

**EDLD 604**  
**FIELD EXPERIENCE IN ESL AND BILINGUAL EDUCATION**  
**University of Northern Colorado**  
**FALL 2009**

**Instructor:** Prof. Dana Walker

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**Office Hours:** Mondays 2:00 – 4:30 McKee 271; by appointment Wednesdays at Centerra campus

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**Meeting Time, Dates, and Place:** Every other Wednesday beginning August 26 at UNC Centerra Campus, 5:30-8:30.

**Course Overview:**

This course is designed for graduate students who are currently working with, or plan to work with, students from multilingual environments who are receiving instruction in their native language and/or in English as a second language. In this class you will demonstrate content knowledge, skills, and dispositions required of teachers of linguistically diverse in order to promote language and content learning, and social and affective development among your diverse students. At the same time, you will explore and critically reflect upon aspects of your teaching practice involving linguistically diverse learners.

**Learning Objectives:**

Students in this course will:

- gain an understanding of the theory and methods of the sheltered instruction approach, to support second language learners' access to the curriculum as they learn academic language and content simultaneously
- practice strategies with the guided assistance of peers and instructor that will help enhance your students' comprehension in academic content areas
- develop new reflective and investigative skills to assist you in improving your teaching of linguistically diverse students
- design, create and adapt multiple performance-based measures to assess language and communicative competence; share these measures and your knowledge with colleagues.
- serve as professional resources, advocate for ESOL students, and build partnerships with students' families.

**Course Alignment with TESOL Standards**

<b>TESOL Standard met:</b>	<b>Standard met in EDLD 604 – Field Experiences in Linguistically Diverse Classrooms</b>
<b>1.a. Describing language</b>	Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.
<b>1b. Language Acquisition and Development</b>	Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.
<b>2a. Nature and Role of Culture</b>	Candidates know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and

**2b. Cultural Groups and Identity**

academic achievement that support individual students' learning. Candidates know, understand and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

**3a. Planning for Standards-Based ESL and Content Instruction**

Candidates know, understand and apply concepts, research, and best practices to plan classroom instruction in a supporting learning environment for ESL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

**3b. Managing & Implementing Standards-Based ESL and Content Instruction**

Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

**3c. Using Resources Effectively in ESL and Content Instruction.**

Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

**4a. Issues of Assessment for ESL**

Candidates understand various issues of assessment (e.g. cultural and linguistic bias, political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.

**4b. Language Proficiency Assessment.**

Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

**5a. ESL Research and History**

Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

**5b. Partnerships and Advocacy**

Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.

**5c. Professional Development and Collaboration**

Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESL students.

**Required Texts**

- Echevarria, J., Vogt, M., and Short, D. (2004). *Making Content Comprehensible for English Language Learners: The SIOP Model*. Boston, MA: Allyn and Bacon. ISBN: 0-205-16874-4.
- Herrell, A., Jordan M. (2003). *Fifty strategies for teaching English Language Learners*. Columbus, Ohio: Pearson/Merrill Prentice Hall.
- Miramontes, O., Nadeau, A., and Commins, N. (1997). *Restructuring schools for linguistic diversity: linking decision-making to effective programs*. New York: Teachers College Press.
- TESOL and CDE standards for teaching Linguistically Diverse students (see Blackboard Course Materials).

**Recommended Reading:**

- Kendall, J. & Khuon, O. (2005). *Making sense: Small-group comprehension lessons for English Language Learners*. Portland, ME: Stenhouse.
- Daniels, H. and Zemelman, S. (2004). *Subjects matter: Every teacher's guide to content-area reading*. Portsmouth, NH: Heinemann.
- Freeman, D. E., and Freeman, Y. S. (2000). *Teaching reading in multilingual classrooms*. Portsmouth,

NH: Heinemann.

- Gallas, K. (1994) *The Languages of Learning: How Children Talk, Write, Dance, Draw, and Sing Their Understanding of the World*. New York: Teachers College Press.
- Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. Portsmouth, NH: Heinemann.
- Harvey, S. and Goudvis, A. (2005). *The comprehension toolkit*. Portsmouth, NH: Heinemann.
- Harvey, S. and Goudvis, A. (2000). *Strategies That Work: Teaching Comprehension to Enhance Understanding*. Portland, ME: Stenhouse.
- Jiménez, R. T., García, G. E. & Pearson, P. D. (1996). The reading strategies of bilingual Latina/o students who are successful English readers: Opportunities and obstacles. *Reading Research Quarterly*, 31 (1), 90-112.
- Kutz, E., Groden, S., and Zamel, V. (1993). *The Discovery of Competence: Teaching and Learning with Diverse Student Writers*. Portsmouth, NH: Heinemann.
- Richards, J. and Lockhart, C. (1994). *Reflective teaching in second language classrooms*. New York: Cambridge University Press. ISBN: 0-521-45803-X

### **COURSE REQUIREMENTS:**

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|---|-----|
| 1. Class participation and attendance         | 10% |
| 2. Observations and coaching                  | 60% |
| 3. Presentation of strategies and SIOP lesson | 10% |
| 5. Partnership and advocacy                   | 20% |

Note: A “Pass” grade in this course depends on completion of all assignments with a minimum of “B” quality work, being a graduate-level course. If you receive below a “B” on any paper you may revise your work, with my assistance, until you bring your grade up to a “B.” Paper grading is strictly criteria-referenced and is based on the following ranges: A=90-100%; B=80-89%; C=70-79%; D=60-69%; and F=59% and below.

### **DESCRIPTION OF COURSE REQUIREMENTS**

**1. Class participation and attendance.** Attendance and full participation in the seminars are important for developing your knowledge, skills, and understanding as a teacher of linguistically diverse students, and for creating a community of learners. Participation includes discussion, group work, listening, speaking, reading, writing and viewing. Please notify the instructor before class if you will be unable to attend. You will be expected to do make-up work for a missed class. For every class hour missed, you will be expected to write a 1-page assignment, regardless of whether the absence is excused or not. If you miss more than one seminar you will be required to withdraw from the class. All students are expected to come to class prepared to discuss readings as well as ongoing practicum activities. Your quality participation includes class decorum and respect.

### **2. Observations and coaching**

For students who are currently teaching. This course assignment involves a cycle of observations and coaching, and will be assessed on the basis of the portfolio you submit at the end of the semester. You will draw on the readings and discussions as you explore aspects of your and others’ teaching, and initiate changes to enhance the learning of your students. Over the course of the semester you will observe, and be observed and coached, by your instructor and peers. If you are an ESL teacher or have a minimum of 6 ELL’s in your regular classroom, you will be observed twice by your professor, twice by a peer, will do two observations of another student in the class, and 12 hours of observations of an ESL or bilingual endorsed teacher in both elementary and secondary levels. Activities related to observations include post-observation conferences and reports. Schedule first professor observation for early in the semester, the second observation for the second half.

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- be observed by your professor or coach twice. For each observation design an observation guideline, and provide a copy of the SIOP or other observation protocol to the instructor prior to the observation. Participate in a post-observation conference with your instructor or coach – plan on 30 minutes for the conference.
- be observed by a classmate twice. For each observation design an observation guideline, and provide a xeroxed copy of your observation protocol to your observer prior to the observation. Participate in a post-observation conference with your observer.
- conduct two peer observations. Give this person feed-back guided by the protocol s/he provides following the observation: do not use the SIOP rating scale. This is not an evaluation.
- conduct 12 hours of observations in classrooms taught by endorsed ESL or bilingual teachers, in both elementary and secondary levels.
- write a one-page, detailed description of a classroom lesson you observe. Pretend you are an ethnographer: notice and describe student-teacher and student-student interactions, the physical environment of the classroom, the classroom dynamics, etc.
- use pre- and post-observation forms to prepare for and reflect upon the observation process.

Your Coaching and Observation Portfolio will consist of:

1. 2 SIOP observation protocols of lessons you observed
2. 2 SIOP observation protocols completed by another student, based on her or his observation of your sheltered lesson. Include pre- and post-observation forms that you used to prepare for and reflect upon the observation process.
3. 2 SIOP observation protocols completed by your instructor, based on her observation of your sheltered lesson. Include pre- and post-observation forms that you used to prepare for and reflect upon the observation process. Pretend you are an ethnographer: notice and describe student-teacher and student-student interactions, the physical environment of the classroom, the classroom dynamics, etc. Discuss the “hidden curriculum” of the classroom.
4. A 1-page detailed description of a classroom setting you observed.
5. Write a 2 page, double-spaced reflection on what you learned from the coaching and observation process.

For students not currently teaching, or for teachers who have fewer than 6 ELLs in their classroom. If you are not currently teaching you will identify endorsed ESL or bilingual teachers to observe. You will:

- Spend 40 hours observing ESL or bilingual (LDE) endorsed teachers. 10 of your 40 hours must be spent instructing linguistically diverse students. See CEBS guidelines below.
- Keep a log of your observations. Provide a description of the teaching background and the endorsement credentials of each teacher (year endorsed, university, area of specialty, years of teaching). Specify the level or grade of students observed, the language and content objectives of the teacher, the teaching strategies the teacher is using to accomplish her/his goals, and your reflections on the outcomes and effectiveness of the lesson (refer to specific SIOP elements). Include the date, amount of time spent observing, the type of classroom, and the name of the school. Logs can be submitted in hand-written form.
- For 4 of your observations use the SIOP checklist. Submit the SIOP checklist in your portfolio.
- Write a 1-page, detailed description of a classroom you observe. Pretend you are an ethnographer: notice and describe student-teacher and student-student interactions, the physical environment of the classroom, the classroom dynamics, etc.
- Write a 2-3 page, double-spaced reflection on what you learned from your observations related to SIOP.

### **3. Presentations of Strategies and SIOP Lesson.**

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Strategies. Once during the semester you will present a strategy from Herrell and Jordan (2003) adapted to SIOP guidelines. Post language and content objectives, and discuss how you might implement this strategy in your current or future classroom. Discuss how the strategy corresponds to specific SIOP elements. 10 minutes.

SIOP Lesson Implementation. Simulate a SIOP lesson using your classmates as guinea pigs. 30 minutes.

Guidelines for Sheltered Instruction Lesson Plans:

- write and state language and content objectives (you may ask students to read them)
- identify hypothetical or real student language proficiency levels, and how you determined their proficiency levels
- apply differentiated instruction for the different proficiency levels, including discussion or examples of adaptations of materials for different levels
- present appropriate assessment(s) for the learning objectives and language levels of your students

**4. Partnership and Advocacy.** In pairs, students will develop and execute a plan for communicating with families about what their children are learning, and receive input from family members about how to best support the student's learning. Base your plan on Miramontes, Nadeau, and Commins (1997), keeping in mind that your plan and implementation will not, in this instance, achieve a school-wide restructuring for linguistic diversity. Ideally, you will include at least one other staff member from your school in the project. Provide evidence of effective community outreach as defined by Miramontes and colleagues. Present your project to your school colleagues, either at grade level or faculty-wide level. Write a 5-7 page paper describing your plan, your actions, outcomes, reflections on the process, and recommendations for future work.

If you are not currently employed by a school, work with a partner who is, discussing and offering feedback on each step of the planning and implementation process. Your individual paper will consist of analysis and feedback to your partner on the partnership and advocacy project. Refer to specific sections of Miramontes and colleagues' book in your analysis, and be very specific in regards to the aspects of the project to which you are referring. Describe the project components upon which you will comment. You will do your presentation of your project for this university class in lieu of a presentation to school-based colleagues.

### **Plagiarism**

Plagiarism may result in one or all of the following: a zero on the assignment, failing the class, or expulsion from the program. Any plagiarism violation will be reported to the Director of the School of Teacher Education, to the Dean of the College, and to the Dean of Students, and may be reported on Personal and Professional Disposition for teacher education students. This is UNC policy regarding plagiarism, quoted from the Student Handbook:

Regarding written work in particular, direct quotations, statements which are the result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotations. As long as a student adequately acknowledges his/her sources and as long as there is no reason to believe that the student has attempted to pose as the originator, the student will not be charged with plagiarism even though the form of the acknowledgment may be unacceptable. However, students should be aware that most professors require certain forms of acknowledgment and some may evaluate a project on the basis of form.

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**Safe Zone Policy**

This class respects all people regardless of sexual orientation, gender identity, race and ethnic background, socio-economic class, age, sex, religion, ability, and other personal characteristics.

**Students with disabilities**

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

<b>Course Schedule - EDLD 604</b>			
<b>Fall 2009</b>			
	<b>Topics</b>	<b>Read for this date</b>	<b>Due on this date</b>
8/26	Introductions Syllabus and course schedule SIOP overview/review Partnership and Advocacy		
9/9	Planning, Building Background Partnership and Advocacy	SIOP pp. 2-76 H&J your choice	- SIOP presentations (2 students – ½ hr each) - Strategy Presentation (2 students – 10 minutes each)
9/23	Comprehensible Input, Strategies Reflection and discussion of observations Partnership and Advocacy	SIOP pp. 77-93 H&J your choice	- Strategy Presentation (2 students – 10 minutes each) - SIOP presentations (2 students – ½ hr each)
10/7	Interaction, Practice/Application Reflection and discussion of observations Partnership and Advocacy -	SIOP pp. 94-135 H&J your choice	- Strategy Presentation (2 students – 10 minutes each) - SIOP presentations (2 students – ½ hr each)
10/21	Lesson Delivery, Review Assessment Reflection and discussion of observations Partnership and Advocacy -	SIOP pp. 136-165 H&J your choice	- Strategy Presentation (2 students – 10 minutes each) - SIOP presentations (2 students – ½ hr each)
11/18	Reading Development and Special Education for ELs Reflection and discussion on observations Partnership and Advocacy -	SIOP pp. 166-200 H&J your choice	- Strategy Presentation (2 students – 10 minutes each) - SIOP presentations (2 students – ½ hr each)
12/2	Final Presentations		- Partnership and Advocacy Projects - Portfolios
12/7	Finals Week		All course work due