FAMU [COLLEGE OF EDUCATION]

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

College of Education
PreK/Elementary Education
Tallahassee, Florida

COURSE OVERVIEW

COURSE NUMBER: TSL3080^W	**COURSE TITLE: INTRODUCTION TO ESOL**

COURSE CREDITS: 3	**CLOCK HOURS: 3**	**FIELD CLINICAL HOURS: 21**

DEPARTMENT/DIVISION/SCHOOL: COLLEGE OF EDUCATION	**PREREQUISITE: ADMISSION INTO TEACHER EDUCATION** **TEXT AND MATERIALS:** Govoni., et al. (2014). Preparing the way: Teaching ELLs in the K-12 Classroom. Edited by Jane Govoni; 2nd Edition. ISBN-13: 978-1465277299 Hammond (2014). Culturally Responsive Teaching and the Brain. ISBN-13: 978-1483308012 ***TASKSTREAM CODE:* TSL3080SPRING2020**
This course is part of the Quality Enhancement Plan (QEP) Writing Enhanced Curriculum (WEC). **This course is part of the ESOL infused curriculum.**	**#futureeducators** **#rattlereducators** **#strikefromthetop** **#strikehigher** **#WriteOnFAMU** **#FAMUCOE** **@FAMU_COE**

Course Type (check all that apply)

☒ Foundation	☒ ESOL Infusion	☐ Subject Matter	☒ Methods	☒ Technology	☒ Diversity

Assessment Level	☒ Initial	☐ Midpoint	☐ Mastery

FACULTY NAME: **Rebecca J. Blankenship, Ph.D.**	**TERM/YEAR: SPRING 2019**
OFFICE LOCATION:	**CAMPUS PHONE: #3749**

GEC-B SUITE 303			E-MAIL ADDRESS: rebecca.blankenship@famu.edu		
			DEPARTMENT PHONE: #3397		
Office Hours:	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
Other times by appointment	**CLASS**	8:00AM-12:00PM	**CLASS**	Other times by appointment	

Florida A&M University College of Education Conceptual Framework

The operation of the College of Education (COE) is founded on four thematic processes: 1. Commitment to Social Justice; 2. Collaboration & Strategic Partnerships; 3. Clinical Practice; and 4. Integration of Digital Media. The COE employs these processes to prepare its Teacher and Leadership Candidates to become *Transformative Teachers & Leaders*.

The College seeks to develop Candidates' knowledge, skills, and dispositions in alignment with the *Pillars of Effective Practice for the 21st Century Educator*. These pillars are: 1. Professional Expertise (Pedagogy & Content Knowledge); 2. Critical Inquiry; 3. Cultural Competence; and 4. Reflective Practice.

Program faculty draw upon a legacy of excellence and a commitment to teaching, research, and service in order to provide the highest quality of instruction and learning experiences for teacher and leadership candidates.

COURSE DESCRIPTION, PURPOSE, AND TEACHING PHILOSOPHY

This course is designed to introduce students to the underlying theories and principles that shape the field of ESOL. The legal and professional issues which have shaped and influenced the field will be explored. The course will focus on the theories of first and second language acquisition as well as the general study of language, communication, and literacy development related to classroom instruction and assessment for limited English students. Special attention will be given to the subsystems of language, role of language transfer, BICS and CALP, language pragmatics, and cultural issues in communication. This course is designed

for majors of elementary education, early childhood, special education, and English/language.

   As W.E. B. DuBois stated: "Education must not simply teach work – it must teach life." While the overall goal of this course is to teach you the underlying theories and principles of working with students whose first language is not English, your take away from this introductory course is to learn that teaching is more than just a mechanical process of delivering content. My hope is that by the end of this course, you understand that teaching English Language Learners (ELLs) is a multi-faceted, dynamic process that involves an array of emotional, cognitive, and social experiences that directly impact how you teach ELLs and, ultimately, how students learn content, while at the same time, learning English as a second language.

        As your professor, it is my primary responsibility to you to ensure you not only learn the content of this course but feel confident to employ those strategies with ELLs in your field experiences, internships, and future classrooms. I will be demonstrating this to you by using best teaching practices in which I draw from personal experiences as a former classroom teacher to provide you with a better sense of how to practically apply ESOL learning theories in an actual classroom setting. I will also model best practices not only in terms of teaching but also in professional demeanor to ensure your "buy-in" of the methods and theories taught throughout the course. If I am not authentic in my teaching, I cannot expect you to be authentic in your learning.

        I believe that we are both vested learners in the introductory ESOL course. Learning should be a reciprocal activity in which we mutually explore, actively discuss, and reflect on ideas throughout the course. Just as it is my responsibility to guide you through the course and ensure that we are meeting the benchmark requirements of the state for your ESOL Endorsement, you have the responsibility to take ownership of your learning and can demonstrate your commitment by engaging and challenging your classmates and me in dialogue inside the class and externally in the field experiences. Your mastery of this course's materials will be driven by your efforts toward taking that ownership by committing yourself to being an active and authentic participant in the class.

        Just as you will do with your future students, here, we are creating a mutual compact in which we commit ourselves to effective and sustained collaborations where we engage in collaborations that will help us communally grow as professionals. Not only will you become successful in progressing through the course content, your personal investment in your learning will serve you well as a future educator as you develop into a more reflective practitioner. As such, I will ensure to craft your learning experience around active and engaging activities in which our interactions will reflect my belief in you as future educators in a caring and safe environment.

COURSE LEARNING OBJECTIVES

TSL 3080 STUDENT LEARNING OUTCOMES

SLO	STUDENT LEARNING OUTCOMES	METHOD OF ASSESSMENT	ASSESSMENT ACTIVITIES/PRODUCT
1	CREATE AN ELL MODIFIED LESSON PLAN FOCUSING ON A PHONEME TAKEN FROM THE MULTICULTURAL TEXT SET ANCHOR TEXT	FORMATIVE: *IDENTIFY THE MAIN PHONEME FROM THE ANCHOR TEXT - CEC CO-CURRICULAR* SUMMATIVE: *CREATE THE PHONEMIC LESSON PLAN USING THE COE LESSON PLAN TEMPLATE WITH ELL MODIFICATIONS*	FORMATIVE: *MICROTEACHING LESSON #1 OF THE PHONEME WITH SAMPLE ELL MODIFIED ACTIVITY FOR PEER FEEDBACK – IN-CLASS WRITING, PEER REVIEW* SUMMATIVE: *FORMAL SUBMISSION OF LESSON PLAN FOR GRADING USING TASKSTREAM RUBRIC*
2	CREATE AN ELL MODIFIED LESSON PLAN FOCUSING ON SCAFFOLDING KEY VOCABULARY TAKEN FROM THE MULTICULTURAL SET ANCHOR TEXT	FORMATIVE: *IDENTIFY THE KEY VOCABULARY FROM THE ANCHOR TEXT – CEC CO-CURRICULAR* SUMMATIVE: *CREATE THE SCAFFOLDING LESSON PLAN USING THE COE LESSON PLAN TEMPLATE WITH ELL MODIFICATIONS*	FORMATIVE: *MICROTEACHING LESSON #2 OF THE SCAFFOLDED CONTENT WITH SAMPLE ELL MODIFIED ACTIVITY FOR PEER FEEDBACK - IN-CLASS WRITING, PEER REVIEW* SUMMATIVE: *FORMAL SUBMISSION OF LESSON PLAN FOR GRADING USING TASKSTREAM RUBRIC*
3	CREATE A GRADE AND ELL LEVEL APPROPRIATE MULTICULTURAL TEXT SET AROUND AN ELL'S SPECIFIC FIRST LANGUAGE, CULTURE, AND A DEFINED LITERARY THEME	FORMATIVE: *IDENTIFY AN ANCHOR TEXT THAT IS GRADE, CULTURE, AND LANGUAGE LEVEL APPROPRIATE FOR THE IDENTIFIED ELL – LIBRARY CO-CURRICULAR* SUMMATIVE: *CREATE THE MULTICULTURAL TEXT SET USING THE ANCHOR TEXT AS THE PRIMARY DOCUMENT FOR THE TEXT SET*	FORMATIVE: *POWERPOINT OR PREZI PRESENTATION OF TEXT SET TO CLASS FOR FEEDBACK/SUGGESTIONS-PEER EVALUATION* SUMMATIVE: *FORMAL SUBMISSION OF TEXT SET FOR GRADING USING TASKSTREAM RUBRIC*

4	IDENTIFY A CURRENTLY TRENDING ISSUE RELATED TO SOCIAL JUSTICE IN THE EDUCATION OF ELLS FOR A PROBLEM-SOLUTION RESEARCH PAPER	FORMATIVE: *IDENTIFY THE TRENDING THEME RELATED TO AN ISSUE OF SOCIAL JUSTICE IN ELL EDUCATION IN THE UNITED STATES* SUMMATIVE: *GATHER RESOURCES/CITATIONS TO SUPPORT THEME – LIBRARY CO-CURRICULAR*	FORMATIVE: *IN-CLASS WRITING, PEER EVALUATION, FEEDBACK* SUMMATIVE: *FORMAL SUBMISSION OF RESEARCH PAPER TO TASKSTREAM FOR GRADING WITH RUBRIC*
5	CREATE A THEMATIC CONTENT UNIT BASED ON THE ANCHOR TEXT SELECTED FOR THE MULTICULTURAL TEXT SET	FORMATIVE: *IDENTIFY ELL MODIFIED ACTIVITIES RELEVANT TO EACH SUBJECT AREA – LIBRARY CO-CURRICULAR* SUMMATIVE: *CREATE THEMATIC UNIT WITH ELL MODIFICATIONS*	FORMATIVE: *IN-CLASS WRITING, PEER EVALUATION, FEEDBACK* SUMMATIVE: *FORMAL SUBMISSION TO TASKSTREAM FOR GRADING WITH RUBRIC*
6	MAINTAIN A WEEKLY REFLEFTIVE JOURNAL BASED ON TOPICS COVERED IN CLASS IN ADDITION TO EXPERIENCES IN THE FIELD	FORMATIVE: *IDENTIFY TOPIC AND/OR EXPERIENCE* SUMMATIVE: *WRITE REFLECTIVE JOURNAL ENTRY*	FORMATIVE: *IN-CLASS WRITING, PEER EVALUATION, FEEDBACK* SUMMATIVE: *FORMAL SUBMISSION TO TASKSTREAM FOR GRADING WITH RUBRIC*

COURSE EVALUATION

ACADEMIC LEARNING COMPACT
1.   Content Knowledge/Subject Matter - Graduates will have a basic understanding of the subjects they teach and how a subject is linked to other disciplines as well as how content can be applied to real world integrated settings.

2.   Communication Skills – Graduates will demonstrate the ability and desire to remain current with development in the art of music and teaching, to make independent, in depth evaluations of their relevance, and use the results to improve oral and written communication skills, musicianship, teaching skills and competencies related to pedagogical content knowledge as established by the Florida Education Standard Commission.

3.   Critical Thinking Skills – Graduates will demonstrate the ability to reach logical conclusions based on the student-drive information that is derived from multiple sources and moral and ethical implications of policy options.

4.   Diversity - Graduates will use teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.

5.   Professional and Career Success (Role of the Teacher) – Graduates will demonstrate the ability to work with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students as well as maintaining personal and professional goals and becoming members of local, state and national professional educators' organizations.

Academic Learning Compacts (ALCs): This course falls under the courses offered in the undergraduate Teacher Education Program and is thus covered by the associated Academic Learning Compacts. ALCs answer three basic questions: What will students learn by the end of their academic programs? Have they learned what they have been taught by their professors? How do we measure these quantities? For details regarding the undergraduate Teacher Program ALCs, go to **http://www.famu.edu/index.cfm?Assessment&CurrentALCs** and click on Academic Learning Compacts.

TSL 3080 – COURSE GRADES/GRADING SCALE

CATEGORY	TOTAL POINTS	PERCENTAGE
CLASS PARTICIPATION	90	15%
CLASS ACTIVITIES	420	25%
REFLECTIVE JOURNAL	100	25%
OTHER	150	35%

GRADE POINT CATEGORY BY ASSIGNMENT   **TOTAL**

CLASS PARTICIPATION	*2 POINTS DAILY*	*@*	*45 DAYS* ⟶	*90*
CLASS ACTIVITIES	*10 ACTIVITIES*	*@*	*VARIOUS* ⟶	*420*
REFLECTIVE JOURNAL	*1 JOURNAL*	*@*	*100* ⟶	*100*
OTHER	*25 CEC HOURS*	*@*	*50 POINTS*	*150*
RESEARCH PAPER	*SOCIAL JUSTICE*	*@*	*100 POINTS*	

TOTAL POSSIBLE ⟶ 760

LETTER GRADE	POINT RANGE
A	760-681
B	680-601
C	600-521
D	520-441
F	440- BELOW

ASSIGNMENT EXPLANATION	POINT VALUE
CLASS PARTICIPATION – 2 POINTS DAILY	90
**1 POINT DEDUCTED FOR ABSENCES	
**1 POINT DEDUCTED FOR TARDIES	
DIGITAL BADGES/PROFESSIONAL DISPOSITION	50
KAHOOT/PLICKER QUIZZES	50
MULTICULTURAL TEXT SET	50
WEEKLY JOURNAL REFLECTIONS	100
MODIFIED LESSON PLAN – PHONOLOGY/LITERACY	30
TECHNOLOGY LESSON PLAN – SCAFFOLDING	30
THEMATIC UNIT PLAN WITH DIGITAL RESOURCE BANK	60
FIELD MANUAL/MINIETHNOGRAPHY/LAN. MATRIX	50
REFLECTIVE JOURNAL	100
25 CEC/CO-CURRICULARS	50
RESEARCH PAPER	100

TSL 3080 – COURSE ASSIGNMENTS/DUE DATES

ASSIGNMENTS DUE IN TASKSTREAM ARE HIGHLIGHTED IN RED
ASSIGNMENTS WITH THE "W" DESIGNATION INDICATE A WRITING INTENSIVE ASSIGNMENT

ASSIGNMENT NAME	DUE DATE
CLASS PARTICIPATION	DAILY
WEEKLY JOURNAL REFLECTION^W	WEEKLY
KAHOOT/PLICKER QUIZ #1	TBD – IN CLASS
KAHOOT/PLICKER QUIZ #2	TBD – IN CLASS
KAHOOT/PLICKER QUIZ #3	TBD – IN CLASS
KAHOOT/PLICKER QUIZ #4	TBD – IN CLASS
KAHOOT/PLICKER QUIZ #5	TBD – IN CLASS
RESEARCH PAPER/SOCIAL JUSTICE^W ****REQUIRED CO-CURRICULAR 1 – LIBRARY** ****REQUIRED CO-CURRICULAR 2 - WRC** ****PEER REVIEW #1** ****PEER REVIEW #2**	**03/30/2020**
MODIFIED LESSON PLAN #1 – PHONOLOGY/LITERACY^W ****REQUIRED CO-CURRICULAR 1 – CEC** ****REQUIRED CO-CURRICULAR 2 - WRC** ****PEER REVIEW #1** ****PEER REVIEW #2**	**02/24/2020**
TECHNOLOGY LESSON PLAN #2 – SCAFFOLDING^W ****REQUIRED CO-CURRICULAR 1 – CEC** ****REQUIRED CO-CURRICULAR 2 - WRC** ****PEER REVIEW #1** ****PEER REVIEW #2**	**02/24/2020**
THEMATIC UNIT – WITH DIGITAL RESOURCE BANK^W ****REQUIRED CO-CURRICULAR 1 – LIBRARY** ****REQUIRED CO-CURRICULAR 2 - WRC** ****PEER REVIEW #1** ****PEER REVIEW #2**	**02/24/2020**

MULTICULTURAL TEXT SET^W   **02/24/2020**
**REQUIRED CO-CURRICULAR 1 – LIBRARY
**REQUIRED CO-CURRICULAR 2 - WRC
**PEER REVIEW #1
**PEER REVIEW #2

FIELD MANUAL WITH ENHANCED MINI-ETHNOGRAPHY ^W   **04/20/2020**
**REQUIRED CO-CURRICULAR 1 - WRC

REFLECTIVE JOURNALS^W   **04/20/2020**
**REQUIRED CO-CURRICULAR 1 - WRC

DIGITAL BADGES/PROFESSIONAL DISPOSITION   **04/20/2020**

TSL 3080 - TOPICAL OUTLINE AND COURSE CONTENT		
WEEK	**TOPIC**	**CLASS ACTIVITIES**
#1 **FIRST CLASS MEETING**	CHAPTER 1 ***ESOL HISTORY, POLICY, ACCESSIBILITY AND COMPLIANCE*** • Historical Overview of ESOL / Bilingual Education • Legal Issues and Policies Concerning LEP Students • TESOL Professional Organization, Standards, Programs, • Publications and Major Contributors in the Field. ***UNDERSTANDING THE IMPLICATIONS OF THE FLORIDA CONSENT DECREE*** • Florida Consent Decree • School Entrance for Students Born in Foreign Countries • Demographic Information: Florida K-12 LEP Students Timelines • Impact of the League of United Latin American Citizens (LULAC)	• **REVIEW COURSE EXPECTATIONS** • **LOG IN TO BLACKBOARD** • **LOG IN WITH USER NAME AND PASSWORD** • **CLICK THE COURSE TAB AT TOP OF PAGE** • **TYPE COURSE NUMBER (TSL 3080) IN COURSE SEARCH BOX** • **CLICK ELEMENTARY EDUCATION** • **FIND THE COURSE TSL 3080 AND CLICK "ENROLL"** • **YOU ARE NOW ENROLLED**

WEEK	TOPIC	CLASS ACTIVITIES
		  #futureeducators **#rattlereducators** **#strikefromthetop** **#strikehigher** **#WriteOnFAMU** **#FAMUCOE** **@FAMU_COE** *TASKSTREAM CODE:* *TSL3080SPRING2020* *Reflective Journal Entries due End of Week.*
#2	*UNDERSTANDING THE IMPLICATIONS OF THE FLORIDA CONSENT DECREE. (CH 1, CONT.)* **REVIEW OF FLORIDA STANDARDS AND EXPECTATIONS FOR ESOL** • 12 ESOL Performance Standards and 11 FTCE Competencies • Curriculum Frameworks for K-12 Inclusive of ESOL "K-12 Reading and Language Arts" Note: Inclusion of English Language Standards	**Power Point Presentation** *Reflective Journal Entries due End of Week.*

WEEK	TOPIC	CLASS ACTIVITIES
	• *NEW WIDA STANDARDS*	*Complete co-curriculars.*
#3	CHAPTER 6 - GOVONI *ANALYZING THEORIES OF SECOND LANGUAGE LEARNING* • Theories of Language Acquisition • Stages of language acquisition o Expectations and analysis of ELLs at each stage of language acquisition	**Video Presentation** *IMMERSION* **Power Point Presentation** *Reflective Journal Entries due End of Week.* *Complete co-curriculars.*
#4	*Theories of Second Language Learning (CH 6, cont.)* • Expectations and Analysis of ELLs at each Stage of Language Acquisition	**Video Presentation** *Non-verbal Communication* **Power Point Presentation** *Reflective Journal Entries due End of Week.* *Complete co-curriculars.*

WEEK	TOPIC	CLASS ACTIVITIES
#5	### CHAPTER 5 - GOVONI *UNDERSTANDING THE FUNDAMENTS OF APPLIED LINGUISTICS* Phonics and Phonology • Consonant Sound Production • English Vowels • Characteristics of Language Tone, Intonation, Stress Morphology : A Focus on Word Building Inflectional morphemes • Types of Morphemes • Verb Morphology Vocabulary Building • Vocabulary Development strategies Examining Phonemic Interferences between L1 and L2	**Video Presentation** *I Don't Know Where To Start* **Video Presentation** *Second Language Acquisition* **Power Point Presentation** *Reflective Journal Entries due End of Week.* *Complete co-curriculars.*
#6	*Theories of Second Language Learning (CH 6, cont.)* • Expectations and Analysis of ELLs at each Stage of Language Acquisition	**Video Presentation** *Phonemic Awareness and Phonics Instruction* **Power Point Presentation** *Reflective Journal Entries due End of Week.* *Complete co-curriculars.*
#7	### CHAPTER 5 - GOVONI *LESSON PLANNING FOR APPLIED LINGUISTICS - PHONETICS* • Writing Measureable Objectives for Different Levels of Language • Using Scaffolding Strategies for Applied Linguistics	**Video Presentation** *Phonemic Awareness and Phonics Instruction* **Power Point Presentation** *Reflective Journal Entries due End of Week.*

WEEK	TOPIC	CLASS ACTIVITIES
	• Applying Affective Filter and Comprehensible Input to Lesson/Activities.	*Complete co-curriculars.*
#8	## CHAPTER 5 - GOVONI *SYNTAX AND SEMANTICS* Syntax: Focus on Sentence Structure • Word Order • Prescriptive Grammar Rules • Examining Grammatical Interferences between L1 and L2 Semantics: A Focus On Word Meaning • Assigning Versus Containing Meaning • Denotation and Connotation • Concepts • Metaphors • Meaning Beyond The Word Level: Semantic Relations Examining Syntactic Interferences between L1 And L2	**Video Presentation** *Assessing ELLs* **Power Point Presentation** *Reflective Journal Entries due End of Week.* *Complete co-curriculars.*
#9/10	## CHAPTER 5 – GOVONI ## CHAPTER 5-7 – HAMMOND *LESSON PLANNING FOR APPLIED LINGUISTICS – SCAFFOLDING FOR LANGUAGE INTERFERENCE* • Writing Measureable Objectives for Different Levels of Language • Using Scaffolding Strategies for Applied Linguistics • Applying Affective Filter and Comprehensible Input	**Power Point Presentation** *Writing a Phonemic/Scaffolded Lesson Plan and Thematic Unit Plan* **THINK-PAIR-SHARE** *Phonemic Strategies for Lesson/Activities Applied to*

WEEK	TOPIC	CLASS ACTIVITIES
	## CHAPTER 12 - GOVONI ### *ASSESSMENT ISSUES FOR ELLS* • Purpose and Types Of Assessment • Assessment Procedures and Accommodations • Multiple Sources of Assessment • Language Proficiency Assessment ○ Apply Assessment Principles to Assess the Level of Language Acquisition • Using Checklists / Inventories Utilize the SOLOM Checkpoints as an Assessment Tool for the Applied Linguistics Activities	*Phonology and Morphology* *Reflective Journal Entries due End of Week.* *Complete co-curriculars.*

#11	## CHAPTERS 3, 4 – GOVONI
	## CHAPTERS 1-4 – HAMMOND
	### *TRANSFORMING CHALLENGES INTO OPPORTUNITIES: CULTURALLY PROFICIENT PARTNERSHIPS*
	
	• Elements of Culture
	    ○ Deep and Surface Culture
	    ○ Cultural Characteristics
	    ○ Culture and Learning styles
	        ▪ Cultural Factors that Influence Learning
	Culture, Language and Relational styles
		Power Point Presentation
		
		Reflective Journal Entries due End of Week.
		
		Complete co-curriculars.

#12	## CHAPTERS 8-9 – HAMMOND ### *EMBRACING CULTURAL DIVERSITY:* ### *IMPLICATIONS FOR THE CLASSROOM (CH3, 4 cont.)* • Cultural Proficiency • Becoming a Multicultural Educator • American Culture and Stereotypes • Cultural Implications for the Classroom	**Power Point Presentation** *Writing a Scaffolded Lesson Plan* **THINK-PAIR-SHARE** *Phonemic Strategies for Lesson/Activities Applied to Phonology and Morphology* *Reflective Journal Entries*

WEEK	TOPIC	CLASS ACTIVITIES
		due End of Week. *Complete co-curriculars.*
# 13	## CHAPTER 5 - GOVONI ***PRAGMATICS*** • Pragmatics: a focus on Communication in Context • Oral and written discourse • Discourse practices in non-American contexts • Cross-cultural discourse practices in writing	**Power Point Presentation** *Reflective Journal Entries due End of Week.* *Complete co-curriculars.*
#14	## CHAPTER 9 - GOVONI ***USING TECHNOLOGY WITH ELLS*** • Foundations for Technology • Impact of Technology on the 21st Century Classroom • Concepts and Applications for language learning • Technology-Mediated Communication • Just Google it!/Blogs/Vlogs/ Wikis/Podcasting/Video Sharing/Social Media	**Power Point Presentation** *Technology – Sharing Resources* *Reflective Journal Entries due End of Week.* *Complete co-curriculars.*
	## CHAPTER 9 – GOVONI, CONT. ***USING TECHNOLOGY WITH ELLS – LANGUAGE DEVELOPMENT*** Concepts and Applications for Language Learning	**Power Point Presentation** *Technology – Sharing Resources*

WEEK	TOPIC	CLASS ACTIVITIES
#15	• Technology-Mediated Communication • Is My Smart Classroom Really Smart? • Social Media Implications for Teachers • Technology and Teacher Evaluation	*Reflective Journal Entries due End of Week.* *Complete co-curriculars.*
#16	THE SEMESTER IN REVIEW • Completing the Picture • Standards and Objectives • Benchmarks and Procedures • Activities • Assessment of Learning Outcomes	**INDIVIDUAL GRADE REVIEW** **REPORTS FROM THE FIELD**
	FIELD MANUAL AND RESEARCH PAPER **REPORTS FROM THE FIELD** **SOCIAL JUSTICE RESEARCH IN ACTION**	

COURSE POLICIES

Syllabi are agreements between the instructor and the students. Information in the syllabus is subject to change. Students will receive written documentation and/or appropriate notification of changes made.

STUDENT CODE OF CONDUCT: Please familiarize yourself with the complete student code of conduct, found in "THE FANG" 2017-2019, starting on page 52 (http://www.famu.edu/StudentLife/STUDENT%20HANDBOOK%2001%2015%2018.pdf)

ACADEMIC HONESTY POLICY: The Academic Dishonesty section within the Student Code of Conduct is found on pages 55 and 56.

1. Cheating: using, attempting to use or giving unauthorized information or material in any academic endeavor. Cheating includes, but is not limited to, unauthorized possession and/or use of an examination, course related materials, cheat sheets, study aids or other information in an academic exercise; communication to another through written, visual, electronic or oral means; submitting the same academic work for credit more than once without the express written permission of the instructor; use of any materials or resources a faculty member has notified the student or class are prohibited.

2. Plagiarism may be specifically defined for the purposes of any course by the school, institute, or college involved. Unless otherwise defined, plagiarism shall include, but is not limited to: failure of the student to use another's work without any indication of the source and in so doing, conveying or attempting to convey that the work is the student's own; submitting a document or assignment in whole or in part that is identical or substantially identical to a document or assignment not written by the student; allowing another person to compose or rewrite an assignment or document.

3. A student who assists in any of the academic dishonesty violations mentioned above shall be considered equally as responsible as the student who accepts such assistance.

4. When the University's schools, colleges or institutes choose to internally address academic dishonesty violations, students should consult with the academic dean, director or program coordinator in the respective school, college, or institute for procedural information.

5. The penalties for academic dishonesty violations may include: reprimand, reduction of grade; denial of academic credit; invalidation of university credit or of the degree based upon such credit; probation; suspension; or expulsion. In addition to any other penalties that may be imposed, the individual or student may be denied admission or further registration, and the University may invalidate academic credit for work done by a student and may invalidate or revoke the degree based upon such credit if it is determined that the student has made false, fraudulent, or incomplete statements in the application, residence affidavit, or accompanying documents or statements in connection with, or supplemental to, the application for admission to or graduation from the University.

See full Academic Honesty policy at
http://www.famu.edu/BOT/Academic%20Honesty%20Policy%207.27.17.pdf

GRIEVANCE PROCEDURES: The College of Education has established specific academic grievance procedures that will be followed in the event of a grade dispute between a given student and instructor. A student must initiate the grievance procedure the semester immediately following the semester the dispute occurs. The grievance process will be utilized only after the student has conferred with the instructor and department chairperson in an effort to resolve the issue. Student grievances related to non-academic issues may be addressed by the procedures as set in http://www.famu.edu/education/College%20of%20Education-Academic%20Grievance%20and%20Student%20Complaint%20Procedures.pdf

UNIVERSITY ATTENDANCE POLICY: Students are expected to make the most of the educational opportunities available by regularly attending classes and laboratory periods. The university reserves the right to address individual cases of non-attendance.

Students are responsible for all assignments, quizzes, and examinations at the time they are due and may not use their absence from class as a plea for extensions of time to complete assignments or for permission to take make-up examinations or quizzes.

Absence from class for cause: (a) participation in recognized university activities, (b) personal illness properly certified, or (c) emergencies caused by circumstances over which the student has no immediate control may be excused by the dean or director of the unit in which the student is enrolled.

Specifically, the class attendance regulations will apply to all students as follows:

A student will be permitted one unexcused absence per credit hour of the course he or she is attending. A student exceeding the number of unexcused absences may be assigned the grade of "F." (http://www.famu.edu/index.cfm?Registrar&Registration)

University Class Attendance Regulations
Students are expected to make the most of the educational opportunities available by regularly attending classes and laboratory periods. The university reserves the right to address individual cases of non-attendance. A student will be permitted one unexcused absence per credit hour of the course he or she is attending. A student exceeding the number of unexcused absences may be assigned the grade of "F." Class attendance regulations apply to all students.

Students are responsible for all assignments, quizzes, and examinations at the time they are due and may not use their absence from class as a plea for extensions of time to complete assignments or for permission to take make-up examinations or quizzes. Absence from class for cause: (a) participation in recognized university activities, (b) personal illness, or (c) an emergency beyond the student control must be properly documented.

Summer Term Attendance Rules
Students entering Florida A&M University with fewer than 60 semester credit hours shall be required to earn at least 9 semester hours prior to graduation by attending one or more summer sessions. The University president or designee may waive the application of this regulation in cases of unusual hardship to the student. [BOG 6.016]
Summer terms may consist of two or more sessions. Courses offered during the summer sessions are organized to make them equivalent in content, method, and credit to those of a full semester. During summer term the university supplements the regular instructional program with credit and non-credit activities such as institutes, workshops, and conferences.

STUDENT DISPOSITIONS: As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor may fill out an assessment instrument for each student which will be turned in to the program coordinator and kept in the student's file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student's program coordinator. The severity of the behavioral deficiency will influence the coordinator's handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

POLICY STATEMENT ON NON-DISCRIMINATION: It is the policy of Florida A&M University that each member of the University community is permitted to work or attend class in an environment free from any form of discrimination including race, religion, color, age, disability, sex, sexual harassment, sexual orientation, gender identity, gender expression, marital status, national origin, and veteran status as prohibited by State and Federal Statues. This commitment applies to all areas affecting students, employees, applicants for admission and applicants for employment. It is also relevant to the University's selection of contractors, suppliers of goods and services and any employment conditions and practices (http://www.famu.edu/index.cfm?EOP&NON-DISCRIMINATIONPOLICYSTATEMENT).

AMERICAN WITH DISABILITIES ACT: The ADA provides civil rights protection for persons with disabilities. These rights are parallel to those rights that have been established by the federal government for women and minorities. A qualified individual with a disability cannot be denied admittance to participation in or benefit from goods services, facilities, programs, privileges, advantages, or accommodations at FAMU. Americans With Disabilities Act of 1990 (PL 101-336) Summary.

All employees and students requesting a reasonable accommodation under the Americans with Disabilities Act (ADA) must complete a Voluntary Self-Disclosure Statement and provide official documents pertaining to
disability(ies). (http://www.famu.edu/index.cfm?EOP&AmericanswithDisabilitiesAct(ADA)).

Students with disabilities and those who need special academic accommodations should register with the Center for Disability Access and Resources (CeDAR). The Center is located at 667 Ardelia Court, and the phone number is 850-599-3180. Upon registering with CeDAR, please

see the instructor and provide a copy of the letter indicating the type of accommodation needed. This should be done during the first two weeks of class. (http://www.famu.edu/index.cfm?cedar&ABOUTCeDAR)

ATTENDANCE POLICY

- **STUDENTS ARE EXPECTED TO STRICTLY ADHERE TO THE FAMU ATTENDANCE POLICY.** Attendance is mandatory and is reflected in your grade. Attendance also includes tardies.
- You are expected to arrive to class on time – if the class begins at 8:00 am, you are expected to be in the classroom prepared and ready to work before 8:00 am so that the most efficient use of class time can occur – there is no grace period for your arrival after the class begins.
- Persistent attendance issues will result in the following actions: 1. A verbal and written warning (via email) regarding your attendance; 2. Disposition to be included in your student folder; 3. If the problem persists, you will be withdrawn from the class and will have to repeat the course the following term.
- Missed assignments may only be made up for properly documented and excused absences. **MISSED ASSIGNMENTS MUST BE MADE UP WITHIN 24 HOURS OF THE MISSED CLASSTIME.**
- If you arrive to class late or leave early, it must be properly documented and fall under one of the absence for cause as articulated in your FAMU student handbook under the attendance policy. Failure to provide proper documentation will result in a 0 for class participation on the date in question.
- Students exceeding the number of unexcused absences may be dropped from the course and assigned the grade of "F". Students may be readmitted to the course with approval from the Dean and professor.

GRADING POLICY

- **STUDENTS ARE EXPECTED TO KEEP TRACK OF GRADES THROUGHOUT THE TERM.**
- Class time will not be used to discuss individual grades.
- All questions regarding grades should be submitted via email to include the following information – Class Name (TSL 3080), your name, the name of the assignment, and specific questions that you have regarding the grade.
- Your email will be returned in 24 hours upon receipt. If you have further questions, you may make an appointment during regular office hours to discuss.
- **YOU WILL NOT RECEIVE FULL CREDIT ON ANY ASSIGNMENT FOR SIMPLY "TURNING IT IN ON TIME."** Do not send me drafts of assignments to review. Asking me to grade assignments twice is unfair to me and your peers. Accordingly, points will be deducted from any critical assignments that require resubmission. All other course assignments will be graded **ONLY ONCE** and you will receive the original grade**.**
- Every student who registers for this course is on a path of matriculation towards graduation. As such, it is not necessary to inform me of your anticipated graduation date or the grade that you need or desire in order to achieve this goal. Everyone wants an A. Unfortunately, not everyone will earn this grade.

- **ALL CLASS ASSIGNMENTS MUST BE ORIGINAL WORKS.** Collaboration with classmates is encouraged. However, you are to work independently on all class assignments. You may not use assignments from other classes and "adapt" them to the assignments for this class. Failure to adhere to this policy will result in a 0 for the assignment and disposition to go into your student file.
- **WHEN COMPLETING ASSIGNMENTS, YOU ARE TO ADHERE TO THE RUBRICS AS SET FORTH IN TASKSTREAM.** Failure to explicitly follow the rubrics will result in deduction of points based on the specific language as described in the rubric.

CLASS COMMUNICATIONS
- **STUDENTS ARE EXPECTED TO CHECK EMAIL DAILY FOR UPDATES FROM TASKSTREAM AND BLACKBOARD.** All course information, announcements, and materials will be distributed in this manner. Therefore, if you miss an assignment because you did not check your email, you will receive a 0 for the assignment. It is the responsibility of the student to be proficient at using FAMU webmail, Taskstream, and Blackboard. Anytime you email me about this course, you MUST PUT THE NAME OF THE COURSE IN THE SUBJECT LINE.
- E-mail communication with the professor should be **PROFESSIONAL AND APPROPRIATE** and **FREE OF GRAMMATICAL, PUNCTUATION, AND SPELLING ERRORS**. These attributes will also be used when considering borderline grades. **I WILL NOT RESPOND TO UNPROFESSIONAL COMMUNICATION.**
- **PERSISTENT UNPROFESSIONAL BEHAVIORS WILL BE DEALT WITH VIA DISPOSITION AND ATTACHED TO YOUR PERMANENT FILE.** Avoid speaking when you do not have the floor. Do not engage in side conversations with people sitting near you which other students routinely find extremely annoying. Remain attentive to the business of the class at all times. At all cost, avoid speaking "under your breath" or making inappropriate noises or comments as this is highly offensive and unprofessional and will be regarded as such.
- **DURING FACE-TO-FACE MEETINGS WITH THE PROFESSOR, YOU ARE EXPECTED TO CONDUCT YOURSELF IN A PROFESSIONAL MANNER.** Your tone and language should be kept at a professional level. Should you not conduct yourself in such a manner, the meeting will be rescheduled with the Department Chair present.
- **THE PROFESSOR WILL RESPOND TO YOUR EMAILS WITHIN 24 HOURS OF RECEIPT.** Do not send multiple emails for the same issue. Emails should be sent Monday-Thursday between 8:00am and 8:00pm. Emails will not be answered after 8:00pm or Saturday/Sunday.

CLASS PARTICIPATION/TECHNOLOGY USE
- **STUDENTS ARE NOT TO WORK ON ASSIGNMENTS FROM OTHER CLASSES DURING THIS CLASS TIME.** Further, you are not to ask permission to turn in assignments late for this class because you are behind in another class. Failure to comply will result in loss of class participation points for the day and the professor from the other class will be contacted and notified of your actions.

- **ALL ELECTRONIC DEVICES SHOULD BE PUT ON VIBRATE (OR TURNED OFF) AND KEPT OUT OF SITE DURING CLASS TIME.** This includes leaving the device on your desk/table in plain view. Unless authorized by the professor during class time for use on a particular assignment, electronic devices are not to be used. Failure to comply with this policy will result in the following actions: 1. A verbal and written (via email) warning; 2. Deduction in class participation points; 3. Disposition to go into your student file.
- **YOU ARE NOT TO USE YOUR CELLPHONE/IPAD/TABLET AT ANY TIME TO TAKE PICTURES OF THE SCREEN DURING LECTURE PRESENTATIONS.** You are expected to manually write down the lecture notes on your own paper.
- **IN THE EVENT THAT YOU ARE ABSENT FROM CLASS, IT IS YOUR RESPONSIBILITY TO GET NOTES FROM A CLASSMATE.** You are precluded from making an appointment during office hours to get notes from class sessions that you missed.

COURSE CONNECTION AND CORRESPONDING STANDARDS

Pre-service Teacher Education majors, supported by trained faculty in the discipline of ESOL, will develop problem solving and critical thinking skills while exhibiting ethical behaviors and a value system reflective of an exemplary pre-professional teacher. The Candidates will provide evidence of professionalism while documenting issues of language acquisition and learning, appropriate classroom and instructional strategies, assessment and interventions for English Language Learners in both urban and rural settings.   Through the use of technology, discussions, assignments, demonstrations and field experiences, the pre-service teachers will reflect on various factors that impact the English Language Learners and their acculturation process and utilize appropriate strategies to lend support for academic success. The Candidates will apply their knowledge and experiences gained in planning, implementing, and evaluating curriculum and instruction as well as assessment that promote equal access to appropriate programming leading to academic success.

SELECTED CONCEPTUAL FRAMEWORK PROFICIENCIES

1.1 PROFESSIONAL EXPERTISE INSTRUCTIONAL DESIGN AND LESSON PLANNING		
1.1 FAMU Teacher Candidates apply an understanding of human development and learning in the design of rigorous, culturally relevant instruction that promotes mastery of the appropriate knowledge for all students.		
1.1.S.6	Designs lessons that include instructional accommodations or modifications for exceptional learners (e.g., special education, limited English proficient and gifted).	
1.1.S.7	Uses classroom materials/activities that reflect various kinds of diversity in the design of lessons.	
1.1.S.8	Employs standards-based lessons that build upon students' prior knowledge to facilitate mastery of learning goals for all students.	

1.2 PROFESSIONAL EXPERTISE
LEARNING ENVIRONMENT

1.2 FAMU Teacher Candidates maintain a student-centered learning environment that is positive, safe, equitable, collaborative, and inclusive of all students.

1.2.S.5	Adapts the learning environment to accommodate the needs and diversity of students.	

1.3 PROFESSIONAL EXPERTISE

INSTRUCTIONAL DELIVERY AND FACILITATION

1.3 FAMU Teacher Candidates use a deep understanding of the content, knowledge of best educational practices, and awareness of their students to deliver effective instruction and facilitate learning.

1.3.K.3	Knows the cognitive processes associated with various forms of learning and how these processes can be stimulated through effective instruction.	
1.3.K.7	Knows the learning theories that inform curriculum development and best practices for instruction.	
1.3.S.3	Uses active learning strategies to engage students in activities that promote critical thinking and problem-solving.	
1.3.S.13	Employs effective questioning techniques during instruction in order to deepen student understanding.	

1.4 PROFESSIONAL EXPERTISE

ASSESSMENT

1.4 FAMU Teacher Candidates employ a variety of traditional and authentic assessment strategies, including both formative and summative measures, to monitor student achievement, modify instruction, and make improvements

1.4.S.4	Checks for understanding before, during, and after instruction.	
1.4.S.8	Employs a variety of assessment strategies to accommodate various learning and communication styles.	

1.5 PROFESSIONAL EXPERTISE

CONTINUOUS IMPROVEMENT

1.5 FAMU Teacher Candidates consistently reflect on their practices, pursue personal and professional goals, and engage in professional development efforts to enhance instruction, promote student achievement, and improve schools

1.5.K.1	Understands that student achievement is the primary indicator of success for teachers and schools.	

1.6 PROFESSIONAL EXPERTISE	
PROFESSIONAL RESPONSIBILITY/ETHICAL CONDUCT	
1.6 FAMU Teacher Candidates embrace their role as community leaders, maintain high professional standards, and advocate for the well-being and success of all students.	
1.6.D.5	Respects diversity among students.	

2. CRITICAL INQUIRY	
2.1 FAMU Teacher Candidates understand the skills and demonstrate the practices of systemic, purposeful critical inquiry and research that are essential to creating experiences that engage learners in generating knowledge and testing hypotheses according to the standards of evidence used in the discipline. The candidates also promote critical inquiry skills in their learners.	
2.1.K.6	Knows the types of instructional strategies that foster the development of critical thinking skills in students.	
2.1.S.1	Uses inquiry and effective questioning techniques to facilitate student learning.	

3. CULTURAL COMPETENCE	
3.1 FAMU Teacher Candidates understand and effectively respond to students from different cultural backgrounds, affirm the dignity and worth of all learners, respect cultural patterns and expectations, and use a variety of research based educational practices that employ cultural differences to improve student learning.	
3.1.K.2	Knows the dimensions of diversity and the best instructional practices for teaching diverse populations.	
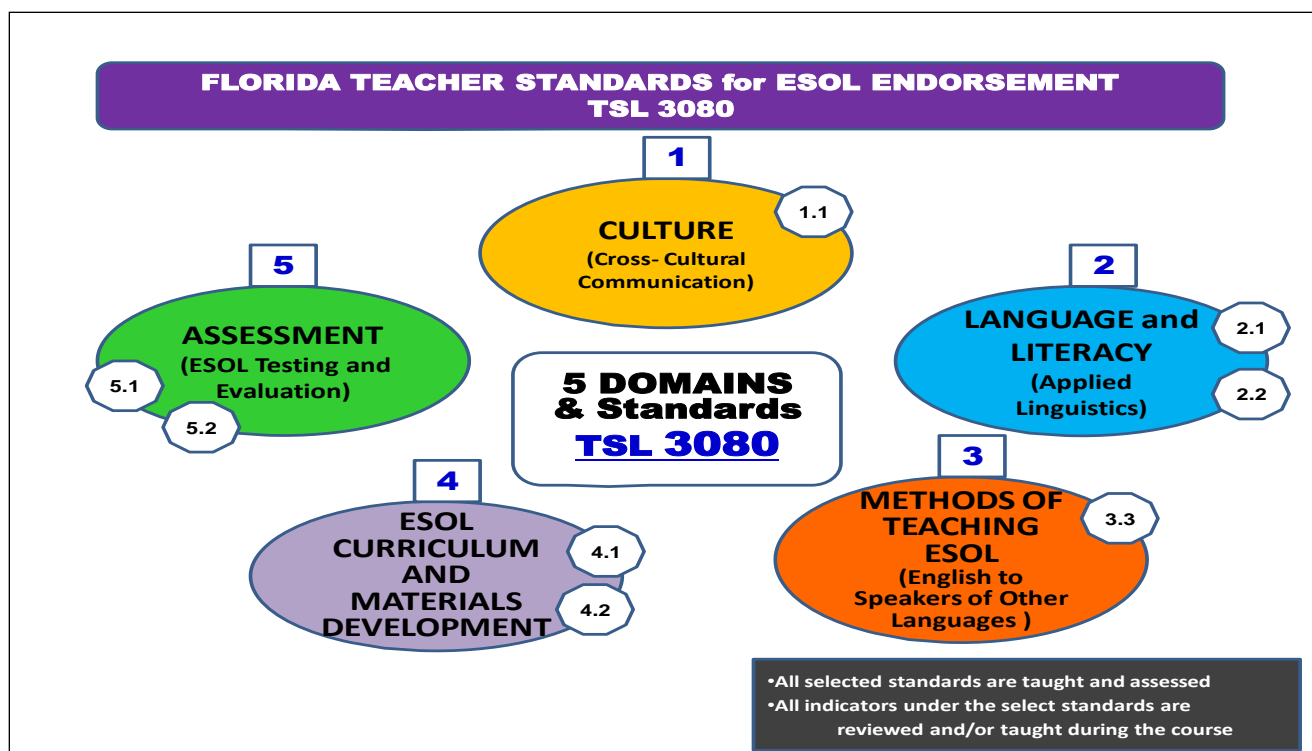
The course model consists of 5 domains/units that are inclusive of the standards, competencies and indicators established by Florida Department of Education for the majors. Each domain/unit contains related readings, issues for discussion, expected products, and experiences as described in the course activities segment and under Methods for Assessment.

OVERALL COURSE OBJECTIVES

The objectives for the course are reflected in selected Florida Department of Education ESOL Standards and FTCE Competencies as follows:

1. Analyze, plan, and apply ESOL specific interactive strategies for applied linguistics using knowledge of second language acquisition and learning applied to BICS and CALP.
2. Use knowledge of cultural and linguistic characteristics of varying groups of ELLs to plan and enhance instruction
3. Select, evaluate, and modify instructional materials to accommodate the needs of ELLs.
4. Use technology as a resource to identify and adapt curricular materials to meet the needs of ELLs at varying levels of language acquisition.
5. Gather and analyze information to recognize differences and similarities among different cultural and linguistic groups.
6. Demonstrate knowledge gained through various measures including quizzes and final examination.
7. Demonstrate critical thinking and analytical skills by reading, reviewing, and critiquing select materials.

ESOL PERFORMANCE STANDARDS & CORRELATED FTCE STANDARDS
DOMAIN 1: CULTURE (CROSS-CULTURAL COMMUNICATIONS)

STANDARD 1 (1.1): 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. b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students 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. d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.

1.1. e. Understand and apply knowledge about home/school connections to build partnerships with ELLs' families.

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.

FTCE STANDARD 3:
KNOWLEDGE OF SOCIOLINGUISTIC, CULTURAL, ETHNIC, AND
SOCIOPOLITICAL ISSUES

DOMAIN 2: LANGUAGE AND LITERACY (APPLIED LINGUISTICS)

STANDARD 2 (2.1): 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. a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.

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.

2.1. e. Identify similarities and differences between English and other languages reflected in the ELL student population.

FTCE STANDARD 1:
KNOWLEDGE OF HERITAGE LANGUAGE AND
ENGLISH LANGUAGE PRINCIPLES

STANDARD 3 (2.2): LANGUAGE ACQUISITION AND 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. 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. a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.

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

2.2. c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English.

2.2. d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.

FTCE STANDARD 2:
KNOWLEDGE OF FIRST AND SECOND LANGUAGE ACQUISITION THEORISTS
AND CLASSROOM APPLICATION

DOMAIN 3: METHODS OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL)

STANDARD 7 (3.3): 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.

FTCE STANDARD 7:

KNOWLEDGE OF INSTRUCTIONAL TECHNOLOGY

DOMAIN 4: ESOL CURRICULUM AND MATERIALS DEVELOPMENT

STANDARD 8 (4.1): 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. b. Create supportive, accepting, student-centered classroom environments.

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.

4.1. d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).

4.1. e. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

FTCE STANDARD 4:
KNOWLEDGE OF CURRICULUM, CURRICULUM MATERIALS, AND RESOURCES

STANDARD 9 (4.2): 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.

FTCE STANDARD 7:
KNOWLEDGE OF INSTRUCTIONAL TECHNOLOGY

DOMAIN 5: ASSESSMENT (ESOL TESTING AND EVALUATION)

STANDARD 10 (5.1): 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. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

Performance Indicators
5.1. a. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
5.1. b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
5.1. c. Demonstrate an understanding of appropriate and valid language and literacy assessments 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.

FTCE STANDARD 9:
KNOWLEDGE OF ASSESSMENT

FTCE STANDARD 10:
KNOWLEDGE OF EXCEPTIONAL STUDENT EDUCATION (ESE)
ISSUES RELATED TO ELLS

STANDARD 11 (5.2): 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. a. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the Florida Consent Decree.

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.

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.

FTCE STANDARD 9:
KNOWLEDGE OF ASSESSMENT

FTCE STANDARD 10:
KNOWLEDGE OF EXCEPTIONAL STUDENT EDUCATION (ESE) ISSUES
RELATED TO ELLS

INTASC RELATED TO THE COURSE OBJECTIVES

INTASC: 3: DIVERSE LEARNERS

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

3.10 Knowledge

3.11 The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use student's strengths as the basis for growth.

3.12 The teacher knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, special physical or mental challenges and gifted and talented.

3.13 The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

3.14 The teacher understands how student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

3.15 The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate student's experiences, cultures, and community resources into instruction.

3.20 Dispositions

3.21 The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

3.22 The teacher appreciates and values human diversity, shows respect for student's varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."

3.23 The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interest.

3.24 The teacher is sensitive to community and cultural norms.

3.25 The teacher makes students feel valued for the potential as people, and helps them learn to value each other.

COURSE CROSSWALK TSL 3080				
ASSIGNMENTS	**OBJECTIVES**	**INTASC**	**ESOL/FTCE**	**PEU CF**
ACTIVITY FLUENCY DEVELOPMENT **ACTIVITY** VOCABULARY DEVELOPMENT **ACTIVITY/LESSON:** LISTENING COMPREHENSION **ACTIVITY/LESSON:** PHONEMIC AWARENESS **ACTIVITY/LESSON:** PHONEMIC AWARENESS & PHONICS INSTRUCTION **ACTIVITY/LESSON:** PATTERNS AND RULES OF LANGUAGE **ACTIVITY** LANGUAGE TRANSFER **ACTIVITY** PHONOLOGICAL AWARENESS	1. Analyze, plan, and apply ESOL specific interactive strategies for applied linguistics using knowledge of second language acquisition and learning applied to BICS and CALP. 2. Use knowledge of cultural and linguistic characteristics of varying groups of ELLs to plan and enhance instruction.	3(3.11, 3.12, 3.13, 3.14, 3.15)	2(1), 4(8), 6(6), 8(4), 10(9, 10), 11(9, 10), 12(9)	1(1.1, 1.2, 1.3, 1.5) 4(4.2) 5(5.2, 5.4, 5.5, 5.6)
TEXTBOOK MATERIALS CRITIQUE AND MODIFICATION WITH FOCUS ON VOCABULARY DEVELOPMENT	3. Select, evaluate, and modify instructional materials to accommodate the needs of ELLs.	3(3.11, 3.12, 3.13, 3.14, 3.15)	2(1), 4(8), 6(6), 8(4), 10(9, 10), 11(9, 10), 12(9)	1(1.1, 1.2) , 4(4.2) 5(5.2, 5.4, 5.5, 5.6)
RESEARCH PAPER – SOCIAL JUSTICE	4. Demonstrate critical thinking and analytical skills by reading, reviewing, and critiquing select materials related to culture and language acquisition.	3(3.11, 3.12, 3.13, 3.14, 3.15)	1(3),3(2), 4(8), 5(5, 11), 6(6), 8(4), 10(9, 10), 11(9, 10), 12(9)	1.1, 1.2, 1.3, 1.4, 1.5, 5.2, 5.4, 5.5, 5.6, 6.3, 6.4
TECHNOLOGY ACTIVITY WEB QUEST – DEMO COLLECTION FOR ACTIVITY PLANNING RELATED TO APPLIED LINGUISTICS	5. Use technology as a resource to identify and adapt curricular materials to meet the needs of ELLs at varying levels of language acquisition and development.	3(3.11, 3.12, 3.13, 3.14, 3.15)	5 (5, 11) 1 (3)	: 1.1, 1.2, 1.3, 1.4, 1.5, 5.2, 5.4, 5.5, 5.6, 6.3, 6.4
EARLY FIELD EXPERIENCE	6. Participate in classrooms where ELLs are served to receive first hand experiences related teaching and learning and managing the cultural environment for ELLs.	3(3.11, 3.12, 3.13, 3.14, 3.15)	5(5,11) 1(3) 5(5,11 2(1) 3(2) 12(9) 8(4)	1(1, 2, 3, 4, 5)
MINI ETHNOGRAPHY	7.Gather and analyze information to recognize differences and similarities among different cultural and linguistic groups	3 (3.14, 3.15)	5 (5, 11) 8 (4)	1(1.1, 1.2, 1.3) 3(3.2) 6(6.3, 6.4)
QUIZZES/DISCUSSIONS	8. Demonstrate knowledge gained through various measures including quizzes and final examination.	3(3.11, 3.12, 3.13, 3.14, 3.15)	5(5,11) 1(3)5(5,11 2(1) 3(2) 12(9) 8(4)	CF (1.1, 1.2, 1.3, 1.4, 1.5). (2.5, 2.6), (3.2), (4.2,), (5.2, 5.4, 5.5, 5.6), (6.3, 5.4)

COURSE CROSSWALK – TSL 3080

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