Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

www.gse.rutgers.edu/lt
LT@gse.rutgers.edu

848-932-0789
Fax: 732-932-7552

RUTGERS
Graduate School of Education

Rutgers, The State University of New Jersey

05:300:453:M5 TEACHING EMERGING BILINGUALS IN THE PRE-K-12 CLASSROOM –
MODULE 2
1.5 CREDITS
Spring 2021
MONDAY'S, 6:10 – 9:00 PM
Virtual

Instructor: Tasha Austin	Email: tasha.austin@gse.rutgers.edu
Phone Number: 848-932-0827	Location FH A5
Office Hours: Before or after class by appointment only	Prerequisites or other limitations: Admission to Teacher Education Program
Mode of Instruction: ___ Lecture ___ Seminar ___ Hybrid _X_ Online ___ Other OFF CAMPUS	Permission required: _X_ No __Yes Directions about where to get permission numbers:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: hhttps://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

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

Course Objectives

In this second module (second semester), our main objective is to build a toolkit of general and content-specific pedagogical practices that address the classroom needs of emerging bilinguals

in schools. The course goal is to critically examine, model and perform best practices inclusive of emerging bilinguals, in content-specific areas. Building on the knowledge and dispositions developed in the first module of this course, students will amplify a lesson plan for a content area developed in their method classes, reflecting, analyzing, performing, and deconstructing key practices to build support for emerging bilinguals.

Required Texts
Articles and book chapters available on Sakai.

Grading policy

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

Letter Grade Equivalents:
93-100	A
88-92	B+
83-87	B
78-82	C+
73-77	C
68-72	D+
60-67	D
Below 60	F

Academic Integrity Policy:

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

Web site: https://sakai.rutgers.edu/portal A specific sakai page on this portal will be dedicated to this course.

Course Requirements

Attendance Policy - If you are unable to attend a class, please contact me via email as soon as possible. This will allow me to send you materials from the missed class so you don't fall behind. In addition, please make sure that you talk to a fellow student who can collect extra handouts and help you catch up on what was discussed in your absence. If you miss more than 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.

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.

Multimodal Reflections: You will reflect each week on the readings by posting in the mode of your choice to our board. Review the posts of your peers to prepare for the upcoming week's discussion to be led by your colleagues.
Scoring Guide

Discussion Facilitation: You will sign up for <u>one week</u> to facilitate a 15-minute class discussion in a group. You will be responsible for having read and posted on the multimodal reflection board, in addition to having prepared questions and engagement for your peers for your specific week's readings. Consider what you know about language acquisition and community-building as you plan and execute.
Recommended Planning/Scoring Guide

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 one scholarly article, a video of a teacher conducting a lesson in your content area, and 3 other resources of your choice. The annotation should respond to two questions: 1) What makes this resource valuable

and/or an example of good practice (using references to class discussions and readings)? and 2) 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, identify the ways in which you have attended to language, culture, and power in this lesson and how you have addressed challenges and created opportunities or EBs to access and engage with the academic language of this content area. Then, add integrate language and content objectives, and identify specific opportunities for and examples of comprehensible input in your discipline, and scaffold instruction in order to teach academic English.

Summary of the Requirements

Discussion Facilitation & Multimodal Reflections **ongoing**	30% of final grade
o Digital	
Activity 1: Lesson plan **3/1/21**	30% of final grade
Activity 2: Annotated list of resources **3/8/21**	20% of final grade
Participation **ongoing**	20% of final grade

Course Schedule by Week

Week	Assignments & Readings
	Key Terms and Approaches and Introduction to Strategies
Class 1 **1/25/21**	**Introduction to Course** **Defining Academic English** **Reflect on Dance as a Language** **Introduction to NCAS & WIDA** **EL Toolkit**

Assignment 1	● **Read** – Cognitive and Social Constructivism: Developing Tools for an Effective Classroom (Powell & Kalina, 2009) and answer the following questions: 1) *In terms of social constructivism, which involves learning from others, learning through dialogue and learning by doing, what opportunities are you currently, observing in which students access (or could access) academic language in each of these 3 ways?* 2) *Based on examples from the reading, how have (or can) Dance educators promote comprehension with complex texts (dance maps, jigsaws, graphic organizers)?* 3) *Based on examples from the reading, how have (or can) Dance educators draw on students' backgrounds (Funds of Knowledge) to fill academic knowledge gaps?* *Cite positive or negative examples from your field experiences.* **Clinical Observation Lens**: Social Constructivism **-Secure a lesson plan/lesson plan idea for adaptation week 5**
Productive & Receptive Language	
Class 2 **2/1/21**	**Productive Language**: Classroom Discourse How can classroom discussion be structured in order to develop academic language? How can teachers moderate an academic conversation in the content areas and scaffold learning so that students can use increasingly complex discourse? **Draw from NCAS Student Samples & Objectives** **Plan for Feedback/Scaffolding Strategies**
Assignment 2	**Read –** ● How Languages are Learned ch.7 (Lightbown & Spada) ● Scaffolding Language Scaffolding Learning ch.3 (Gibbons, 2002) and answer the following questions: 1) What feedback strategies (verbal formative assessment) can we use to promote tier 3 (discipline specific) language? 2) What is the benefit of allowing students to construct meaning in their L1 (home language)?

	3) From stages 1 (experiment) through 4 (journal writing), how does the sample lesson in the Gibbons reading support the Vygotskian notion of the "zone of proximal development?" *Cite positive or negative examples from your field experiences.* **Clinical Observation Lens**: Scaffolding Language via Feedback & Carefully Designed Listening/Processing Opportunities
Class 3 **2/8/21**	**Receptive Language:** Classroom Environment **Clinical Observation Deconstruction:** Notetaking v Notemaking **Introduction to Language Domains, Demands and Functions** **Listening as an Active Process** **Revisit NCAS & Introduction to EdTPA**

Assignment 3	**Read –**
	● EdTPA Academic Language and Performing Arts (Stanford Center for Assessment, Learning & Equity, 2016)
	● Boosting Language Skills of ELs Through Dramatization & Movement (Greenfader & Brouillette, 2013)
	
	1. *How do the arts encourage student-to-student oral practice more so than teacher directed oral language practice?*
	    ○ *Vocabulary*
	    ○ *Syntax*
	    ○ *Discourse*
	2. *How can dance promote a community in which EBs feel confident to communicate to their own degree of mastery?*
	    ○ *Facial expressions, gestures & TPR*
	
	Clinical Observation Lens: Language Demands; Vocabulary, Functions, Syntax & Discourse. Record & reflect on supports in place and possibilities for more.

Class 4	**Scaffolding Language for All Learners**

2/15/21	What supports do Emerging Bilinguals need before, during and after engaging with language? How can comprehension be supported? How will your assessment inform your next steps with students? What cross-curricular opportunities make Dance a unique opportunity for academic language acquisition? What unique challenges are faced in the arts? In non-performance based classes? **Begin adapting lesson plan based on Toolkit** **Focus on formative assessment via written feedback**
Assignment 4	**Read –** ● Language Objectives: The Key to Effective Content Area Instruction for ELs (http://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners) and answer the following questions: 1) How do content and language objectives differ? 2) What 2-3 resources stand out to you for the construction of these objectives? Is there evidence of language objectives in any of the student's classes you observed? 3) What are the implications of language objectives (or the absence of language objectives)? **Clinical Observation Lens**: Content vs. Language Objectives **Prepare**: Complete the amplified lesson plan using the resources previously discussed and reviewed. Bring to class for feedback during our lesson plan "workshop."
Class 5 **2/22/21** Office Hours	**Modifying a Lesson Plan to Develop Academic Literacies for all Students** **Whole Group Lesson Plan Modification:**

	• Discuss the way academic language is used in the class using the videos and the script by connecting to class readings • Select 1 or 2 significant classroom moments that DO or COULD include class discussions that build academic conversations. • Select 1 or 2 classroom moments that DO or COULD scaffold language via feedback or reinforcement • Discuss possible modifications to this lesson that include academic language (language objectives, scaffolding of tasks, assessment). **Materials/Resources Share** **Small Group Lesson Plan Modification** - Students work to analyze 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 standards to analyze the language demands of the tasks.
Assignment	**Clinical Observation Lens**: Standards Driven Planning and Assessment Going back to the work done on the lesson sample, and in light of the contents in Zwiers, ch.9. and our conversations, annotate the lesson plan to include additional modifications, references to readings and chapters, and additional comments to support *all* students, including emerging bilinguals.
Class 6 **3/1/21** Office Hours	**Post your lesson plan addressing the following:** - State your lesson topic, grade, discipline, class size and length of class - Identify the language demands of the lesson; - Integrate language and content objectives; - Explain how you have addressed challenges and language demands; - Describe how you have designed opportunities for EBs to access and engage with the academic language of this content area; - Identify specific opportunities for and examples of comprehensible input strategies; - Identify ways in which you have scaffolded academic language. - Identify the ways in which you have attended to language, culture,

	and power
Assignment	**Activity 1**

Using a content-specific lesson plan developed in your program methods courses, identify the ways in which you have attended to language, culture, and power in this lesson and how you have addressed challenges and created opportunities or EBs to access and engage with the academic language of this content area. Then, add/integrate language and content objectives, and identify specific opportunities for and examples of comprehensible input in your discipline, and scaffold instruction in order to teach academic English. |
| Class 7
3/8/21
<mark>Optional Meeting</mark> | **Annotated List of Pedagogical Resources**

Course reflection

Final Reflection: Strategies for supporting Emerging Bilinguals in Dance

How do the strategies reviewed in this semester create opportunities for academic language development in Dance? What unique challenges and opportunities are posed? |
| Assignment 7 | Activity 2 = Annotated List of Pedagogical Resources

 How have you grown? Where will you continue to focus your efforts?

Share collective resources that have served you best in each domain on our collective excel sheet. Reference it in your student teaching and professional future.

The annotation should respond to two questions: 1) what makes this resource valuable and/or an example of good practice (using references to class discussions and readings)? And 2) in what ways could you incorporate these strategies into your pedagogical toolkit? |