good practice (using references to class discussions and readings)
- In what ways could you incorporate these strategies into your pedagogical toolkit?

**Activity 2- Lesson Plan:** Using a content-specific lesson plan developed in your program methods courses you will need to do the following:

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

### **Summary of the Requirements**

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|-----------------------------------------|--------------------|
| Reading Reflections                     | 30% of final grade |
| Activity 1: Annotated list of resources | 20% of final grade |
| Activity 2: Lesson plan                 | 30% of final grade |
| Participation                           | 20% of final grade |

### Course Schedule by Week

| Week                                                             | Assignments & Readings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Key Terms and Approaches and Introduction to Strategies</b>   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Prior to Class 1</b>                                          | <b>Read</b> <i>Academic Language Mastery: Vocabulary in Context</i> by Calderón & Soto                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Class<br>1<br>Jan. 21                                            | <p><b>Topic: Introduction to the Course and Strategies for Teaching <u>Vocabulary</u> to Emerging Bilinguals</b></p> <p>How can we apply funds of knowledge approach to teaching Emerging Bilinguals? How is a focus on academic language related to issues of power? Why is attention to vocabulary critical for EBs?</p>                                                                                                                                                                                                                                                                                                                                                                  |
| Assignment<br>for Class 2<br><br>Due by<br>6:00 pm on<br>Jan. 28 | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Zwiers – Ch. 3 – Cultivating Academic Language Acquisition</li> <li>• Review Chapters 1 &amp; 2 (read last semester)</li> </ul> <p><b>Answer the following for <u>Reading Reflection for Class #2:</u></b></p> <ol style="list-style-type: none"> <li>1. This chapter is called “Cultivating Academic Language Acquisition.” Summarize and explain what Zwiers is advocating for in this chapter. What do ELs need according to him? Include 2-3 examples.</li> <li>2. Discuss chapters 1 and 2 as you re-visited them. What did you see “for the first time” and what impact does it have on your future teaching?</li> </ol> |
| <b>Pedagogical Strategies</b>                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Class<br>2<br>Jan. 28                                            | <p><b>Topic: Identifying language demands within content area lessons</b></p> <p>What can teachers do to promote language learning in all content areas? What specifically do Emerging Bilinguals need for academic language learning? How can you pay attention to language at the word level?</p>                                                                                                                                                                                                                                                                                                                                                                                         |



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| <p>Assignment for Class 3</p> <p>Due by 6:00 pm on Feb. 4</p>  | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• SIOP Language Objectives</li> <li>• What Does Text Complexity Mean for English Learners and Language Minority Students? (Lilly Wong Fillmore &amp; Charles J. Fillmore)</li> </ul> <p><b>Answer the following questions for <u>Reading Reflections for Class #3:</u></b></p> <ol style="list-style-type: none"> <li>1. What are the similarities and differences between a language and a content objective? What are the teaching implications of their absence?</li> <li>2. In the article, “<i>What Does Text Complexity Mean for English Learners and Language Minority Students?</i>” the authors advocate for ELs to be exposed to complex texts as opposed to simplified texts. Why? How can you take this idea and apply it in your content area and/or future teaching?</li> </ol> <p><b>Start thinking about</b> the lesson plan or lesson plan idea you will use for the Lesson Plan Assignment.</p>                                                                        |
| <p>Class 3<br/>Feb. 4</p>                                      | <p><b>Topic: Language Functions, Language Objectives and Strategies for Language at the sentence level</b></p> <p>How can language demands be integrated into language objectives? How can you pay attention to language at the sentence level and discourse levels?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Assignment for Class 4</p> <p>Due by 6:00 pm on Feb. 11</p> | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Language for Creating <b>[Writing]</b> Complex Texts (Zwiers Ch. 8)</li> <li>• <u>One</u> of the following <b>(Speaking)</b>: <ul style="list-style-type: none"> <li>○ <i>Conversations in Language Arts</i> (Zwiers &amp; Crawford Ch. 7)</li> <li>○ <i>Conversations in History</i> (Zwiers &amp; Crawford Ch. 8)</li> <li>○ <i>Conversations in Science Arts</i> (Zwiers &amp; Crawford Ch. 9)</li> <li>○ Gottlieb &amp; Ernst-Slavit Ch. 1 (for Math)</li> </ul> </li> </ul> <p><b>Answer the following questions for <u>Reading Reflections for Class #4:</u></b></p> <ol style="list-style-type: none"> <li>1. What is Zwiers’ argument or stance about teaching Writing? Include examples of strategies he suggests and why he thinks they are important. Do you agree or disagree with his recommendations? Why or why not?</li> <li>2. How have conversations helped you develop content understanding? What might be some challenges you will face in structuring</li> </ol> |

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|                                                                            | <p>conversations into lessons and how could you address them? Identify and commit to one thing you will do in our class discussion to either extend the discussion or to deepen the concepts being discussed.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>Class<br/>4<br/>Feb. 11</p>                                             | <p><b>Topic: Productive Language (Speaking and Writing)</b></p> <p>How can teachers moderate an academic conversation in the content areas and scaffold learning so that students can use increasingly complex discourse?</p> <p>How are students being asked to think, organize and communicate knowledge in content areas? What scaffolding do emerging bilinguals need in order to produce written academic discourse?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>Assignment<br/>for Class 5</p> <p>Due by<br/>6:00 pm on<br/>Feb. 18</p> | <p><b>Read <u>one</u> of these two chapters:</b></p> <ul style="list-style-type: none"> <li>• Zwiers Chapter 5 – Facilitating Whole Class Discussions for Content and Language Development</li> <li>• Zwiers Chapter 6 – Academic Listening and Speaking in Small Groups and Pairs</li> </ul> <p><b>Read <u>one</u> of these two chapters:</b></p> <ul style="list-style-type: none"> <li>• Language for <b>Reading</b> Complex Texts (Zwiers Ch. 7)</li> <li>• <b>Listening</b> Gibbons Ch. 7 pp.182 -190; pp. 198-200</li> </ul> <p><b>Answer the following questions (<u>Reading Reflections for Class #5</u>):</b></p> <p><b>Answer the question based on the chapter you read:</b></p> <ol style="list-style-type: none"> <li>1. Analyze some of the strategies/activities explained by Zwiers in <b>Chapter 5</b>. Which would be effective? What are some possible difficulties? How could they be overcome? Which would yield most learning and why?</li> <li>2. Explain the importance of including small group activities in <b>Chapter 6</b> and discuss some that you particularly liked. What might be some challenges for creating effective interactions and how could you plan for success given the challenges?</li> <li>3. <b>(Ch. 7)</b> What is the relationship between Listening and Reading? (Do you think one skill is more difficult to include in lesson plans than the other? Why or why not? Do both skills have to be taught in isolation? What is the main goal of addressing either one of them?)</li> <li>4. What new concepts or ideas did you take away from the Gibbons chapter on <b>Listening</b>? Give examples and implications for your teaching.</li> </ol> |

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| <p>Class 5<br/>Feb. 18</p>                                     | <p><b>Topic: <u>Whole and Small Group Strategies &amp; Receptive Language</u></b></p> <p>How can teachers integrate language learners into meaningful academic activities through the use of varied and purposeful grouping techniques? How can classroom discussion be structured in order to develop academic language?</p>                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Assignment for Class 6</p> <p>Due by 6:00 pm on Feb. 25</p> | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Institute of Educational Sciences – English Learners and Special Education.</li> <li>• Zwiers Ch. 9 – Building Language Development into Lessons and Assessments</li> </ul> <p><b>Answer the following questions (<u>Reading Reflections for Class #6</u>):</b></p> <ol style="list-style-type: none"> <li>1. What are some of your take-aways from the reading about Special Education? How can the information presented help you advocate for EBs?</li> <li>2. How can the information presented in Chapter 9 help you in your lesson plan project?</li> </ol> <p><b>Annotated List of Resources due Class 6</b></p>                                              |
| <p>Project due Class 6</p>                                     | <p>Assignment 1 = Annotated List of Pedagogical Resources</p> <p>Create an annotated list of pedagogical resources for working with EBs in your content area. This should include:</p> <ul style="list-style-type: none"> <li>• At least one scholarly article</li> <li>• A video of a teacher conducting a lesson in your content area</li> <li>• 3 other resources of your choice</li> </ul> <p>The annotation should respond to two questions:</p> <ul style="list-style-type: none"> <li>• What makes this resource valuable and/or an example of good practice (using references to class discussions and readings)</li> <li>• In what ways could you incorporate these strategies into your pedagogical toolkit?</li> </ul> |
| <p>Class 6<br/>Feb. 25</p>                                     | <p><b>Topic: <u>Assessment</u></b></p> <p>How do the strategies reviewed in this semester also create opportunities for formative student assessment? What unique challenges and opportunities are posed by summative assessments?</p> <p><b><u>Lesson Plan Modifications: Workshop</u></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|                                 | <p>Students work to analyze and revise their lesson plans, considering the assessments built in and linked to the strategies covered in this module. Students find and analyze sample items from content-specific standardized assessments (i.e., NJSLA) to analyze the language demands of the tasks.</p> <p>Students work in groups to review content-specific lesson plans; building on WIDA study from Module One and writing objectives previously in Module Two, students review plans to determine which grouping techniques would most support student learning in their lesson (i.e., use of cognates in Science to support learning for speakers of Romance languages).</p> |
| <p>Assignment for Class 7</p>   | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Zwiers Ch. 4 pp. 79-88</li> <li>• SIOP ELA Lesson Plan Gr. 6-8</li> <li>• SIOP ELA Lesson Plan Gr. 9-12</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• edTPA: <ul style="list-style-type: none"> <li>○ Academic Language – Secondary English (Understanding Academic Language in edTPA: Supporting Learning and Language Development)</li> <li>○ Planning Rubric 4 (planning) &amp; 14 (assessment) in the Assessment Handbook</li> <li>○ Understanding Rubric Level Progressions in secondary English Language Arts (edTPA)</li> </ul> </li> </ul> <p><b>Due Week 7:</b> Lesson Plan</p>  |
| <p>Class 7<br/><br/>March 4</p> | <p><b>Topic: Emerging Bilinguals and Special Education &amp; Review of Learning</b></p> <p>How can teachers advocate for EBs who also need special education services? What are the rights of students who are twice exceptional? How can professionals identify if an observed issue is attributed to second language acquisition process or to a learning difficulty?</p> <p><b>Course reflection</b></p> <p>Have we reached our goals? How will the strategies reviewed in this semester foster better teaching practices? What unique challenges and opportunities are posed?</p>                                                                                                 |

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| Project due<br>Class 7 | <p data-bbox="399 214 958 247">Assignment 2: Content Specific Lesson Plan</p> <p data-bbox="399 289 1344 365">Using a content-specific lesson plan developed in your program methods courses you will need to do the following:</p> <ul data-bbox="451 407 1380 840" style="list-style-type: none"><li data-bbox="451 407 1299 441">• Create a language objective in addition to a content objective</li><li data-bbox="451 449 1377 520">• Identify the ways in which you have attended to issues of language, culture, and power.</li><li data-bbox="451 529 1380 638">• Identify strategies and/or activities that are deliberately included in order to practice and/or develop receptive (Listening or Reading) or productive language (Speaking and Writing).</li><li data-bbox="451 646 1364 756">• Identify ways in which you have scaffolded language by identifying specific opportunities for and examples of comprehensible input strategies (Listening, Speaking, Reading and Writing)</li><li data-bbox="451 764 1029 798">• Link your explanations to course content</li><li data-bbox="451 806 1227 840">• Proofread for clarity and accuracy of language and ideas</li></ul> <p data-bbox="399 882 1367 957"><b><u>Lesson plans must be submitted electronically by 11:59 PM along with all supporting documents (handouts, PPTs, links to videos, etc)</u></b></p> |
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