

Course Number. Section/Title: **EDCO 201.002 Supporting the English as a Second Language Student in the General Education Classroom (1st Rotation)**

Credit Hours: 2

Semester: Fall 2019

Days/Times: T 8:00-10:50, TH 8:00-10:50, August 20th – October 8th

Prerequisites: Grade of C or better in EDCO 200 (suggested prerequisite – EDCO 220)

Suggested co-requisites: EDCO 202 or SPED Major

Course Description (Catalog): Lecture and field-based course that applies content of the developmental sciences to working with the English Language Learner. Students examine the stages of language acquisition, the stages of acculturation, and methods for supporting English Language Learners in the content area. Approximately 18 hours of field work will be completed for this course. EDCO 191 (can be taken concurrently) or TETM and TETR (testing requirement for Teacher Education Program admission).

The Education Core

The Winthrop Teacher Education Program is a developmental and clinically-based program that provides teacher candidates with opportunities to construct knowledge and develop skills through course work that is integrally linked to practical experiences in schools. Candidates learn by doing under the tutelage of expert mentor teachers and supportive university instructors and supervisors. The core courses require candidates to learn about and work with learners with diverse backgrounds and needs, including, but not limited to, learners with special needs, English language learners, learners identified as gifted, and learners living in poverty. Pedagogical focus is on assessment, classroom management and the learning environment, technology, and professional learning and ethical practice. Together with content area courses, the array of experiences in schools and well-sequenced, coordinated content in the education core provide candidates in all teacher education fields the opportunity to develop the knowledge, skills, and dispositions needed for success as teachers in 21st century schools.

Description of Clinical Component of this Core Course

Number of hours in school setting: approximately 18 hours

Field performance expectations: Teacher candidates collaborate with a Mentor/Host teacher to meet the unique needs of a Culturally and Linguistically Diverse (CLD) student or an English Language Learner (ELL) in the context of the general education classroom. Candidates conduct a case study with an individual CLD or ELL student. The case study will consist of: (a) assessing the student’s strengths and needs in terms of acculturation, academics, and English proficiency; (b) implementing a research-supported strategy for the student by co-teaching with the mentor teacher; (c) evaluating the impact of the implementation of the strategy on the student; and (d) ethically communicating the results of the strategy to the mentor teacher and course instructors.

Supervision of field performance: Host teacher and course instructor.

Description of Course in Relation to Education Core

This course is one of two courses that constitute the STAR (Study, Teach, Assess, and Reflect) Rotations. Candidates apply and extend content learned in EDCO 101 and EDCO 200 to teach a discrete skill to an individual learner with a diverse need. Specifically, EDCO 201 focuses on supporting learners identified as Culturally and Linguistically Diverse or Limited English Proficient. Candidates apply content learned in the STAR Rotations to work in small group and whole class inclusive settings in EDCO 306. EDCO 201 is designed to address the first two developmental phases of the Core: Phase I - Observation, Analysis, and Self Reflection on Teaching and Pedagogy: Teacher candidate engages in metacognitive awareness; challenging perspectives from own school and childhood experiences. Phase II - Understanding Learners, Implementing Interventions, and Examining Results: Moving from student to professional; making a dispositional commitment by embracing new perspectives and developing asset views of students.

Course Goals

- 1- Describe the unique strengths and needs of Culturally and Linguistically Diverse (CLD) students including characteristics and variety among students, the nature of immigration, and the acculturation process.
- 2- Select and justify effective instructional methods that develop academic language and literacy necessary for English Learners.
- 3- Reflect on self and others as cultural beings with specific values and beliefs that shape viewpoints.
- 4- Explain the language acquisition process and theories and define resulting English support programs and services.
- 5- Explain legal, political, and ethical issues surrounding ELLs in the general society and education.

Learning Outcomes and Assessments

<i>College of Ed. Unit Standards/Elements</i>	<i>Student Learning Outcome – Course Content or Field Work</i>	<i>Assessment(s)</i>
US7. Professional Learning and Ethical Practice E2. The teacher candidate meets expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy, and carries out practice in ways that uphold learners’ rights and teacher responsibilities.	SLO1-Course Content. Describe the legal, political, and ethical foundations and the resulting current requirements of English as a second language education.	-Legal Precedents Test -Final Exam
US1. Diverse Needs of Learners E1. The teacher candidate demonstrates foundational knowledge of characteristics of diverse learners, how they learn, their learning readiness, and individual interests and needs.	SLO2-Course Content. Define language acquisition stages and process. Describe major language acquisition theories and resulting English support programs and services.	-Case Study -Final Exam
	SLO3-Course Content. Define, describe, and compare common terms associated with CLD students in order to articulate the diversity among CLD students.	-Student Diversity Station Group Summary - Readings and Class Discussion Synthesis -Case Study -Final Exam
	SLO4 – Course Content. Describe how to capitalize on CLD students’ knowledge, skills, experiences, and strengths to make learning more meaningful.	-Case Study
US1. Diverse Needs of Learners E1. The teacher candidate demonstrates foundational knowledge of characteristics of diverse learners, how they learn, their learning readiness, and individual interests and needs.	SLO5-Course Content and Field. Identify a variety of evidence-based teaching practices to develop various language domains (reading, writing, listening, speaking) in inclusive classrooms.	-Case Study -Final Exam - Content Strategy Activity
US 1.Diverse Needs of Learners E1. The teacher candidate demonstrates foundational knowledge of characteristics of diverse learners, how they learn, their learning readiness, and individual interests and needs. E2. The teacher candidate analyzes relevant motivational and contextual	SLO6-Course Content and Field. Define various reasons for immigration and factors that affect language acquisition and acculturation in example student profiles and the case study student.	-Immersion Film Reflection - Readings and Class Discussion Synthesis -Student Diversity Station Group Summary -Case Study -Final Exam

<i>College of Ed. Unit Standards/Elements</i>	<i>Student Learning Outcome – Course Content or Field Work</i>	<i>Assessment(s)</i>
factors that influence learning to meet the needs of all learners.		
<p>US1. Diverse Needs of Learners E3. The teacher candidate plans and implements differentiated learning experiences that address diverse learner needs (<i>English language learners</i>).</p> <p>US4. Assessment E2. The teacher candidate uses data from a variety of formative, diagnostic, and summative assessments to guide instruction, determine impact on learning, differentiate instruction, and accommodate diverse learners.</p>	<p>SLO7-Field. Use information gathered through observations, interviews, and assessments, in collaboration with the general education mentor teacher, to set goals, plan strategies, and evaluate instruction for English language learners.</p>	<p>-Case Study -Host Teacher Early Clinical Field Evaluation</p>
<p>US6. Literacy E1. The teacher candidate applies essential components of literacy instruction using evidence-based practices appropriate for the discipline(s).</p>	<p>SLO8-Field. Collaborate with the mentor teacher to implement language development strategies in at least one language domain to meet the unique needs of an English language learner.</p>	<p>-Case Study - Content Strategy Activity</p>
<p>US5. Instruction and Learner Engagement E4. The teacher candidate plans and implements models of collaboration (with colleagues, parents and/or guardians) and co-teaching to support learning.</p>	<p>SLO9-Course Content. Describe various models of collaboration and co-teaching that support instruction of diverse learners.</p>	<p>-Case Study</p>
<p>US5. Instruction and Learner Engagement E4. The teacher candidate plans and implements models of collaboration (with colleagues, parents and/or guardians) and co-teaching to support learning.</p> <p>US1. Diverse Needs of Learners E4. The teacher candidate maintains high expectations for the achievement of all learners.</p>	<p>SLO10-Field. Reflect on teaching experience during field work to describe instructional strategies that will continue to support the learner to achieve established and/or future outcomes or realizations that may help the teacher candidate improve practice or advocate for ELs.</p>	<p>-Case Study</p>
<p>US7. Professional Learning and Ethical Practice E2. The teacher candidate meets expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy, and carries out practice in ways that uphold learners’ rights and teacher responsibilities.</p>	<p>SLO11-Course Content and Field. Demonstrate professional dispositions related to teaching English language learners.</p>	<p>-Disposition Assessment - Host Teacher Early Clinical Field Evaluation</p>

<i>College of Ed. Unit Standards/Elements</i>	<i>Student Learning Outcome – Course Content or Field Work</i>	<i>Assessment(s)</i>
US4. Assessment E1. The teacher candidate designs, selects, and implements valid, reliable, and appropriately differentiated assessments that are aligned with short and long-term goals.	SLO12-Field. Collaborate with mentor teacher to plan strategies to contribute to the development of content language skills in one or more language domains and determine an evaluation appropriate to assess the student’s understanding of the content.	-Case Study - Content Strategy Activity
US4. Assessment E3. The teacher candidate effectively and ethically communicates assessment information to learners, parents, guardians, colleagues, and administrators.	SLO13-Field. Ethically communicate assessment results to the mentor teacher and course instructor regarding implementation of a research-based strategy for English language learners.	-Host Teacher Early Clinical Field Evaluation -Case Study

Education Core Themes	Connection to EDCO 201
Differentiation - understanding and applying strategies that address the diverse strengths and needs of individual students	Candidates complete class and field-based assignments that require them to select a variety of evidence-based teaching practices to develop various language domains (reading, writing, listening, speaking) in inclusive classrooms. Candidates reflect on teaching experience during field work to describe instructional strategies that will support diverse learners to achieve established and/or future outcomes or realizations that may help the teacher candidate improve practice or advocate for ELs.
Cultural Competence - ability to understand, appreciate, and interact with people from cultures or belief systems different from one’s own; the skill to navigate cross-cultural differences	Candidates will complete in-class and assigned activities that require them to describe the unique strengths and needs of Culturally and Linguistically Diverse students including characteristics and variety among students, the nature of immigration, and the acculturation process. Additionally, candidates will explicitly reflect on self and others as cultural beings with specific values and beliefs that shape viewpoints. Candidates reflect on teaching experience during field work to describe realizations that may help the teacher candidate improve practice or advocate for ELs.
Professionalism and Perseverance - exhibiting behaviors and actions indicative of a mature and responsible adult; able to move forward and be successful in the face of challenge or adversity	Candidates are provided with formative feedback on their professional disposition through the Disposition Assessment Rubric. After candidates self-evaluate, course instructors complete the rubric considering candidates’ disposition throughout the entire course. Additionally, candidates receive feedback from host teachers on their field performance using the Early Clinical Field Rubric. More specifically, these rubric measures candidates’ developing skills in items such as professional dress, punctuality, preparedness, communication, and positive interactions with students and school faculty.
Assessment - using various methods to determine what a student knows or is able to do	In this course, candidates prepare a lesson plan applying a strategy to meet the language needs of an English Learner. Candidates must choose an assessment method to determine if the EL accomplished the lesson objective. Once the lesson is complete, candidates explain how they determined that the student accomplished the objective and describe the impact the strategy had on developing the student’s content understanding.

Teaching Methods: Teaching methods used in the course may include lecture, cooperative learning, small group discussions, and various types of classroom and online activities that will engage the student in learning. Students must bring a laptop or tablet to each course meeting to access blackboard documents and assignments and other online resources.

Course Requirements: Course Requirements are outlined in the assignments chart later in this document.

Required Text: Singer, T. W. (2018). *EL Excellence Every Day: The Flip-to Guide for Differentiating Academic Literacy*. Thousand Oaks, CA: Corwin.
ISBN: 9781506377872

Reading list: Most course materials will be made available to students through an online collection of resources via the course Blackboard page. Some hard copy materials will be provided by the instructor. Readings will be assigned or distributed as topics are covered in the course content.

Required Access to Via: The case study is a key assessment for this class. It MUST be submitted on *Via* in order for you to receive credit. (<https://www.vialivetext.com/>) You purchased a *Via* account as a part of the course fee in EDCO 101. Please see the instructor if you do not have an account. *Via* use is a part of program and college efforts to ensure students and programs meet expectations of accrediting bodies. *Via* includes options for students to also create electronic showcases of work that can be shared with potential employers. Students purchasing *Via* access this semester through a course fee will not be provided with access until after the add/drop period.

Global Learning Statement: The global learning component(s) of this course are the following:

- **Daily classroom activities** (video viewing/discussion/reflection; simulations; discussions of research and literature) will increase the student's awareness and understanding of the perspective of English Learners.
- **Direct engagement with an individual English Learner** on all field experience days will help the student develop knowledge of the English Learner in terms of background, linguistic and other academic skills, cultural contributions, and social and academic challenges.
- **Classroom engagement** on all field experience days will facilitate the student's collaboration with the classroom teacher to enhance the English Learner's access to and learning of academic content knowledge.
- **The Reflection component of the Case Study** will allow the student to collect and synthesize his/her progress toward understanding the perspective of English Learners.
- **The Case Study of an English Learner project** will demonstrate the student's intimate knowledge and understanding of an individual English Learner in terms of background, linguistic and other academic skills, cultural contributions, and social and academic challenges. It will also demonstrate the student's knowledge and skill in facilitating (in collaboration with the classroom teacher) access to and success with academic content knowledge for the English Learner.

Final Exam Date and Time: The Final Exam for this class will take place on Tuesday October 8th at 8:00 a.m.

Class Attendance Policy: *You are expected to attend all classes and field days, be on time, and stay until the end of each meeting. You are expected to read/engage with the material and complete the coinciding assignments. You must always be prepared to discuss the topic of the day and participate in accompanying activities. All absences must be discussed in conference with the instructor. According to the university's attendance policy, if a student's absence in a course totals 25 percent or more of the class meetings for the course (3 classes/field visits for EDCO 201), the student will receive a grade of N if the student withdraws from the course before the withdrawal deadline; after that date, unless warranted by documented extenuating circumstances a grade of F or U shall be assigned. Documentation (doctor's note, proof of memorial service, etc.) is required in order for an absence to be excused.*

In the event of an absence, it is your responsibility to work with a peer to assist you. It is not the instructor's responsibility to re-teach a concept due to an absence. Consult the course blackboard page and a peer for missed content prior to contacting the instructor with questions.

Field Attendance Policy: You must attend field on the assigned days and times outlined in the calendar. You should not ask the host teacher if you can go on an unscheduled course field day, as the instructor will not be onsite and the host schools and teachers are expecting candidates on the assigned days. You are expected to be on time and stay until the end of each field day to accomplish the hours and goals. Plan to arrive in the school parking lot fifteen minutes prior to the time the field experience begins, so you can check in and calmly begin working with your student promptly.

In the event of an excused absence, you must work with a host teacher to attend on a different day or tack on hours to an existing field day. You must e-mail the host teacher and the course instructor as soon as possible to inform them of your absence and suggest a date and time to make-up the visit. Once you have determined a make-up visit that works for you and your host teacher, e-mail the course instructor and accurately log the date and time indicating "make-up day" in Via.

Sometimes host teachers invite teacher candidates to attend additional events such as meetings, evening school sponsored activities, or field trips. If a host teacher invites you to additional events that do not take place during the days and times outlined in the calendar, you are not required to go, but may choose to do so. Liability insurance covers you should you choose to participate. Substituting a host school event with a normal field day should be discussed with the course instructor on an individual basis.

Sometimes host teachers are absent unexpectedly and on the day you had prepared to coteach. Should this happen in field, see the course instructor immediately to determine the best way to move forward. This is handled on a case-by case basis.

Field Expectations: During your field work for EDCO 201, you will be assigned to a Culturally and Linguistically Diverse student. You are expected to engage with and "follow" your student while at the school. The first two to three field visits are devoted to gathering background information and observing your student in a variety of environments. The next three to four visits are devoted to working with your host teacher to coplan and coteach a lesson applying a strategy to meet the needs of your student. If you are engaged in planning or teaching with your host teacher or need to get accustomed to his/her teaching style and routines, it is appropriate to stay with your teacher for a day or two. Otherwise, follow your student's schedule and go with him/her to related arts, electives, and different subjects.

FERPA Training and Quiz:

To ensure you follow all student privacy guidelines, during the 1st rotation of EDCO 201 or 202, you must complete a FERPA training and score 100% on the coinciding quiz. The instructor you have for the first rotation will inform your 2nd rotation instructor that you have completed training and passed the quiz.

Late Assignments: Late assignments will be penalized 10% per day. This includes weekends and non-class days. Assignments submitted within 24 hours of the due date are considered 1 day late. No assignments will be accepted after one week to maintain the integrity of the course goals and foster student accomplishment of the goals.

Cell Phones and other Electronic Devices: Cell phones and other electronic devices are excellent instructional tools; however, they should never be a distraction or a source of disruption in an academic setting. *Therefore, during instructional time when these devices are NOT being used as a component of the course, they should be face-down/closed, silent, and unattended. Disruptions to the learning environment by electronic devices may result in point deductions from your participation grade. Cell phones in the field should only be used to capture images of student work with the host teacher's permission. At all other times, they should be silenced and put away. Students will use their devices during class to access online content. The instructor will indicate when it is time to open/take out devices. Checking e-mail or web searching is not permitted during class.*

Major assignments: Specific directions and scoring criteria for each assignment will post on Blackboard. All assignments are due prior to arrival to class unless noted in the course calendar and blackboard page.	Points Available
Readings and Class Discussion Synthesis: After in-class discussion and completing provided readings, you will write approximately two pages synthesizing what you have learned.	25
Student Diversity Station Group Summary: Upon completing in-class group activities, you are to work with your group to summarize assets and needs for specific types of Culturally and Linguistically Diverse students.	25
Five Principles of Effective Instruction for ELs – Content Strategy Activity: You will use your textbook to identify strategies rooted in one of the 5 Principles of Effective Instruction (defined on the course blackboard page). Then you will plan an activity relevant to your content major.	25
Blackboard Module on Legal Precedents Impacting ELs: You will complete an online module to build background knowledge about this topic in order to prepare for classroom activities and discussion on legal, political, and social issues impacting ELs.	12
Test on Legal Precedents Impacting ELs: Based on readings, online information, and class discussions, you will complete an assessment of your knowledge of the facts, court cases, and laws, concerning ELs. You will also be assessed on your understanding of the political and social issues of ELs in respective communities and schools.	15
English Learner Case Study Part A: (<i>Key Assessment: See separate rubric on Rex website, Via, or Course Blackboard page</i>) <ul style="list-style-type: none"> • description of general background information on your assigned individual EL; and • analysis of the student’s academic, language, and social strengths and needs. 	25
English Learner Case Study Parts B-F: (<i>Key Assessment: See separate rubric on Rex website, Via, or Course Blackboard page</i>) <ul style="list-style-type: none"> • plan a lesson to include a research-supported strategy targeted for the individual EL. • implementation of the research-supported strategy while coteaching with the host teacher; • analysis of implementation and post assessment results; • reflection on your coteaching experience and personal learning from this experience, and needs for the EL student’s future academic support and/or social integration. 	55
Host Teacher Evaluation: (<i>Key Assessment: See separate rubric on Rex website, Via, or Course Blackboard page</i>) NOTE: Teacher candidates must receive at least 15/18 on the host teacher evaluation in order to pass the course; otherwise, the highest grade possible (for the course) is a C-.	18
Final Exam: There will be a comprehensive final exam on Tuesday October 8 th at 8:00 a.m.	50
Total:	250

Grading System:

Grading Scale	Point Range	Final Grade
94-100%	234-250	A
90-93%	225-233	A-
87-89%	217-224	B+
84-86%	210-216	B
80-83%	200-209	B-
77-79%	193-199	C+
74-76%	185-192	C
70-73%	175-184	C-
67-69%	168-174	D+
64-66%	160-167	D
60-63%	150-159	D-
0-59%	0-149	F

Note: Points must be earned in *every* category of assignments. Omission of any single type of task may lead to an *F* as the final grade, regardless of total points earned. Each type of task must be attempted.

Note: Students must earn a C or better on the Key Assessments [**Case Study**, and the **Host Teacher Evaluation**] to earn a C or better in the course. A grade of C or better in EDCO 201 is required for successful completion of the Winthrop University initial teacher preparation program.

Disposition Assessment:

As a student in the College of Education, you are expected to uphold the highest standards of the profession as you relate to students, families, and communities. Each candidate is expected to exhibit the following four professional dispositions in their work with colleagues, faculty and staff in University and PK-12 settings, and PK-12 students and their families: Fairness, Integrity, Communication, and Commitment.

Candidates are provided with formative feedback on their professional disposition in EDCO 201 through the Disposition Assessment Rubric. Course instructors will complete the rubric after candidates have self-assessed/reflected. This assessment is not included in the grade for this course, but is reviewed by the committee when candidates apply to the Teacher Education Program. When there are concerns about a student's professional behavior, a Professional Dispositions and Skills Intervention form is completed and an intervention developed by a program area committee. The full policy can read at <http://www.winthrop.edu/coe/sas/default.aspx?id=11517>.

Professional Clothes Closet: It is important that future educators maintain a professional disposition at all times, and appropriate dress is a key component to maintaining professionalism in the field. Winthrop University has a professional clothes closet, housed in Withers, which provides free professional clothing for all students in the College of Education. If you would like to take advantage of this opportunity, please email Dr. Catalana (catalanas@winthrop.edu).

Recording Clause: With the availability of hardware and software enabling audio and video capturing of material, lectures, courses, etc., please be mindful of the following policy established by the Department of Counseling, Leadership and Educational Studies. Violations of any form noted below are considered violations of the Student Code of Conduct policy located in the Student Handbook.

No recordings of any format (audio and/or video) may be captured WITHOUT direct permission from the instructor. This can be a violation of copyright. No recordings, even those approved by the instructor, may be posted to any Internet hosted location, copied/duplicated, or shared. If the instructor makes the decision to allow such activity, the student is responsible for maintaining the integrity of such recordings and will be held liable should the integrity be compromised.

Accessibility Statement: Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, accessibility@winthrop.edu. Please inform me as early as possible, once you have your official notice of accommodations from the Office of Accessibility.

Student Code of Conduct: As noted in the Student Conduct Code: “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the Student Conduct Code Academic Misconduct Policy in the Student Handbook online, which can be found at: <http://www.winthrop.edu/uploadedFiles/studentconduct/StudentHandbook.pdf>. Cheating, plagiarism, or any other form of academic dishonesty may result in a grade of “F” for the course. Some examples of academic misconduct include providing or receiving unauthorized assistance in academic work, using the same work for two or more courses, and/or presenting someone else’s work as your own. **Do not use another person’s ideas or words without citing the source. Borrowed or adapted material must not appear to be your original work.**

Required knowledge of APA citation rules and the writing process: You need to be able to implement APA citation rules and the writing process with all aspects of your work, including idea gathering, structuring ideas, drafting, revising, and finalizing project content with proofreading/editing. Websites for APA citation rules: <http://owl.english.purdue.edu/owl/resource/560/01/>
<http://www.library.cornell.edu/resrch/citmanage/apa>

Writing Guidelines: All assignments are to be word-processed, double-spaced, 12 point, Times New Roman Font. The APA *Publication Manual* (6th ed.) is the guideline for all aspects of your writing (unless otherwise directed by the instructor in class). All references should follow the APA models.

Internet and Blackboard Learn Accessibility Policy:

Each student is required to have access to Blackboard and reliable internet service. **Loss of Internet service or connectivity will NOT be accepted as an excuse for late work.** Since we are using on-line learning in this course via Blackboard, you need to be familiar with how to use it. **In general, a user’s problem with accessing or uploading/submitting assignments will not be accepted as an excuse for late work.** You may need to try using a different browser on your personal computer or a lab computer on the WU campus. For further questions you can also contact the ITC on the third floor of Withers or visit the Blackboard FAQ and troubleshooting portions of the [Office of Online Learning website](#).

Additional readings and resources for your individual case study:

Dacus Library and ITC web links ([TESOL / TEFL](#) and [English language study and teaching](#)); these links (active in the electronic version of this syllabus) automatically list everything related to ESL and are updated whenever anything new is added. Further resources are provided in a list on the course blackboard page.

Syllabus Change Policy: *This syllabus reflects expectations for the course; however, the instructor may find it necessary to make changes in the syllabus after the course begins. In such cases, students will be notified accordingly.*

EDCO 201 Tuesday/Thursday SAMPLE Calendar – Fall 2019

(C = Class location at WU and F = Field location/school site)

Wk	Day	Loc	Topic	Assignment Due (Prior to arrival to class unless noted)
1	T Aug 20	C	<p>Introduction to Course: overview of content, assignments, logistics, intro form for host teacher</p> <p>Disposition and Host Teacher Evaluation</p> <p>Introduction to the field of ESL and English Learners (ELs)</p> <p>Acculturation Stages <i>Candidates will learn the stages and common experiences of ELs as they pass through the stages</i></p>	
	TH Aug 22	C	<p>Variety among Culturally and Linguistically Diverse students <i>Candidates will read, view and discuss video interviews/memoirs of ELs, and read other information about the characteristics of ELs and terms associated with ELs.</i></p>	<p>Readings</p> <p>Introduction to Host Teacher</p> <p>Student Diversity – CLD Station Group Summary (completed in class with group)</p>
2	T Aug 27	C	<p>Strategies for Teaching Content to the ELs Strategies center on the 5 Principles of Effective Instruction. These 5 Principles will be referred to and modeled throughout the course. Candidates will reflect on models of effective strategies and justify the instructors' choices. Some discussion and analysis will accompany each demonstration so that candidates will learn how and why to select certain strategies for various linguistic needs and to provide varying degrees of linguistic scaffolding for access to content area academic language (to include vocabulary, syntax, and discourse).</p>	Readings
	TH Aug 29	C	<p>Strategies for Teaching Content to the ELs continued</p>	Readings Class Discussion Synthesis
3	T Sep 3	C	<p>Legal, Political, and Social Issues for ELs and their Families <i>Candidates will review and discuss readings in light of current political/national/local climate and attitudes toward immigration, citizenship, etc. Activities will include "what-if" scenarios and vignettes that present an array of experiences among ELs and their families.</i></p>	Online Module on Legal Precedents Impacting ELs
	TH Sep 5	C	<p>Language Acquisition Stages, Process, and Theory <i>Candidates will read current theories on how language is acquired including the stages and processes. Candidates will learn to identify the difference between social language and academic language, even when it is not part of the specific vocabulary/syntax/discourse of the content area.</i></p> <p>Preparation for Field Days and Case Study Part A</p>	Readings

Wk	Day	Loc	Topic	Assignment Due (Prior to arrival to class unless noted)
4	T Sep 10	F	Field Day 1 Field task: Identify, Observe, and Interview the EL for your Case Study <i>Under the direction of a host teacher, candidates will observe and shadow an EL for two or more class periods, looking at levels of language proficiency, social integration, and academic skills. Candidates will interview the EL and school personnel.</i>	Bring Teacher Candidate Introduction attached to Field Expectations Chart 5 Principles Content Strategy Activity by 11:00 p.m. on Blackboard
	TH Sep 12	F	Field Day 2 Field tasks: 1) Analyze EL for Case Study using stages of Language Acquisition & Acculturation, and (2) Begin discussion and planning for coteaching session. <i>Candidates will (in conjunction with the host teacher and/or the ESL teacher) continue to gather and analyze observational and progress monitoring data.</i>	
5	T Sep 17	F	Field Day 3 Field Task: Develop plans for coteaching session. <i>Candidates will develop plans and create or collect appropriate materials/resources in preparation for coteaching during one of the next visits. The host teacher and candidate will begin to assign responsibilities for both the cotaught lesson and preparation (tasks, means of communication, and timing).</i>	Case Study Part A Due by 11:00 p.m. on <u>Wednesday September 18th</u> --- on <i>Via</i>
	TH Sep 19	C	Language Acquisition Stages, Process, and Theory continued Preparation for Case Study Parts B-F	Test on Legal, Political, and Social Issues during class
6	T Sep 24	F	Field Day 4 Field Task: Develop plans for coteaching session. <i>Candidates will finish developing plans and create or collect appropriate materials/resources in preparation for coteaching on the next visit. Responsibilities for the host teacher and candidate (for both the cotaught lesson and preparation) will be clearly delineated at this point.</i>	Case Study Part C Lesson Plan – Develop this during field with your host teacher if planning to teach during 5 th field visit.
	TH Sep 26	F	Field Day 5 Field Task: Complete coteaching; conduct post assessment (as appropriate) <i>Candidates will continue/complete coteaching task and will begin to or complete assessment of the EL to determine the potential effects of the chosen strategy. Candidates will then reflect (through a discussion with the host teacher) on the experience of the EL as well as their own reactions to coteaching, teaching, and assessing learning outcomes for the EL. (Candidates will take notes during/after this discussion to develop their reflections [see rubric for Case Study].)</i>	Case Study Part C Lesson Plan – Develop this during field with your host teacher if planning to teach during 6 th field visit.

Wk	Day	Loc	Topic	Assignment Due (Prior to arrival to class unless noted)
7	T Oct 1	F	<p>Field Day 6 Field Task: Complete coteaching; conduct post assessment, discuss (as appropriate) <i>Candidates will continue/complete coteaching task and will begin to or complete assessment of the EL to determine the potential effects of the chosen strategy. Candidates will then reflect (through a discussion with the host teacher) on the experience of the EL as well as their own reactions to coteaching, teaching, and assessing learning outcomes for the EL. (Candidates will take notes during/after this discussion to develop their reflections [see rubric for Case Study].)</i></p>	<p>Optional: Bring draft of Case Study Parts B-F for consultation with instructor</p> <p>Prior to leaving Field – Complete the Early Clinical Field Evaluation AND Log all hours in Via</p>
	TH Oct 3	C	<p>Services and Programs for English Learners <i>Using their knowledge of acculturation and language acquisition, candidates will read about and analyze different ESL services and programs available for ELs in the U.S.</i></p> <p>Final Exam Review There will be a comprehensive final exam on Tuesday October 8th at 8:00 a.m.</p>	<p>Case Study Parts B-F Due by 11:00 p.m. on <u>Friday October 4th</u> ----on Via</p>
8	T Oct 8	C	<p>Final Exam</p>	<p>Complete Disposition Self-Assessment in Via before arrival to exam</p> <p>Complete Course Evaluation</p>

The instructor may find it necessary to make changes in the calendar after the course begins and reserves the right to do so. In such cases, students will be notified accordingly.