

**Methods for Teaching and Assessing English Language Learners**  
**15:253:539:90**  
**Spring 2021**  
**Online**

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<b>Virtual Office Hours:</b> Drop-in Virtual Office Hours: Tuesdays 2-3pm Individual Appointments: on Tuesdays. 3.30-5pm (Contact professor)	<b>Prerequisites or other limitations:</b> Admission to online advanced cert programs or Ed.M in Language Education online programs.
<b>Mode of Instruction:</b> <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other: Remote	<b>Permission required:</b> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

**Disability Services**

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**

Methods for Teaching and Assessing English Language Learners is an online class. The course is a requirement for the Advanced Certificate programs in ESL, BBE, and ESL+BE as well as for the Ed.M programs with/out endorsement at the Rutgers GSE. This course focuses on the strategies and methods needed to develop instruction that meets the New Jersey Student Learning Standards (NJSLs) and WIDA English Language Development standards from the elementary through the middle and secondary levels. In this course, all four language domains will be addressed with emphasis on language functions, demands, and objectives embedded into English Language Arts learning and assessment. Equitable and valid assessment measures of multilingual learners will be addressed alongside methods of planning units of study, language-based lessons plans, and strategies for instructional practice lessons will also be addressed. By examining and analyzing pedagogical approaches and strategies that highlight language across literacy and assessment practices, the course will expose GSE students to translanguaging pedagogies, multiple literacies pedagogies, and language teaching practices aimed at increasing language acquisition for multilingual learners in mainstream, sheltered, and bilingual classrooms.

## Learning Goals & Objectives

The *learning objectives* are:

To **UNDERSTAND** the methods, frames, contexts and approaches to teach and assess emerging bilinguals in U.S K-12 classrooms, by:

- Describing high-quality assessment and pedagogical strategies;
- Identifying frames and standards and their implementation in multiple contexts;
- Summarizing information from multiple sources;
- Practicing classroom observation;
- Discussing strategies and practices to develop high-quality instruction;

To **INVESTIGATE** curricular, pedagogical and instructional strategies to teach and assess emerging bilinguals in U.S. K-12 classrooms, by:

- Examining methods, frames, contexts and approaches to teach and assess emerging bilinguals and diverse learners across settings;
- Analyzing demands and instructional responses across texts, lessons, and instructional settings;
- Reflecting upon pedagogical approaches and strategies for developing quality support to emerging bilingual students and families.
- Connecting observation data to instructional practice;

To **CREATE** curricular, pedagogical and instructional strategies to teach and assess emerging bilinguals in U.S. K-12 classrooms, by:

- Adapting equitable and affirming pedagogical strategies to promote learning and academic language development across content areas;
- Creating language and content objectives for lessons and units;
- Modifying and designing instructional tasks and lesson plans.

	Learning Goal	Assessment Tools	Professional Standards	
			NJPST	TESOL/CAEP
A	Students will demonstrate they <b>UNDERSTAND</b> the methods, frames, contexts and approaches to teach and assess emerging bilinguals in U.S K-12 classrooms	Module assignments Discussions with peers; Group and individual reflections Course Assignments	1-11	1-4
B	Students will <b>INVESTIGATE</b> curricular, pedagogical and instructional strategies to teach and assess emerging bilinguals in U.S. K-12 classrooms	Module assignments Analyses of unit and lesson plans Final Classroom Observation assignments Discussions with peers about planning, teaching and reflecting practices.	6, 7, 8	3, 4
C	Students will <b>CREATE</b> curricular, pedagogical and instructional strategies to teach and assess emerging bilinguals in U.S. K-12 classrooms	Module assignments; Adaptation and modification of language scaffolds in K-12 ELA curricula. Course assignments	1, 6, 7, 8	1, 3, 4
D	Students will communicate effectively in written English and build academic language skills.	Discussions with peers and interactions with members of learning community Peer feedback (giving and receiving); Course assignments.	1, 10	5
E	Students will demonstrate use of technology in research, learning and teaching.	Online course format for learning; Use of Rutgers libraries online search engines; Use of Zoom for online content delivery. Discussions on online teaching and learning	8-11	3, 5

# Standards

## New Jersey Professional Standards for Teachers (2014)

### **1. NJPST 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.*

#### **Essential Knowledge**

- (1) The teacher understands how learning occurs – how learners construct knowledge, acquire skills, and develop disciplined thinking processes – and knows how to use instructional strategies that promote student
- (4) The teacher understands the role and impact of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible and challenging.

#### **Critical dispositions**

- (1) The teachers respect learners' differing strengths and needs and is committed to using this information to further each learner's development;
- (3) The teacher takes responsibility for promoting learners' growth and development;
- (4) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

### **2. NJPST 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**

- (1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential
- (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. NJPST 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.

### **5. NJPST 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.*

#### **Essential Knowledge**

- (1) The teacher understands the ways of knowing in his or her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- (2) The teacher understands how current interdisciplinary themes (for example, civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences;

#### **Critical dispositions**

- (1) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues;
- (2) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

### **6. NJPST 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.

#### **ii. Essential Knowledge**

(2) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias;

iii. Critical Dispositions

(5) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs;

#### **7. NJPST 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.

(4) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs;

(5) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools, including assistive technologies, and how to use them effectively to plan instruction that meets diverse learning needs;

##### **Critical Dispositions**

(1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction;

(2) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community;

#### **8. NJPST 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.*

##### **Essential Knowledge**

(2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals;

(3) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks;

##### **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.

#### **10. NJPST Standard Ten: Leadership and Collaboration**

*The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

##### **Essential Knowledge**

(1) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners;

(2) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning;

##### **Critical Dispositions**

(2) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals;

#### **11. NJPST 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**

(4) The teacher knows and understands strategies to foster professional and productive relationships with students and colleagues.

##### **Critical Dispositions**

(1) The teacher recognizes that an educator's actions reflect on the status and substance of the profession;

## TESOL/CAEP PreK-12 Teacher Preparation Program Standards

### **STANDARD 1: KNOWLEDGE ABOUT LANGUAGE**

*Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.*

1a- Candidates demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for ELLs.

1b- Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.

### **STANDARD 2: ELLS IN THE SOCIOCULTURAL CONTEXT**

*Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.*

2a- Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.

2b- Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.

2c- Candidates devise and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.

2d- Candidates devise and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices.

2e- Candidates identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.

### **STANDARD 3: PLANNING AND IMPLEMENTING INSTRUCTION**

*Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction.*

*Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.*

3a- Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs' in the content areas.

3b- Candidates instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.

3c- Candidates adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.

3e- Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.

### **STANDARD 4: ASSESSMENT & EVALUATION**

*Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.*

4a- Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.

4b - Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates determines language and content learning goals based on assessment data.

4c - Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.

4d - Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification.

### **STANDARD 5: PROFESSIONALISM AND LEADERSHIP**

*Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.*

5b- Candidates apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs

5c- Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.

## Equity and Social Justice Stance

In this course, we strive to build a collaborative and transformative learning environment that critically addresses equity and social justice in language education. As we engage with the contents and materials for this course, we approach planning, teaching and assessing critically and discuss associated practices together with issues of privilege, oppression and power. As we build our learning community and remain attuned to addressing inequities in language education, we interrogate our own assumptions about multilingualism and education, and strive to disrupt deficit-oriented frames by positioning our work as collaborative, equitable, and culturally-sustaining.

### *A note on terminology*

In a 2019 announcement, titled [WIDA Guiding Principles on Language Development](#), WIDA issued guidelines moving away from the use of “English language learner” to “Multilingual learner”. Depending on the context of our discussion and readings, we will use the following labels when referring to students in language learning settings:

- Multilingual learner
- Emergent or Emerging Bilingual
- English language learner (ELL)—this is the only term that has a formal acronym and as much as possible, we’ll avoid it.

This practice will prepare you to speak of, for, and about students from a strength-based perspective. As we know, language matters. Labels such as “ESL student(s)” or “Limited English Proficient (LEP) student(s)” when speaking or writing about students in academic classrooms, although common and in use in school settings, actually reinforce deficit mindsets and raciolinguistic ideologies (see Flores & Rosa, 2015). Following WIDA’s 2019 statement, we will be mindful of the language we use and orient towards social justice, equity and excellence in education.

## Major Assignment

There is one major final assignment for this class. It is due at the end of the semester.

### **Final Assignment: Analysis of Classroom Learning and Teaching (30% of final grade)**

The goal of this assignment is to support your analysis of academic language, so that you can, in turn, promote academic language use in your ESL, sheltered, and bilingual classrooms.

This assignment is part of your program assessment and includes a LiveText submission.

### ***Purpose***

Students complete the Classroom Observation assignment as a final project for the Methods for Teaching and Assessing English Language Learners course. By completing this final assignment, you will become familiar with New Jersey requirements for Bilingual, English as a second language (ESL), and English language services (ELS) programs in New Jersey. Students will complete an evidence-based classroom observation, examine classroom pedagogy, as well as analyze student data in both English language development and academic content.

The purpose of this assessment is to evaluate a student’s ability to conduct an evidence-based classroom observation, collect and analyze student data, and connect observation evidence to data collected. This assessment is used to determine continued eligibility in the Advanced Certification and Ed.M programs. It builds on the contents and modules for the course. Students must score a 22 or above on the rubric to earn a satisfactory grade on the assignment.

## **Instructions**

### **Step 1. Review New Jersey's Bilingual/ESL Policies and Guidance**

Review class module 4.

Visit <https://www.nj.gov/education/bilingual/policy/>. Review New Jersey's Bilingual and ESL policies in the [Bilingual Education Administration Code for New Jersey](#). Also review guidance for New Jersey programs in the [Implementing ELL Programs Document](#). Consider other supporting guidance such as; Program Service Policies, Enrollment and Graduation Policies, and Data Collections.

- *What is mandated in New Jersey according to code?*
- *What are the differences and similarities between the two documents?*
- *How could the information you discovered enrich and inform your professional practice?*
- *Consider what type of ESL and/or Bilingual program exists in your school/district*

### **Step 2. Examine and Explore Multilingual Students' Background Information and Data**

Review course modules 3 & 5.

Consult the ESL teacher in your school or district (or yourself). Identify a multilingual speaker and emerging bilingual student for your observation in an ELA / ESL class. Review the [WIDA Can DO Descriptors](#), Performance Definitions ([Receptive](#) and [Expressive](#)), and [English Language Development Standards](#).

- *What is the student's overall English language proficiency level? What are the proficiency levels in the four domains of English; listening, speaking, reading, and writing?*
- *What is/are the student's language repertoire (languages spoken at home)?*
- *How long has the student been in the ESL program?*
- *Was the student born in the United States or outside of the United States? What do you know about the student's schooling background?*
- *Consider additional background information regarding the student.*

### **Step 3. Observe the Classroom Environment and Instruction - 10 minutes**

Review Course Modules 1, 3, 6

- *What is the instructional activity? What is the theme/unit/lesson?*
- *What are the content & language objective(s)?*
- *How many students? How many teachers?*
- *What is the format (asynchronous, hybrid, synchronous, other) of the class and the overall classroom climate - calm, loud, structured, etc.?*
- *What do you notice about the physical/online design of the classroom?*
- *Consider the strategies that are being implemented to support emerging bilinguals*

### **Step 4. Observe a Multilingual Student - 15 minutes**

Review Module 1, 5 & 10 and course materials

- *Where is the student in the classroom? If the class is virtual, what is the set-up/role/place of the student?*
- *What is the student doing (positively or negatively) academically during the observation?*
- *What is the student doing (positively or negatively) behaviorally during the observation?*
- *Consider if and how your observations reflect what you've learned from Step2.*

### **Step 5. Analyze Data and Connect to Other Relevant Information**

Review Module (before Spring Break)

- *Collect samples of student work, classroom assignments, etc.*
- *What samples can you use to support or refine your observation?*

- Identify areas of student strength and areas for growth in terms of academic performance and language development
- Analyze the data you have collected from the observation.

Write about of your findings. You should include two parts.

The first part should include a one-page summary of the observation of the multilingual learner’s performance (academic and behavioral) in the content area class and the observation of the classroom environment. Do not write more than one page double-spaced. This should be in paragraph form.

The second part should include your connections between the observation of the student, the classroom environment, and the information you explored and analyzed in Steps 1, 2, and 5. Do not write more than two pages double-spaced. This should be in paragraph form, but you may include lists or tables as needed.

Students will be evaluated on various sections of their observation and written summary. Each section of the observation assesses a specific skill aligned with CAEP, and Danielson Standards. A rubric will be used to determine criterion for success. (see Below)

**Scoring**

Total Score:

28- 25 (100%-90%)	4	Distinguished
24-22 (89%-80%)	3	Proficient
21-19 (79%-70%)	2	Needs Improvement
Less than 18	1	Unsatisfactory

**Rubric**

<b>STANDARDS</b> <b>TESOL</b> <b>Standards</b>					
<b>CAEP Standard</b> <b>A.1 Content and</b> <b>Pedagogical</b> <b>Knowledge</b> <b>CAEP Standard</b> <b>A.2 Use</b> <b>of Standards in</b> <b>discipline</b>	<b>Section of</b> <b>Report</b>	<b>Distinguished-4</b>	<b>Proficient-3</b>	<b>Needs Improvement-2</b>	<b>Unsatisfactory-1</b>
CAEP A.1.1.1, A.1.1.2, A.1.1.3 TESOL Standards 1, 2, 4	Summary of Academic Observations	Summary includes a variety of relevant academic observations that contribute to eligibility determination.	Summary includes relevant academic observations that contribute to eligibility determination.	Summary includes some academic observations that contribute to eligibility determination.	Summary includes no academic observations that contribute to eligibility determination.
CAEP A.1.1.1, A.1.1.2, A.1.1.3 TESOL Standard 2, 4	Summary of Behavioral Observations	Summary includes a variety of relevant behavioral observations that contribute to eligibility determination.	Summary includes relevant behavioral observations that contribute to eligibility determination.	Summary includes some behavioral observations that contribute to eligibility determination.	Summary includes no behavioral observations that contribute to eligibility determination.



CAEP A.1.1.1, A.1.1.2, A.1.1.3, A 1.1.6 TESOL Standard 2, 4, 5 TESOL	Summary of Classroom Environment Observations	Summary includes a variety of relevant classroom observations that contribute to eligibility determination.	Summary includes relevant classroom observations that contribute eligibility determination.	Summary includes some classroom observations that contribute to eligibility determination.	Summary includes no classroom observations that contribute to eligibility determination.
CAEP A.1.1.1, A.1.1.3, A 1.1.5, A 1.1.6 CAEP A 1.2 TESOL Standard 5	Connection between observation evidence and New Jersey Bilingual/ESL Policies and Guidance	Includes a variety of connections that contribute to eligibility determination.	Includes connections that contribute to eligibility determination.	Includes some connections that contribute to eligibility determination.	Includes no connections that contribute to eligibility determination.
CAEP A.1.1.1, A 1.1.2, A.1.1.3, A 1.1.4 CAEP A 1.2 TESOL Standard 2, 3, 4.	Connection between observation evidence and Student Background Information	Includes a variety of connections that contribute to eligibility determination.	Includes connections that contribute to eligibility determination.	Includes some connections that contribute to eligibility determination.	Includes no connections that contribute to eligibility determination.
CAEP A.1.1.1, A 1.1.2, A.1.1.3, A 1.1.4, A 1.1.5, A 1.1.6 CAEP A 1.2 TESOL Standard 1-3 TESOL Standard 4 & 5	Connection between observation evidence and Student English Proficiency Levels	Includes a variety of connections that contribute to eligibility determination.	Includes connections that contribute to eligibility determination.	Includes some connections that contribute to eligibility determination.	Includes no connections that contribute to eligibility determination.
CAEP A.1.1.1, A.1.1.2, A.1.1.3, A 1.1.4, A 1.1.6 CAEP A.1.2 TESOL Standard 1-3 TESOL Standard 4 & 5	Connection between observation evidence and Student Work Samples	Includes a variety of connections that contribute to eligibility determination.	Includes connections that contribute to eligibility determination.	Includes some connections that contribute to eligibility determination.	Includes no connections that contribute to eligibility determination.

This final assignment should be submitted in 2 places: 1) on Canvas for the course grade and 2) on the embedded LiveText platform. You will receive 1 grade for the class and 1 feedback from LiveText.

## Class Requirements

### **Course Modules Completion (40% of final grade, weekly completion)**

There are 10 modules for this class and ALL modules need to be completed. Each module includes learning activities such as viewing a lecture video, listening to a podcast, reading and note-taking, discussions, and reflections. You must complete ALL these learning activities to obtain a passing grade for the class.

### **Webinar attendance and summary write-up (15% of the final grade)**

The Rutgers Center for Literacy offers free webinars to all GSE students that are aligned with the contents and issues discussed in this class. For this class, you will attend and summarize one (1) of these webinars and share with our class.

1. On the first week of class, please sign-up for ONE (1) webinar from the Center for Literacy.
2. Attend the webinar.
3. Create a 2-mn multimedia presentation OR a podcast to share what you've learned with our learning community on the last week of class.

### **Reflection on Teaching and Assessing Emerging Bilinguals (15% of final grade)**

Write a 2-pages personal reflection on teaching and assessing emerging bilinguals using the Danielson Framework for Teaching and the learning materials in this class.

## Class materials

*Textbook (recommended, some chapters will be provided in .pdf format)*

- 1) Celic, C. (2009). *English language learners day by day, K-6: A complete guide to literacy, content-area, and language instruction*. Heinemann: Portsmouth, NH.  
**ISBN-13: 978-0-325-02682-4**

- 2) García, Johnson & Seltzer. *The Translanguaging Classroom*. Caslon: Philadelphia, PA. ISBN-13: 978-1934000199

## Articles & Media

Additional reading, listening and viewing materials will be available on Canvas.

### **Standards (please download and/or visit as requested in the modules)**

1. [New Jersey Core Curriculum Standards \(NJCCS\)](#) OR the core standards for your statw. (*Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.*)

2. [Teaching English for Speakers of Other Languages \(TESOL\) standards](#) (*Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.*)

3. [World Class Instructional Design and Assessment \(WIDA\) standards](#) (*Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.*)

## Instructional units

4. Stanford Graduate School of Education. 'Persuasion' Instructional Unit and Resources. *Understanding Language: Language, Literacy and Learning in the Content Areas*.

[https://ell.stanford.edu/teaching\\_resources/ela](https://ell.stanford.edu/teaching_resources/ela) (. *Note: Selecting this link will open a new window with*

*content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*

5. New Jersey Department of Education (NJDOE) Model Curriculum for English Language Arts, ELL Scaffolding Information. [https://ell.stanford.edu/teaching\\_resources/ela](https://ell.stanford.edu/teaching_resources/ela) . (Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)

**Framework for Teaching** (I will provide a summary but you can download the full documents)

6. Danielson Framework for Teaching. <https://danielsongroup.org/framework>

## **Learning online**

We will be using Canvas as our Learning Management System platform, along with Zoom for synchronous meetings and advising sessions.

- **Format**

Methods for Teaching and Assessing English Language Learners is an online class. This means that your work is mostly asynchronous (at home, in your own time). We can meet for three (3) optional synchronous zoom meetings during the semester, for drop-in office hours, and for 1:1 advising sessions upon request. We will move along the course materials, as a learning community, on a weekly basis. You can find a calendar on Canvas and at the end of the syllabus to help you organize your schedule.

- **Online Learning**

If it is your first online class, please read tips on how to be a successful online learner. It will help you understand the general expectations for online students. Tips can be found here:

<https://www.northeastern.edu/bachelors-completion/news/successful-online-learning-strategies/> and here <https://careerwise.minnstate.edu/education/successonline.html>

If you have already taken online classes, you will know your strengths and challenges. Take a moment to reflect upon those, and to modify your work plan accordingly.

- **Time Commitment and Expectations**

This class is a 3-credit, 15-weeks long, graduate class. This includes 3 hours of “in class” work each week that focuses on engagement with the course materials, the instructor, and your peers. Each student is also expected spend at least another 3 hours per week on out of class work. This estimation does not include the additional time required to work on your main project/assignment. The 6+ hours of work per week is distributed differently over the 15-weeks and the 10 Modules for this class. To receive an “A” in this class, you should expect to do more than the minimum in time, effort, and quality of work. My advice is to build a regular work schedule early on in the semester and to follow the weekly pace of the course for module completion.

- **Rutgers NetID**

The NetID policy, which took effect July 1, 2003, requires all students, faculty and staff to have a Rutgers NetID (Network Identifier), or username, on a Rutgers University Computing Services (RUCS)-maintained computer system, and to maintain a current email address in the Rutgers online directory. If you do not yet have a NetID, please set up your account here:

<https://netid.rutgers.edu/index.htm>

- **Updated email address**

Course updates and other important information will be emailed to you via Canvas. Communication with your instructor will also take place via email and via Zoom. You are responsible for all course-related email so please check your mailbox regularly, including your Spam folder (who knows?). The course website on Canvas has an embedded email system and, as the instructor, I cannot make any modifications. The email address used for communication is the one on file in the directory at the time you enrolled in the course or the program. If you change your address or if you prefer using another email address, you can change it. Here is the link to the instructions on how to do this: <https://community.canvaslms.com/t5/Student-Guide/How-do-I-change-my-default-email-address-in-my-user-account-as-a/ta-p/410>

- **Zoom norms**

For our synchronous sessions, I expect you to participate with your zoom cameras on, using the audio features. For our synchronous sessions as a class, I expect you to use your video cameras during our whole group and breakout room sessions, unless there are extenuating circumstances (in which case you should use the chat function). Make sure you have your preferred name and an image on your screen prior to the start of our meetings.

We are learning together as a community in our virtual learning space, which extends beyond the windows of our screens to our homes and communities. With many children learning from home or schools facing closure, and relatives and family members we care for, we can expect children and family members to be present in class from time to time.

Please work with me to create an inclusive and caring environment that is respectful of all our responsibilities in such uncertain times.

- **Technical Support**

In this course, we will be using Canvas as our learning platform. Students will therefore need to have access to the Canvas course management system and to the shell associated with this course. Please make sure you are familiar with Canvas and operational by the beginning of the semester. There will be no training on how to use Canvas in this course, but a student orientation tutorial is available on the Rutgers Canvas Resources site: <https://canvas.rutgers.edu/students/>

It is your responsibility to check the assignment deadlines and to submit your work in a timely manner. Your instructor is not responsible for technical issues related to Canvas. Please contact the Canvas helpdesk if you are having troubleshooting issues. Email: [help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu). Phone: 877-361-1134 (24 hours a day, 7 days a week, 365 days a year).

## Course policies

- **Academic Integrity Policy**

The consequences for violating policies of academic integrity and the student code of conduct are serious. I expect that you will comply with standards of academic integrity (that is, all the work you present is your own) in this course. For any and all assignments no copying of any kind is allowed, unless copied text is placed within quotations and appropriately cited. Paraphrased text must be appropriately cited. The consequences of clear evidence of extensive plagiarism include, but are not limited to, a grade of F for the assignment AND the course. If you have questions about an assignment or the course content, please seek assistance. You should not turn in the same work in two separate classes. To avoid problems, don't wait until the last minute to begin an assignment. For more information, read [the Academic Integrity Policy and the Student Code of Conduct at the Rutgers Academic Integrity site](#).

- **Care, Flexibility, and Collegiality in pandemic times**

These three words apply to the written and verbal exchanges of this class. A respectful attitude is expected for class discussions and interpersonal communication with instructor and colleagues. Our classroom and learning environments are safe and open spaces. Please be respectful of each other and of your instructors. Emails to instructors and peers should always begin by a greeting, include clear and reasonable questions and/or request, and end with salutations. I make sure to respond to emails within a couple of days (i.e. I do not always respond within the next 10 mn, nor do I check my messages at 3am). In the event I do not respond after that time, a kind email reminder is welcome.

- **Netiquette**

"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and the informal "rules of the road" of cyberspace. Here are links to several sources for generally accepted network etiquette. Please review this material, be familiar with the core principles of netiquette and please follow these guidelines during the term of this course:

[Netiquette Home Page on Albion.com](#). *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*

[Netiquette guidelines](#) *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)*

"Netiquette" provides some basic guidelines about how to behave in an online format, such as not using all capital letters online because that represents the vocal equivalent of shouting. In addition to these basics, please remember that this is a graduate course where much of the academic work is taking place online. It is not the same as communicating with friends via Facebook or Twitter, nor is it equivalent to sending text messages to friends or colleagues. I expect complete sentences, good English grammar and written compositions that are devoid of spelling and syntax errors. It is especially important in the academic and professional online settings to communicate clearly, concisely and intelligently. This course provides practice in that arena, as well as preparation for future professional development that will include online components. The one exception to this rule will be the chat session exercise, during which there will be no penalty imposed for misspellings, sentence fragments or for employing commonly used chat acronyms - keyboard shortcuts (cross reference a [chat acronyms](#) website *(Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Canvas sponsors or supports the content found on this site.)*)

- **Grading policy**

Grade	Percent
A	>95
B+	90-94.99
B	85-89.99
C+	80-84.99
C	75-79.99
F	<75

## Tentative course schedule

<b>Introduction</b>			
<i>Who are multilingual learners? What are the responsibilities of language educators? What are the frames of the profession?</i>			
Module 1: Teaching and Learning with Emerging Bilinguals PreK-12			
Dates	Theme & Activities	Format	Due Date
	<b>Introduction to the course &amp; lenses</b>		
Jan 19-24	<p><b>Engage</b> Read ‘The First Days’ <a href="https://www.nysut.org/~media/files/nysut/resources/2016/educators-voice/edvoice_ix_15_clarkgareca.pdf?la=en">https://www.nysut.org/~media/files/nysut/resources/2016/educators-voice/edvoice_ix_15_clarkgareca.pdf?la=en</a> Questionnaire ‘ESL teaching and I’ Orientation of the class</p> <p><b>Learn</b> Overview of class – Danielson Framework for Teaching Read España &amp; Herrera (2020) Ch. 1 Read Celic Ch 2: Getting Ready to Teach Day 1 Listen to NJDOE Bilingual ESL podcast ‘ELL Advocacy’</p> <p><b>Explore &amp; Connect</b> Watch – <a href="https://www.colorincolorado.org/teaching-ells/role-esl-teachers">https://www.colorincolorado.org/teaching-ells/role-esl-teachers</a> Watch ‘Being an Advocate for Bilingual Students’ <a href="https://www.cuny-nysieb.org/teaching-bilinguals-webseries/">https://www.cuny-nysieb.org/teaching-bilinguals-webseries/</a> Read ‘The Changing Role of the ESL Teacher’ (TESOL, 2013) + Tips for Remote Teaching with EBs’ <a href="https://www.youtube.com/watch?v=4mWRyk8Lc9k">https://www.youtube.com/watch?v=4mWRyk8Lc9k</a> + Discussion ‘Teaching in the pandemics, Tips and Resources’.</p> <p><b>Reflect</b> Write a 500-word response. Your thoughts on teaching emerging bilinguals with social justice, equity, asset-based and advocacy lenses. [Danielson Domain 4]</p> <p><b>Prepare and Plan</b> Complete Modules 0 and 1. Sign syllabus, return to course instructor. Update email address. Order book. Add alias/avatar/picture to your Canvas account. Complete initial questionnaire. Review course schedule and mark your calendars for due dates. Sign-up for a Center for Literacy Webinar Series (SP 2021).</p>	AS	Jan 24 [Will remain open until end of class]
	<p><b>Module assignments:</b> Flipgrid video intro; Views on multilingualism and teaching EBs.</p>		Jan. 24

## Module 2 - Who are Emerging Bilinguals?

Dates	Theme & Activities	Format	Due Date
	Getting to know our students	AS/H/S	
Jan 24-31	<p><b>Engage</b> Watch – ‘I learn America’ trailer and stories of EBs students on website <a href="https://ilearnamerica.com/">https://ilearnamerica.com/</a> Watch <a href="https://www.colorincolorado.org/school-support/school-registration-ells-and-immigrant-students">https://www.colorincolorado.org/school-support/school-registration-ells-and-immigrant-students</a></p> <p><b>Learn</b> Watch Video Potowski, ‘No Child Monolingual’ - <a href="http://potowski.org/content/video/tedx">http://potowski.org/content/video/tedx</a> Read García et al. (2012). Latino Emergent Bilingual Youth in High Schools: Transcaring Strategies for Academic Success. Read García et al. (2017). Ch. 4: A Translanguaging Stance. Listen to a podcast from the NJDOE, ‘Equity for ELLs’ with Karen Campbell.</p> <p><b>Explore &amp; Connect</b> Watch ‘Knowing your students’, ep.4, <a href="https://www.cuny-nysieb.org/teaching-bilinguals-webseries/">https://www.cuny-nysieb.org/teaching-bilinguals-webseries/</a> and answer questions.</p> <p><b>Reflect</b> Write a 500-word statement to answer the question: ‘What do the notions of transcaring and translanguaging mean to you?’ [Danielson Domain 1b, 4]</p> <p><b>Plan</b> Final project, Step 2, ‘Examine and Explore Learner Background Information’, consulting with a colleague (or yourself ) and identifying a multilingual student you can get to know.</p> <p><b>Zoom meeting – Orientation to class &amp; Meet and Greet on Tuesday, Jan. 26 @ 6.30pm</b></p>	AS + S  Meeting on 01/26	Jan 31
	<b>Module assignments</b> Contribute to discussion, Read, Write and Listen, Revisit your practice, Write an essay.		

## Module 3 – Identification & Assessment

Dates	Them & Activity	Format	Due Date
	Identifying EBs and issues in assessment	AS/H/S	
Jan 31 – Feb. 7	<p><b>Engage</b> Watch – Placement of ELLs <a href="https://www.colorincolorado.org/ell-placement-identification">https://www.colorincolorado.org/ell-placement-identification</a> Read -- <a href="https://www.colorincolorado.org/article/ell-identification-information-administrators">https://www.colorincolorado.org/article/ell-identification-information-administrators</a></p>	S	March 3

<p><b>Learn</b> Read Mahoney, Ch.1 ‘The PUMI framework’ on assessment Zaccharin (2011): The Over and Under Classification of ELLs</p> <p><b>Explore &amp; Connect</b> WATCH Colorín Colorado videos on working with SIFEs; CUNY SIFE reading (<a href="http://www.nysed.gov/bilingual-ed/students-interruptedinconsistent-formal-education-sife">http://www.nysed.gov/bilingual-ed/students-interruptedinconsistent-formal-education-sife</a>) WIDA ACCESS Test practice - <a href="https://wida.wisc.edu/assess/access/preparing-students/practice">https://wida.wisc.edu/assess/access/preparing-students/practice</a></p> <p><b>Reflect</b> Read ‘Postponing WIDA Access testing letters (TESOL) - <a href="https://www.tesol.org/news-landing-page/2021/01/05/tesol-signs-on-to-series-of-letters-urging-the-postponement-of-wida-access-testing-for-english-learners">https://www.tesol.org/news-landing-page/2021/01/05/tesol-signs-on-to-series-of-letters-urging-the-postponement-of-wida-access-testing-for-english-learners</a> + Discuss [Danielson Domain 1, 3a, 3d, 4]</p> <p><b>Plan</b> Complete Final, Step 2. ‘Examine and Explore English Learner Background Information’</p>		
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**Module 4 – Frames for bilingual and ESL education in the US and in NJ**

Dates	Activity	Format	Due Date
	<b>Understand frames &amp; language programs in the US and in NJ</b>	<b>AS/H/S</b>	
Feb.7 - 14	<p><b>Engage</b> Listen to a podcast, Nash, ‘ELL and Law’ + Answer questions. Review Law cases: Lau vs. Nichols &amp; Plyer vs. Doe Discuss: Title III and ESSA</p> <p><b>Learn</b> Red Mahoney, ch.2 History of assessment of EBs. Read Freeman (2004), ‘Reviewing the Research on Language Education Programs’. Discuss: NJDOE programs for EBs.</p> <p><b>Explore and Connect</b> Discuss: The Bilingual Code in NJ The Seal of Biliteracy</p> <p><b>Reflect</b> Write a 500-word statement on the ways language is discussed when thinking about law and program models, and instruction. What are the themes regarding the way that language is discussed when thinking about law (Nash, Bilingual Code), program models (Freeman) and when thinking about instruction (in the CCSS and WIDA)? What are some similarities and what are some differences? What questions do you have after reading the selections? [Danielson Domains 2, 4]</p> <p><b>Plan</b> Final project, Step 1, ‘Review NJ’s Bilingual and ESL Policies and Guidance’, Bilingual code + programs + WIDA</p>	AS	Feb. 7



Module Assignments: Read/watch/listen, Discuss, Reflect.	Feb. 7/14
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**Unit 2: Assessment for Learning and Planning Instruction**  
*How can we design and assess for learning? What are asset-based pedagogies?*

**Module 5: Getting to know the standards**

	Understand WIDA and NJ Standards	AS/H/S	Due Date
Feb. 14-21	<p><b>Engage</b> Listen to a podcast about WIDA Visit WIDA consortium website + NJTESOL website.</p> <p><b>Learn</b> Read research brief – Bunch et. al. (2012). Realizing opportunities for ELs in the CCSS ELA’ + video (Bunch) – <a href="https://ell.stanford.edu/publication/realizing-opportunities-ells-common-core-english-language-arts-and-disciplinary-literacy">https://ell.stanford.edu/publication/realizing-opportunities-ells-common-core-english-language-arts-and-disciplinary-literacy</a> Read + annotate WIDA Standards Framework and Theoretical Foundations (connect to Principles &amp; Foundations). Read: García, et al (2017) Ch. 8: Standards in a Translanguaging Classroom</p> <p><b>Explore and Connect</b> Annotate WIDA Guiding Principles + CAN Do descriptors (<a href="https://wida.wisc.edu/teach/language-learning">https://wida.wisc.edu/teach/language-learning</a>) Review WIDA ELD standards (2020 edition) – <a href="https://wida.wisc.edu/resources/wida-english-language-development-standards-framework-2020-edition">https://wida.wisc.edu/resources/wida-english-language-development-standards-framework-2020-edition</a></p> <p><b>Reflect</b> Review of <a href="#">NJSLs Anchor Standards</a> Review of NYS Bilingual Commons Core Progressions Review of WIDA Can-do Descriptors 500-word response: How do we capitalize on multilingualism, language and content standards to ensure students’ success? [Danielson Domain 1, 2, 3d]</p> <p><b>Plan</b> Final project, Step 2, ‘Review WIDA Can So descriptors, Performance Definitions and ELD Standards (2020).</p>		

**Module 6: Assessing for Learning**

Dates	Theme & Activity	Format	Due Date
	Equitable Formative assessments	AS/H/S	
Feb. 21-28	<p><b>Engage</b> Watch <a href="https://www.colorincolorado.org/video/assessment-english-language-learners">https://www.colorincolorado.org/video/assessment-english-language-learners</a> + answer questions</p> <p><b>Learn</b> Read Mahoney, (2017) Ch. 4: Methods</p>	AS	

	<p>Read García, et al (2017) Ch.6: Translanguaging Design in Assessment</p> <p><b>Explore and Connect</b> Annotate Assessment plan from ‘Persuasion’ unit. Examine assessment plan from a unit of your choice.</p> <p><b>Reflect &amp; Discuss</b> Comments and feedback on assessment plans. [Danielson Domain 1, 3c-d]</p>		
	Module Assignments: view, read, annotate, discuss.		
<b>Module 7: Design &amp; Planning</b>			
Dates	Theme and Activity Lesson & Unit Planning	Format AS/H/S	Due Date
Feb. 28 – March 7	<p><b>Engage</b> View ‘Persuasion’ – unit intro + guidelines for ELA instructional Materials, <a href="https://ell.stanford.edu/teaching_resources/ela">https://ell.stanford.edu/teaching_resources/ela</a> Watch ‘Lesson Planning for ELLs’ - <a href="https://www.colorincolorado.org/lesson-planning-ells">https://www.colorincolorado.org/lesson-planning-ells</a></p> <p><b>Learn</b> Read Wiggins et al. (2005): Ch 1: Backward Design Watch video lecture ‘language objectives, language functions and language demands’. Review of <a href="#">NJSLs Anchor Standards</a> Review of NYS Bilingual Common Core Progressions Review of WIDA Can-do Descriptors</p> <p><b>Explore and Connect</b> Read Celic, ch. 4, pp. 100-120, ‘planning an integrated unit’ for K-6 Read García et. al., ch. 5, ‘Translanguaging design in instruction’ Developing learning objectives for a lesson or unit.</p> <p><b>Reflect</b> Annotate a model ELA lesson from ‘Persuasion’ unit <a href="https://ell.stanford.edu/teaching_resources/ela">https://ell.stanford.edu/teaching_resources/ela</a> Discuss learning &amp; Language objectives. [Danielson Domain 1]</p>	AS	
	Module Assignments: read, watch, annotate, discuss.		
<b>Project Completion Week: Observing, Analyzing, Reflecting</b>			
March 7-14	<p><b>View video lecture on ‘observing, analyzing, reflecting’</b> Review Modules 0-6 + Danielson Framework. Work on your Final paper + Literacy Webinar Report (if already attended) How are we doing so far?</p> <p><b>Zoom meeting on Tuesday, March 9 @ 6.30pm</b></p>	S	March 14

**SPRING BREAK MARCH 14-MARCH 21**

**Unit 3: Analyzing exemplar units and lessons, and Instructional Practice**  
*What strategies can we use in design and practice to facilitate students' success?*

**Module 8: Translanguaging in Action**

Dates	Theme and Activity Translanguaging pedagogies	Format AS/H/S	Due Date
March 21-28	<p><b>Engage</b> Review Theoretical basis of WIDA Standards framework: Views of Language + Views of Learning. Watch ‘What is translanguaging’ <a href="https://youtu.be/Z_AnGU8jy4o">https://youtu.be/Z_AnGU8jy4o</a> [optional, watch García @ Rutgers GSE (2020)]</p> <p><b>Learn</b> Read García et. al. (2017), ch. 7: Translanguaging Pedagogy in Action Watch <a href="https://www.cuny-nysieb.org/project/translanguaging-resource-videos/">https://www.cuny-nysieb.org/project/translanguaging-resource-videos/</a> Watch ‘Bilingual Superpowers’ (<a href="https://www.cuny-nysieb.org/teaching-bilinguals-webseries/">https://www.cuny-nysieb.org/teaching-bilinguals-webseries/</a>)</p> <p><b>Explore and Connect</b> Design a lesson using translanguaging. Make space for translanguaging practices in a lesson you already use. [Danielson Domain 1, 3]</p> <p><b>Reflect &amp; Discuss</b> Complete reflection chart.</p> <p><b>Plan</b> Final project, Step 3, ‘Observe the classroom environment and instruction’ – comments on observation.</p>	AS	
	Module Assignments: read, watch, create, reflect.		Feb. 14

**Module 9: Multiple literacies in Action**

Dates	Theme and Activity Multiple Literacies Pedagogies	Format AS/H/S	Due Date
March 28- Apr. 4	<p><b>Engage</b> Watch Hull on New Literacies Watch (2:38): <a href="#">Fillmore on Text Complexity</a></p> <p><b>Learn</b> Read Cuchiara 2019 (5 pgs): <a href="#">The Language of Learning: Content-Rich Texts Build Knowledge and Skills</a> Read Cucchiara &amp; Fillmore 2012 (1 pg): <a href="#">Choosing Juice Complex Excerpts and Sentences</a> Read <i>Research Brief</i>: Fillmore and Fillmore (2012). What does text complexity mean for Multilingual learners and language minority students?</p>	AS	Feb.28

	<p>Read research brief <a href="http://ell.stanford.edu/publication/what-development-literacy-development">http://ell.stanford.edu/publication/what-development-literacy-development</a></p> <p><b>Explore and Connect</b> Read de Oliveira et. al. (2019). ‘Multimodal literacies in the Language Arts classroom for ELLs.’ Analyze lesson from a multiple literacies lens.</p> <p><b>Reflect</b> Complete a chart and write 500-word summary on multiple literacies. [Danielson Domain 1 &amp; 3]</p> <p><b>Plan</b> ‘Virtual observation’ 2. Journal entry. Center for Literacy Webinar Reflection (if already attended).</p>		
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**Module 10: Reading and Writing as Process**

Dates	Theme & Activity	Format	Due Date
	Examining and analyzing strategies for teaching reading and writing	AS/H/S	
April 4- April 18	<p><b>Engage</b> Read Breiseth ‘Reading comprehension strategies’ <a href="http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx">http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx</a></p> <p><b>Learn</b> Read and watch Colorin Colorado on reading - <a href="https://www.colorincolorado.org/article/reading-101-english-language-learners">https://www.colorincolorado.org/article/reading-101-english-language-learners</a> Read Considerations for writing - <a href="https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/writing">https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/writing</a> Read Zweir, ch. 7/8. Review ‘Persuasion’ unit.</p> <p><b>Explore and Connect</b> Select one of the unit texts from the ‘Persuasion’ unit. Examine the scaffolds and strategies to support reading, writing and comprehension. Center for Literacy Webinar Discussion.</p> <p><b>Reflect &amp; Discuss</b> Select reading or writing and 1 strategy to promote reading and writing as a process. Comment on your method for text selection. [Danielson Domain 3]</p>	AS	April 25

**REVIEW New Literacies and Translanguaging**

Dates	Activity	Format	Due Date
	Equitable and Inclusive instruction	AS/H/S	
April 18- April 25	<p><b>Review</b> Review Modules 8-10 + readings and documents. Review ‘Persuasion’ unit + 6 lesson plans in the unit.</p> <p><b>Explore and Connect</b> Select 1 lesson from the ‘Persuasion’ unit. Download the lesson plan + resources. Imagine you were preparing to teach that lesson and get familiar</p>	AS	

	<p>with the steps and activities and review the resources. Analyze opportunities for reading, writing, and the possibilities for translanguaging in the lesson. Analyze strategies for scaffolding adopted.</p> <p><b>Reflect</b> Complete the Planning – Execution – Reflection document + add your analysis of at least 2 strategies along with references and citations.</p>		
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**FINAL PROJECT WEEK**

Dates	Activity	Format AS/H/S	Due Date
April 25- May 2	<p>Summary of class. <b>Center for Literacy Webinar Report due April 25</b></p> <p>Discussion: Danielson Framework. Have we met our objectives? What is the highlight of this class? What can you bring back to your classroom? Group live discussion.</p> <p style="color: #800000;"><b>Zoom meeting on Tuesday, April 27 @6.30pm</b></p>	S (1h)	April 28

**Course Reflection using Danielson – DUE MAY 2**  
**Final Assignment Classroom Observation - DUE MAY 9 (at the latest)**  
**This final assignment is part of your program assessment and includes a LiveText submission.**