
ESOL Curriculum, Methods & Assessment: Early Childhood

Mondays, Periods 5th-7th (11:45 am-2:45 pm), G513

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Course Description

This course builds on students' knowledge and skills developed in the Early Childhood UEP ProTeach program related to English language learners (ELLs). It will extend their understanding of ways that language and culture affect second language learners' participation and learning in the early childhood classrooms. The focus of this course is for students to develop the ability to plan and teach in a regular classroom that is comprised of native English speakers and ELLs. Students will learn to connect instructional objectives for language development with appropriate and challenging curriculum content, materials, and assessments to create meaningful and equitable learning environments for bilingual children.

Course Objectives

- Students will understand legal obligations and responsibilities for educating language learners (ELLs) in the United States and Florida.
- Students will be able to identify the various program options that can be implemented for ELLs.
- Students will articulate the theories of second language acquisition and culture and apply these to mainstream classroom settings with ELLs.
- Students will demonstrate the ability to identify and apply aspects of curriculum planning and implementation for ELLs.
- Students will demonstrate the ability to identify and implement effective strategies for second language and literacy development.
- Students will demonstrate the ability to identify and implement appropriate assessments for ELLs.

Required Textbook

Roberts, T.A. (2017). *Literacy success for emergent bilinguals: Getting it right in the PreK-2 classroom*. New York: Teachers College Press.

Course Website

Additional class information, announcements, and assignment submissions will be communicated via our online course module in Canvas, which can be found at <http://online.education.ufl.edu/>. You are responsible for checking the website for updates. All assignments should be uploaded to Canvas unless otherwise indicated by the instructor.

Additional Required Readings

Additional required course reading materials will be available on the Course Website.

Class Preparation

For this course, you will be asked to read, prepare, review, and explore certain reading assignments for class. The expectations are as follows:

Prepare – You are expected to practice active reading of the assigned materials and be able to contribute key information and important points of the readings in classroom discussions, i.e., answer basic questions about the reading/viewing, present main ideas, and/or give a brief summarization.

Review – Sometimes readings/viewings are assigned for your review. We assume that you have read about this topic (or even this article) before in other classes. We expect you to be able to apply the content to working with ELLs.

Explore – This is for website and resource activities. When you visit the assigned websites, you will navigate through the various links and tabs offered on at the site and identify information that you found interesting or useful for a teacher, classroom, or community.

Useful Websites/Resources

Colorín Colorado: Available online at www.colorincolorado.org.

Judy Hayes - Everything ESL. <http://www.everythingsl.net/>

Kagan Structures. Available at

http://www.pblearning.com/uploads/4/7/9/6/4796041/kagan_strats.pdf

Teaching Diverse Learners. Available online at

<http://www.brown.edu/academics/education-alliance/teaching-diverselearners/>

Teaching English Language Learners in the Mainstream Classroom. Available at

<http://ells.wiki.farmington.k12.mi.us/>

WIDA. Available online at <http://www.wida.us>.

Frankfurt International School - Frequently asked Questions about Working with ESL students:

<http://esl.fis.edu/teachers/support/faq1.htm>

Course Assignments

Below are general descriptions of the assignments for this course. More detailed information will be provided for each assignment in class and on the Canvas site. See AGENDA for submission deadlines.

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check CANVAS for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through Gatorlink email. Please remember that the any changes reflected on CANVAS will be the most updated information

I. Field Experience (15% of your grade)

An important part of the course is the opportunity to work directly with ELLs in a classroom with a teacher who is ESOL certified or ESOL endorsed. You must spend minimally 10 hours in the classroom working with ELLs. This can be individual tutoring or small group instruction, depending on the classroom context. You will be asked to keep a log for every visit you make. We will try to place as many students as possible at the elementary level, but sometimes secondary/adult placements are necessary.

You may also arrange for your own placement as long as (1) you are working with a student who has been formally identified as ELL, (2) your supervising teacher has the ESOL endorsement, and (3) your supervising teacher has a supervision certificate.

As part of your field experience, you should be prepared to:

(1) Document your experience

- a. Submit a **Field Experience Log** showing the times/days that you worked in the ESOL setting. This handout is available on the course Canvas site. Please note that this is an important document for our records. Students who forget to submit this form at the end of semester will be penalized 10 points off their final grade total.
- b. Maintain a **Field Experience Work Journal** on Canvas. Postings should be made for each time you log your ESOL hours for this course. In your postings, provide the following information:
 - Time, date, duration, and context of the field experience
 - Description of a pedagogical applications of what we have learned in class and why you selected this approach;
 - Description of the impact that it had on student learning and how you assessed this impact.
 - Next steps: what did you learn and what will you do next if you were to work with this student again?

(2) Discuss your experience

Specific weeks have been designated (see Course Agenda) for both open and structured discussions about your field experiences (to date).

(3) Reflect on your Experience

Write a 4-5 page **Field Experience Reflection Essay** in which you look back on the course and your 10 hours (or more) experiences and reflect on what you learned. Use the following as your

guiding questions (each question should be addressed). We expect you to reference specific instances from your field experiences (i.e., based on your Work Journal) and explicit connections with the materials discussed in class.

- Based on your experiences, what are the most important things for early childhood educators working with ELLs to understand and be able to do in their classrooms?
- Based on your experiences, what are the lessons you take with you as a future teacher of ELLs? What are things you will be sure to do/not do?

II. Instructional Decision Making (45% of your grade)

A major focus of this course is to build your ability to consider your lessons in light of ELLs at different proficiency levels and make sound instructional decisions for ELLs in your classroom. There are different assignments to help you build these skills.

(1) Planning for ELLs – Lesson Plan (LiveText 1)

One of the major goals of the course is to help you build skills to develop appropriate lesson plans for ELLs at different fluency levels. In order to scaffold this skill you will be asked to work and refine one core lesson plan, each time focusing on specific aspects of lesson planning for ELLs in two scaffolded cycles. The lesson plans will increasingly make more demands on you to integrate multiple levels lesson planning. You may use previously developed lesson plans as long as you indicate the changes you made for the purpose of these assignments.

To prepare: Select a topic/theme that you want to develop as a lesson.

Within that theme/topic select one fiction or non-fiction text appropriate for a particular grade level. Prepare a lesson to use this text in a classroom where there are native English speakers and at least **three ELLs at different proficiency levels (use the WIDA Levels to describe your ELLs)**.

We recommend you use the lesson plan format used in the program. The lesson plan should minimally include the following components: (1) Information about grade, focus subject, and the ELLs; (2) content and language objectives and reference to standards as appropriate; (3) pre-, during, and post-reading activities for content and language development (including prior knowledge activation; vocabulary selection and development); and (4) an assessment of your all your learning objectives.

Cycle 1 Focus: Lesson Plan Selection, Comprehensible Input, Vocabulary, and Oral Language Development (25% of grade)

Part A: Lesson Plan & Self-Assessment. For this part, draft a complete lesson plan (or use one from your internship or another class) that includes all the components listed above. For the purpose of this assignment, you will particularly pay close attention to **prior knowledge activation, background knowledge building, and comprehensible input.**

You will submit this LP on Canvas with a self-assessment as to how you addressed these three components (rubric will be provided).

Part B: Lesson Plan & Peer Review. For this assignment, you will use the same lesson plan as you initially drafted in Cycle 1. For this part, the focus is on **language objectives, vocabulary development, oral language development, and grouping strategies.**

After you have refined your lesson plan by applying what you have learned in class, ask a classmate for a peer review of your lesson plan on the six components from **both** parts (Part A and Part B) (a detailed rubric will be presented in class). Make revisions based on this peer review and submit (1) your original lesson plan [Prior to Part A], (2) Your Part B Lesson Plan with the peer review rubric filled out; and (3) your revised lesson plan [post peer review]. Time will be set aside in class for you to do the peer review. Your Part A self-assessment (5%) and Part B lesson plan and your submissions (15%) will be assessed with a grade.

Cycle 2 Focus: Scaffolding for Academic Language, Literacy Development, Materials and Resources, and Assessment (20% of grade). For this assignment, you will use the same lesson plan as you initially drafted. For Cycle 3, you will once more refine the lesson with attention to **academic language development beyond vocabulary, literacy development (reading and writing), materials and resources, and assessment.** You will submit (1) your final Lesson Plan (15%); (2) a self-assessment as to how your lesson plan provides evidence of the criteria in the rubric (5%); and (3) an overall reflection on how you approach lesson planning for ELLs (10%). The reflection statement should chronicle the changes you made in each cycle (take a careful look at your pre/post lesson plans) – what changes did you make and why? How did those changes align (1) with effective practices for curriculum and instruction and (2) with effective and fair assessment practices for ELLs at different proficiency levels?

More details will be handed out in class and will be available on the Canvas site.

This is a **LiveText** Key Task. For the purpose of **LiveText**, the lesson plan will be rated as follows:

- ✓ **Accomplished.** The candidate consistently demonstrates knowledge of and the ability to apply knowledge about domains and standards addressed in this course. (Score of 90 or above).
- ✓ **Developing.** The candidate demonstrates developing knowledge and ability to apply knowledge the domains and standards addressed in this course. (Score of 80 or above).
- ✓ **Unsatisfactory.** The candidate demonstrates little or no knowledge of or ability to apply knowledge about the domains and standards addressed in this course. (Score of 79 or below).

(2) Planning for ELLs – Exam (LiveText 2) (10% of your grade)

There will be one exam that will cover the materials discussed in class with a particular focus on Domains 1 and 2 of the ESOL Professional Development standards. The exam will draw from your work on the lesson plans and will take place the final class of the semester.

The exam is LiveText Key Task. For the purpose of the LiveText, the exam will be rated as follows based on the average score of both exams:

- ✓ **Accomplished.** The candidate consistently demonstrates knowledge of and the ability to apply knowledge about domains and standards addressed in this course. (A combined score of 90 or above).
- ✓ **Developing.** The candidate demonstrates developing knowledge and ability to apply knowledge the domains and standards addressed in this course. (A combined score of 80 or above).
- ✓ **Unsatisfactory.** The candidate demonstrates little or no knowledge of or ability to apply knowledge about the domains and standards addressed in this course. (A combined score of 79 or below).

(3) Teaching Demonstration (10% of your grade)

The purpose of this assignment is to provide you with an opportunity to practice what you have been learning in class and receive feedback. You will choose one specific ESOL focused strategy and prepare a demonstration for the class. This will be a group activity. More detailed description will be given in class.

III. Participation/Attendance/Short Reading Reflection (15% of your grade)

You are expected to attend all classes. Part of your grade will be determined by your classroom participation, which requires not only that you attend class, but also that you are actively engaged with the course content and activities while in class. Unexcused absences for a class or for part of the class and/or unprofessional conduct (non-participation, tardiness, distracting behavior, or **use of technology for non-classroom purposes**) will be reflected in your final grade. If you are going to be absent, please email the instructor ahead of time to let him/her know that you will not be attending class.

LiveText Assessments**Uniform Core Curriculum – College of Education LiveText System for Florida Educator Accomplished Practices (FEAPs), Reading Competencies, and ESOL Standards:**

The state of Florida requires all entry-level educators to master the knowledge, skills and dispositions of the Florida ESOL Performance Standards. The LiveText tasks for this course assess **Domains 1 and 2 through the Exam** and **Domains 3, 4, and 5 through a lesson plan assignment** of the **Florida ESOL Performance Standards**. To pass this course you must

successfully complete the two **key tasks** for this course and receive a rating of **Developing or Accomplished**. **No exceptions** will be made to this rule, even if you do not plan to teach after graduation. Students who receive an **Unsatisfactory** rating will be offered a chance to redo the Key Task or, in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily will receive an incomplete.

In addition, there are **Florida Reading Endorsement Competencies** that each entry-level educator must meet in order to fulfill program requirements and seek state certification. This course addresses reading competencies for which you will complete key tasks as a measurement of mastery of each indicator. For each key task, your performance will be rated as “**Unsatisfactory**” or “**Accomplished**.” To pass this course, you must complete successfully all the tasks and receive a rating of “**Accomplished**.” As with the ESOL Performance Standards, **no exceptions** are made to these rules, even if you do not plan to teach after graduation. Students who receive an “**Unsatisfactory**” rating will have the opportunity to redo a Key Task or remediate and in some cases, complete a comparable task assigned by the instructor. Students who do not complete their alternate work with a rating of “Developing” or higher will receive either an “Incomplete” or a failing grade for the course and must repeat it later.

Reading Endorsement Competency

For students who are seeking the reading endorsement, the rating guide framework below will be used to evaluate your performance on tasks assessing specific Florida Reading Endorsement Competency Indicators covered in this course. The language of each indicator completes the statements. For more information, please visit the LiveText Student Portal.

Accomplished	The candidate demonstrates knowledge of how to _____. The candidate is prepared to apply this skill in a practical setting.
Unsatisfactory	The candidate demonstrates little knowledge of how to _____.

Course Assessment

Grade Value	Description
15%	Participation/Reading Reflection/Attendance
15%	Field Experiences Report
	<i>Instructional Decision Making:</i>
45%	• Lesson Plan (2 Cycles)
15%	Exam
10%	Teaching Demonstration
Total 100%	

Grading Scale

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

A	93-100%	C	73-76.99%
A-	90-92.99%	C-	70-72.99%
B+	87-89.99%	D+	67-69.99%
B	83-86.99%	D	63-66.99%
B-	80-82.99%	D-	60-62.99%
C+	77-79.99%	E	Below 60

*For greater detail information on the meaning of the letter grades and university policies related to them, see the Registrar's Grade Policy regulations at <http://www.registrar.ufl.edu/staff/grades.html>

Late Work Policy

Be sure to pay close attention to deadlines. There will be no make-up assignments or late work accepted without a serious and compelling reason and prior instructor approval.

Grades in Canvas

Please note that the average grade that is provided in Canvas is not your final grade. Grades that you can view in Canvas only reflect the graded assignments that were submitted online.

Hardcopy submissions or participation grades are not calculated in the overall grade shown online.

Course Policies

Spring Break Policy

Students who are working in local schools and pre-schools will notice that the Alachua County public school calendar for spring break does not correspond with the academic calendar for UF. Although classes are suspended for public schools and many pre-schools, as UF students, this course will adhere to the UF academic calendar.

Professionalism:

At the School of Teaching & Learning, we assume that you will approach this class with a professional attitude and demonstrate professional behavior toward yourself, your peers, and the instructor. This includes but not limited to: timeliness; being prepared to discuss the readings; making positive contributions to large and small group discussions in class; collaborating outside of class with your group members; not engaging in disruptive and/or distracting behaviors in class (*including the use of electronic devices for non-classroom work*); and submitting thoughtful and original work.

Classroom Participation:

In this class, there is a great deal of emphasis on interactive learning and group work. For this reason, it is imperative that you attend all classes. Part of your grade will be determined by your classroom participation, which requires not only that you arrive on time for class, but also that you are actively engaged with the course content and activities while in class. Unexcused absences for a class or for part of the class and/or unprofessional conduct (non-participation, tardiness, distracting behavior, or use of technology for non-classroom purposes) will be reflected in your final grade. If you are going to be absent, please email the instructor ahead of time and be prepared to provide appropriate documentation for an excused absence (e.g., a doctor's note).

University Policies and Statements**Accommodations for Students with Disabilities:**

The College of Education is committed to providing reasonable accommodations to assist students in their coursework. Students requesting classroom accommodation should first register with the Disability Resource Center (352.392.8565 or www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Counseling and Student Health:

Students with academic concerns related to this course should contact the instructor in person or via email. If you find that you have trouble keeping up with assignments or other aspects of the course, please be proactive in informing the instructor when difficulties arise during the semester so that we can help you find a solution. Students may also occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with the instructor and/or to seek confidential assistance at the UF Counseling & Wellness Center (352.392.1575). Please visit their website for more information at <http://www.counseling.ufl.edu>. Also, crisis intervention is always available 24/7 from the Alachua County Crisis Center at 352.264.6789

Honesty Policy:

As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." All students are required to abide by the Academic Honesty Guidelines set forth in the University of Florida Rules - 6C1-4

Student Affairs, 6Cl-4.017 Student Affairs: Academic Honesty Guidelines. The following website contains details covering the academic honesty guidelines:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Plagiarism:

Believe it or not, plagiarism has become an issue for some students each semester. Be aware that plagiarism includes copying and pasting in text from PowerPoints and other class materials into your own papers or assignments (e.g., lesson plans). Plagiarism, in one or more instances, on any assignment will result in 0 points for that assignment.

Class Attendance, Make Up Exams, and Other work: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Online Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at: <https://evaluations.ufl.edu>. Evaluations are typically opened during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary of these assessments are available to students at: <https://evaluations.ufl.edu/results>.

TEACHER PREPARATION STANDARDS
Florida ESOL Performance Standards

Domain 1: Culture

- ❖ ***Standard 1: Culture as a Factor in ELLs' Learning:** Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.*

Performance Indicators

- 1.1.a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
- 1.1.c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.
- 1.1.e. Understand and apply knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils (PLC)).
- 1.1.f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

Domain 2: Language and Literacy

- ❖ ***Standard 1: Language as a System:** Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs' acquisition of English in order to learn and to read, write, and communicate orally in English.*

Performance Indicators

- 2.1.b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs' development of listening, speaking, reading, and writing (including spelling) skills in English.
- 2.1.c. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.
- 2.1.d. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.

- ❖ ***Standard 2: Language Acquisition and Development:** Teachers will understand and apply theories and research on second language acquisition and development to support ELLs' learning.*

Performance Indicators

- 2.2.b. Recognize the importance of ELLs' home languages and language varieties, and build on these skills as a foundation for learning English.

- ❖ ***Standard 3: Second Language Literacy Development:** Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs' learning.*

Performance Indicators

- 2.3.a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.
- 2.3.b. Demonstrate understanding of similarities and differences between L1 (home language) and L2

(second language) literacy development.

2.3. c. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs' learning.

2.3.d. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' L2 literacy development in English.

2.3.e. Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.

Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

- ❖ *Standard 1: ESL/ESOL Research and History: Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.*

Performance Indicators

3.1.b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.

3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

- ❖ *Standard 2: Standards-Based ESL and Content Instruction: Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.*

Performance Indicators

3.2. a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.

3.2.d. Provide standards-based instruction that builds upon ELLs' oral English to support learning to read and write in English.

3.2.e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.f. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.

3.2. g. Develop ELLs' writing through a range of activities, from sentence formation to expository writing.

3.2. h. Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).

3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.

3.2. k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

- ❖ *Standard 3: Effective Use of Resources and Technologies: Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.*

Performance Indicators

3.3.a. Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.

3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.

3.3.c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.

Domain 4: ESOL Curriculum and Materials Development

- ❖ *Standard 1: Planning for Standards-Based Instruction of ELLs Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs: The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.*

Performance Indicators

4.1.a. Plan for integrated standards-based ESOL and language sensitive content instruction.

4.1.c. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.

- ❖ **Standard 2: Instructional Resources and Technology:** *Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.*

Performance Indicators

4.2.a. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.

4.2.b. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy.

4.2.c. Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.

Domain 5: Assessment (ESOL Testing and Evaluation)

- ❖ *Standard 1: Assessment Issues for ELLs: Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels.*

Performance Indicators

5.1.b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.d. Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.e. Distinguish among ELLs' language differences, giftedness, and special education needs.

- ❖ *Standard 2: Language Proficiency Assessment Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and*

at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

Performance Indicators

5.2.b. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.

5.2.c. Use multiple sources of information to assess ELLs' language and literacy skills and communicative competence.

- ❖ **Standard 3: Classroom-Based Assessment for ELLs:** *Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.*

Performance Indicators

5.3.a. Use performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development.

5.3.b. Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.

5.3.c. Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.

5.3.d. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.

5.3.e. Assist ELLs in developing necessary test-taking skills.

5.3.f. Assess ELLs' language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

READING STANDARDS

- ❖ **Competency 1: Foundations of Reading Instruction:** *Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.*

Specific Indicators:

1.B.5. Recognize the importance of English language learners' home language and their significance for learning to read English.

1.C.5. Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.

- ❖ **Competency 2: Application of Research-Based Instructional Practices:** *Teachers will scaffold student learning by applying the principles of research-based instruction and integrating the six components of reading. Teachers will engage in the systematic problem solving process.*

Specific Indicators:

2.G.5. Demonstrate understanding of similarities and differences between home language and second language reading development.

- ❖ **Competency 3: Foundation of Assessment:** *Teachers will understand how to select and administer appropriate assessment and analyze data to inform reading instruction to meet the*

needs of all students. Teachers will engage in the systematic problem solving process.

Specific Indicators:

3.9: Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.

- ❖ **Competency 4: Foundations and Applications of differentiated Instruction:** *Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices of differentiating process, product, and context. Teachers will engage in the systematic problem solving process.*

Specific Indicators

4.2. Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.

4.10. Differentiate reading instruction for English language learners with various levels of first language literacy.

Spring 2018 Tentative Course Schedule (Subject to change)

CLASS	TOPICS	STANDARDS		READING ASSIGNMENT	ASSIGNMENTS
		ESOL	READING		
Week 1 (Jan 8)	Welcome & Introduction –Who are ELLs? –What acronyms do we use for them? –Florida policy context	3.3.a 3.3.b		Syllabus & Agenda “What ELLs wish teachers knew” “Teacher voice: Dual language approach...”	
Week 2 (Jan 15)	No class meeting (Martin Luther King’s Day) ONLINE CLASS: Coady (2013) Roberts (2017) Ch. 1				Online work: Florida Consent Decree Reflection Week 2
Week 3 (Jan 22)	Bilingual learners: –How do children acquire two or more languages?	1.1.a 1.1.c 2.3.a 2.3.b 2.3.c 2.3.d 2.3.e		Roberts (2017) Ch. 2 Harding & Riley (1986)	Reflection Week 3
Week 4 (Jan 29)	What facilitates L2 learning in school?	1.2.a 1.1.c 2.3.a 2.3.b 2.3.c 2.3.d 2.3.e		Roberts (2017) Ch. 3 Levine & McCloskey (2009)	Reflection Week 4
Week 5 (Feb 5)	How do we provide access to our classrooms through comprehensible input?	3.1.b 3.1.c		Echevarria, Vogt, & Short (2012) Ch. 3 & 4	Demo- Total physical response Reflection Week 5
Week 6 (Feb 12)	How do we address ELLs’ language needs?	2.1.b 2.1.c 2.1.d 2.3.b 2.3.d 3.2.d 3.2.i 3.2.k		Roberts (2017) Ch. 4 Conteh (2012) WIDA Can Do & MPIs	Lesson Plan Cycle 1 Part A & self-assess. Demo- Visual scaffolding: Provide language support through visual images Reflection Week 6
Week 7 (Feb 19)	Language objectives: Meeting ELLs’ language needs	3.2.a 3.2.i 3.2.j 3.2.k	1.C.5, 2.D.2	Clancy & Hruska (2005) Donnelly & Roe (2010)	Demo- Realia strategies: Connecting language acquisition to the real world Reflection Week 7

Week 8 (Feb 26)	Higher Order Thinking (HOT) and ELLs: –More on WIDA	2.1.b 2.1.c 2.1.d 3.3.b, 3.3.c	1.B.6	Hill & Flynn (2008)	Lesson plan Cycle 1 Part B: Peer review Reflection Week 8
Week9 (Mar 5)	NO CLASS (Spring Break)				
Week10 (Mar 12)	Scaffolding emergent literacy	3.2.f 3.2.g 5.2.b 5.2.c 5.3.c		Roberts (2017) Ch. 5	Revised Lesson plan Cycle 1 Part B Demo- Using graphic organizers: Developing higher order thinking skills Reflection week10
Week 11 (Mar19)	Planning for ELLs: Oracy and vocabulary	1.1.f 2.1.b 2.2.b	1.B.6	Roberts (2017) Ch. 6	Reflection Week 11
Week 12 (Mar 26)	Advancing literacy	3.2.e 4.1.a 4.1.c 4.2.a 4.2.b 5.3.c	1.B.5 2.G.5 3.9 4.2 4.10	Roberts (2017) Ch. 7	Demo- Interactive read-aloud: Reading designed to support understanding Reflection Week 12
Week 13 (Apr 2)	Scaffolding for writing development	5.1.b 5.1.d 5.1.e		Schwarzer (2001) Barone & Xu (2008) Ch. 5	Demo- Interactive writing: Developing writing skills through active scaffolding Reflection Week 13
Week 14 (Apr 9)	Planning for ELLs: Issues related to assessment –Classroom based assessments –Difference vs. disability	1.1.e 5.3.a 5.3.b 5.3.c 5.3.d 5.3.e 5.3.f		Hamayan & Freeman (2006)	Lesson Plan Cycle 2 & self-assess. Reflection Week14
Week 15 (Apr 16)	Exam (LiveText 2)				
Week 16 (Apr 23)	Advocacy: Becoming a teacher of ELLs Class presentations			Roberts (2017) Ch. 8	Lesson Plan (Cycle 2) LiveText 1 Field experience report

Citations for the additional readings are the following:

- Barone, D. M. & Xu, S. H. (2008). Ch. 5. Encouraging all students to become writers. In *Literacy Instruction for English Language Learners Pre-K – 2*. New York: Guilford Publications.
- Clancy, M.E. & Hruska, B.L. (2005). Developing language objectives for English language learners in physical education classes. *Journal of Physical Education, Recreation and Dance*, 76 (4). 30-35.
- Coady, M. R. (2013). Using families' ways of knowing to enhance teaching and student learning. In E. S. Amatea (Ed.) *Building culturally responsive family-school relationships*: Pearson.
- Conteh, J. (2012). Ch.6. Assessing bilingual and EAL learners across the curriculum. In *Teaching bilingual and EAL learners in primary schools*: SAGE Publications.
- Donnelly, W. B., & Roe, C. J. (2010). Using sentence frames to develop academic vocabulary for English learners. *The Reading Teacher*, 64(2), 131-136.
- Echevarria, J., Vogt, M., & Short, D. (2013). Ch.3. Indicators of instruction: Building background. In *Making content comprehensible for English learners*. Boston, MA: Pearson.
- Echevarria, J., Vogt, M., & Short, D. (2013). Ch.4. Indicators of instruction: Comprehensible input. In *Making content comprehensible for English learners*. Boston, MA: Pearson.
- Harding, E., & Riley, P. (1986). Ch.4. The development of the bilingual child. In *The bilingual family: A handbook for parents*. Cambridge, UK: Cambridge University Press.
- Hamayan, E. & Freeman, R. (2006). Ch. 8. When challenges arise. In E. Hamayan & R. Freeman (Eds.) *English language learners at school: A guide for administrators*. Philadelphia: Caslon Publishing.
- Hill, J. D., & Flynn, K. (2008). Asking the right questions: Teachers' questions can build students' English language skills. *JSD Winter 2008*, 29(1), 46-52.
- Levine, L. N. & McClosky, M. (2009). Ch.2. Principles of integrated language teaching and learning. In *Teaching learners of English in the mainstream classroom. K-8. One class, many paths*. Boston, MA: Allyn & Bacon.
- O'Leary, S. (2008). Teaching Essential Vocabulary to English Language Learners. In Freeman, Y. & Freeman, D. (Eds.), *Achieving Literacy Success with English Language Learners: Insights, Assessment, Instruction*. (pp.125-140). Reading Recovery Council of North America.
- Schwarzer, D. (2001). Ch.3. Tension in Noa's literacy development. In *Noa's Ark: One Child's Voyage into Multiliteracy*. Portsmouth, NH: Heinemann.