

Rutgers, The State University of New Jersey

**05:300:453:MA/M3 TEACHING EMERGING BILINGUALS IN THE PRE-K-12 CLASSROOM –
MODULE 2
1.5 CREDITS
Spring 2021
THURSDAYS, 6:10-9:20
GSE, NEW BRUNSWICK CAMPUS**

Instructor : Juliane Bilotta	Email: jbilotta23@gmail.com
Phone Number:	Location: Online
Office Hours:	Prerequisites or other limitations:
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other OFF CAMPUS	Permission required: <input type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

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Course Description

Module Two of Teaching Emerging Bilinguals in the Pre-K-12 Classroom builds a set of general and content-specific pedagogical practices for creating classrooms that are fully inclusive of emerging bilinguals. Through course readings and assignments focused on research-based methods for scaffolding language and content learning, assignments in Pre-K-12 classroom settings that allow students to move from theory to practice, and seminar discussions that prompt reflection, students will develop a pedagogical toolkit for future teaching. By the end of

the semester, students will have an understanding of how to design classroom lessons, activities, and assessments that are fully inclusive of their Pre-K-12 emerging bilingual learners. This course is the second in a two-course sequence.

Course Objectives

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

Standards

1. Standard One: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Critical dispositions

(2) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

(4) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

2. Standard Two: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Essential knowledge

(4) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

(5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

(6) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Critical Dispositions

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

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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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

Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning*. Portsmouth, NH: Heinemann

González, N., Moll, L., & Amanti, C. (Eds.). (2004). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. New Jersey: Lawrence Erlbaum Associates.

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.

Ongoing Activity: Write a weekly blog entry that includes two points: an ethnographic anecdote from your practicum placement and a connection between this anecdote and this week's reading.

Activity 1- Annotated list of pedagogical resources: Create an annotated list of pedagogical resources for working with EB 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 Boards	20% of final grade
Reflection Prompts	20% of final grade
Activity 1: Annotates List of Resources	30% of final grade
Activity 2: Lesson Plan	30% of final grade

Course Schedule by Week

Week and Topic	Main Questions	Notes
<p>Week 1</p> <p>Introduction to course</p> <p>Defining academic English and the population</p>	<p>Who are emergent bilinguals?</p> <p>How are they classified in U.S. schools?</p>	<ul style="list-style-type: none"> • Introductions • Course Preview • Vocabulary and orientations <p>Review multilingual demographics in NJ</p> <p>Reflect on</p> <ol style="list-style-type: none"> 1) discipline vocabulary 2) NJ demographics 3) “capital” and ethnography 4) Linguistic landscapes 5) culturally responsive pedagogy
Asynchronous Work		
<u>Readings</u>		

<https://wida.wisc.edu/resources/academic-vocabulary-development>

Reading 1 - Gibbons Chapter 1: Scaffolding Learning

Reading 2 - Ying Zhang (2017) Supporting English Language Learners in Social Studies: Language-focused Strategies, *The Social Studies*, 108:5, 204-209

Discussion Board Week 1

Assignments

View syllabus

View main themes and questions of the course

Student Questionnaire

Introduction to Key Terms and Approaches

Week 2
Revisiting the Funds of Knowledge with a Focus on Content Area Knowledge

How can discipline-specific teachers draw on students' funds of knowledge in the classroom?

Asynchronous Work

Readings

Listen: NJ DOE Podcast - Episode 4 - - James Lenton

Read: Beyond the "English Learner" Frame: Transnational Funds of Knowledge in Social Studies

Read: Luis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez, "Funds of Knowledge: Using a Qualitative Approach to Connect Homes and Classrooms," *Theory into Practice* 31, no. 2 (1992): 132-41.

Read: <https://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners>

Assignments

Reflection Prompt 1

Discussion Board 2

Week 3
Overarching framework

What would teachers look and listen for to formatively

for conceptualizing academic language in the disciplines	assess students' metalinguistic awareness? How can teachers build upon this when teaching content knowledge?	
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Asynchronous Work

Readings and Videos
 Video: <https://www.colorincolorado.org/article/preparing-engaging-social-studies-lesson-english-language-learners#video>
 Video and Article: <https://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners>
 Part 3: Teaching Social Studies Cruz and Thornton

Assignment
 Annotated List

Assignment

Activity 1 = Annotated List of Pedagogical Resources

Create an annotated list of pedagogical resources for working with EB 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?

Pedagogical Strategies

Week 4 Building Discourse-- words sentences and texts Instructional Conversations: Group discussions, pair-share	How can teachers moderate an academic conversation in the content areas and scaffold learning so that students can use increasingly complex discourse?	
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Asynchronous Work

<p><u>Reading</u> Gibbons Chapter 2 Content Area Conversations 1, 4, 5, 6 https://www.colorincolorado.org/article/supporting-ells-mainstream-classroom-language-tips</p> <p><u>Assignments</u> Discussion Board 3 Reflection Prompt 2</p>		
<p>Week 5 Primary Language Support and Translanguaging Practices</p>	<p>In what ways can students' primary language support learning in English? What do teachers need to know to create opportunities for students to think, read, and write in their home language while building towards academic content knowledge in English?</p>	
<p style="text-align: center;">Asynchronous Work</p> <p><u>Reading</u> Translanguaging in the Social Studies Classroom to Understand Complex Texts Supporting ELLs in the Mainstream Classroom: Language Tips</p> <p><u>Assignment</u> Discussion Board 4 Reflection 3</p>		
<p>Week 6 Homogeneous and Heterogeneous Groupings</p>	<p>How can teachers integrate language learners into meaningful academic activities through the use of</p>	

	varied and purposeful grouping techniques?	
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Asynchronous Work

Reading
 Gibbons Chapter 3: Group Work and Second Language Learning

Cooperative learning: Homogeneous and heterogeneous grouping of Iranian EFL learners in a writing context

<http://stem4els.wceruw.org/resources/WIDA-Focus-on-group-work.pdf>

<https://www.colorincolorado.org/article/cooperative-learning-strategies>

Assignment
 Discussion Board 5
 Reflection Journal 4

Week 7		
The language of assessment	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?	

Assignment

Activity 2: Content Specific 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, 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.

