

“Preparing Professionals for Changing Educational Contexts”

TESL 751 Syllabus

Department of Educational and Clinical Studies
College of Education, University of Nevada Las Vegas

I.	Prefix & Number	TESL 751
II.	Title	Theories of Second Language Acquisition
III.	Credits	3
IV.	Semester	
V.	Instructor	
VI.	Email	
VI.	Class Location	
VII.	Office Hours	
VIII.	Prerequisites	None
IX.	Course Description	Current philosophies and approaches to second language acquisition and instruction; attention to sociocultural influences.
X.	Standards Addressed	<p>Teachers of English to Speakers of Other Languages (TESOL) Standard 1.a: Language as a System Standard 1.b: Language Acquisition and Development Standard 2.: Culture as it Affects English Language Learning Standard 3.a: Planning for Standards-Based ESL and Content Instruction Standard 3.b: Implementing and Managing Standards-Based ESL and Content Instruction Standard 4.b: Language Proficiency Assessment Standard 5.a: ESL Research and History Standard 5.b: Professional Development, Partnerships and Advocacy</p> <p>Council for Exceptional Children (CEC) Standard #1: Foundations Standard #3: Individual Learning Differences Standard #4: Instructional Strategies Standard #6: Communication Standard #8: Assessment Standard #10: Collaboration</p> <p>COE/INTASC Standards Addressed in this Course Standard #1: Learner Development Standard #2: Learning Differences Standard #4: Content Knowledge Standard #5: Application and Content Standard #6: Assessment Standard #7: Planning for Instruction Standard #8: Instructional Strategies Standard #9: Professional Learning and Ethical Practice Standard #10: Leadership and Collaboration</p>

XII. Objectives

Note: For a complete list of detailed objectives and how they align to specific standards see the end of the syllabus.

Upon completion of this course students will be able to meet the following objectives:

- **Objective 1:** The learner will be able to relate the history of LEP policies and practices as well as sociocultural context to the educational histories of English Language Learners.
- **Objective 2:** The learner will be able to identify sociocultural challenges and influences that impact ELL learning outcomes.
- **Objective 3:** The learner will be able to analyze ELLs first and second language oral language and literacy levels and plan learning experience that develop ELLs' cognitive academic language proficiency based on current levels of performance.
- **Objective 4:** The learner will be able to identify and label the characteristics of effective ESOL instruction.

XIII. RESULTS

- Module Quizzes
- Module Assignments
- Final Exam

XIV. COURSE RESOURCES

Required Materials

- **Required Text:**
 - There is no assigned textbook for this course.
- **Required Readings/Materials:**
 - Required readings, videos, and resources will be posted on Web Campus. See the end of the syllabus under Assigned Readings.

XV. SUPPLEMENTAL TEXTS AND/OR MATERIALS

- Some helpful readings:
 - August, D. & Shanahan, T. (Eds.). (2006). *Developing literacy in second language learners: Report of the national literacy panel on language-minority children and youth*. New Jersey: Lawrence Erlbaum Associates.
 - Genesee, F., Lindholm-Leary, K., Saunders, W.M., & Christian, D. (Eds.) (2006). *Educating English language learners*. New York: Cambridge University Press.
- Some helpful Internet resources (also posted on WebCampus):
 - Colorín Colorado: A Bilingual Site for Educators and families of English Language Learners: <http://www.colorincolorado.org/>
 - CAL - Center for Applied Linguistics: <http://www.cal.org/>
 - NABE - National Association of Bilingual Education: <http://www.nabe.org/>
 - NCELA – National Clearinghouse for English Language Acquisition: <http://www.ncela.us/>
 - NCES – National Center for Educational Statistics: <https://nces.ed.gov>
 - Purdue OWL - Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/560/01/>
 - TESOL - Teachers of English to Speakers of Other Languages: <http://www.tesol.org/>

XVI. ASSIGNMENTS

The course requirements consist of four Assignments, four Quizzes, and a Final Exam.

Important Things to Know Before You Read the Assignments

- **Note on Graduate-Level Writing**
 - This being graduate-level course, I expect graduate-level work and writing. This expectation is reflected in your assignment grading rubrics. As an undergraduate, you may have been used to being asked to express your own ideas and opinions. While this still holds true in graduate school, you need to be aware that ANY opinion or idea you state MUST be backed up by a reference/citation.
 - Personal experiences are OK to discuss, but they do not “count” as credible knowledge unless you are using the personal experiences as an example of how theory and research looks in practice. Otherwise, what you say is not looked upon as credible. So, make sure you always, always, always back up what you say with facts and research (in this case, much will come from the course material you are reading).
- **Note on APA Formatting**
 - For the reasons stated above, you must use APA citations in the work you turn in for this course. One resource you should become familiar with is APA format, if you are not already familiar with it.
 - APA stands for "American Psychological Association" and is what is used in social sciences, including education for citing sources. Some of you may be familiar with MLA ("Modern Language Association") in the humanities. APA is the same idea but for social science.
 - While there is a handbook on APA format, it is a bit pricy and I don't expect you to buy the handbook. You can use the following free website from Purdue university as a guide for APA Citations: <https://owl.english.purdue.edu/owl/resource/560/02/>
 - It is quite simple to use APA with research articles (most of what you will have for readings in this course). For example, if I was to cite Shin, I would write my fact like this and put the citation right after as so (Shin, 2010). If I use a direct quote, I would do this: According to Shin, "This is the fact I am quoting directly" (Shin, 2010, p. 253)
- **Note on Module Assignments**
 - **For those of you who have a classroom:** The module assignments listed below are meant to guide you to create an in-depth study on one English Language Learner (ELL) to follow throughout this course. For the module application tasks, you may choose to use your entire class or your selected ELL. **Use an alias for your case study student in all your writing to maintain the students' anonymity.**
 - **For those of you who do not have a classroom:** If you do not have a classroom in which you are currently teaching, let your instruction know at the beginning of the course. Alternative, “Non-Classroom Teaching” assignments are provided below for Modules 1- 3 if you do not have a classroom in which you are teaching. Everyone will complete the same Module 4 Assignment.
 - **For each module,** complete the regular module assignment if you have a classroom. Complete the “Non-Classroom Teaching” assignment ONLY if you do not have a classroom. **Do not complete both assignments.** For each Module, pick one or the other assignment depending on whether you have a classroom or not.

Module 1 Assignment

If you have a classroom: Module 1: ELL's Educational History and Background (50 points)

The purpose of this activity is to gather information about the educational history of the ELL that you have selected for your case study. This information will serve as the springboard for all future assignments with your case study.

For this assignment, you will need to utilize your student's educational records as well as conduct interviews with the students (if appropriate).

Summary Section:

You will summarize what you discover about the educational history of your ELL.

Data collected must include, but is not limited to the following:

1. Location of all previous schooling
2. Educational programs the student was served in (ESL, bilingual, dual language, SPED, GT)
3. Language of instruction (did they ever receive instruction in their native language?)
4. Promotion/retention information
5. Language testing information (how is their language acquisition developing?)
6. Academic achievement
7. Experiences and feelings about school

Reflection Section:

In this portion of the paper, you will reflect on what you have learned about the history of ELL education, the population of ELLs, and the standards developed for them. You will directly connect your learning with the history of your ELL. You will also include your initial thoughts and ideas ensure your ELL is successful this school year.

This assignment should be typed, double-spaced, and in 12 point font, 1-3 pages. See the "Assignment Grading Rubric" associated with this WebCampus assignment for specific grading criteria.

If you do not have a classroom: Module 1: ELL Profile Paper (Non-Classroom Teaching) (50 points)

The purpose of this activity is for you to develop a profile of English language learners in the United States. You will conduct a search to develop a comprehensive profile that includes statistical information, characteristics of ELLs, and the types of programs that serve English language learners. Resources should include module material, new journal articles, and databases (such as NCELA, NCES). Resources outside module material should be current (within last 10 years).

This assignment should be typed, double-spaced, and in 12 point font, 1-3 pages. See the "Assignment Grading Rubric" associated with this WebCampus assignment for specific grading criteria.

Module 2 Assignment

If you have a classroom: Module 2: Sociocultural Challenges Influencing Educational Outcome and Service Resources (50 points)

The purpose of this activity is to gain insight to the sociocultural challenges that influence learning outcomes for ELL students. Additionally, this activity will assist you in becoming knowledgeable of an ELL's learning needs. Students will conduct an interview with their ELL student in order to understand his/her learning needs. Information can also be gathered through classroom observation. The focus is on the sociocultural background and challenges of your ELL that could potentially inhibit academic success. Students will research school and/or community resources to assist the student and/or family with their need. Students will write a summary report of their findings and potential supports for their ELL.

All assignments should be typed, double-spaced, and in 12-point font, 1-3 pages. All assignments should include correct APA formatting. See the "Assignment Grading Rubric" associated with this WebCampus assignment for specific grading criteria.

If you do not have a classroom: Module 2: Book Critique (Non-Classroom Teaching) (50 points)

The purpose of this activity is for you to build an awareness of the direct or subtle cultural bias present in curriculum materials and the impact it could have on student learning. You will select and critique a piece of student literature for cultural bias, stereotyping, and racism. You will utilize the "Guiding Questions for Book Critique" attached to this assignment on WebCampus to guide your analysis.

All assignments should be typed, double-spaced, and in 12-point font, 1-3 pages. All assignments should include correct APA formatting. See the "Assignment Grading Rubric" associated with this WebCampus assignment for specific grading criteria.

Module 3 Assignment

If you have a classroom: Module 3: First and Second Language Oral Language and Literacy Levels (50 points)

The purpose of this activity is to identify your ELL's level of oral language proficiency and literacy in the native as well as the second language and to plan your lessons accordingly. You should utilize multiple tools (including the SOLOM) to analyze their student's English proficiency and literacy. Student interviews will be utilized to gather information on native language proficiency. You will summarize their student's first and second language academic language proficiency and develop a plan for improvement. The summary should include overall strengths and weaknesses in listening, speaking, reading and writing (note your source of evidence i.e. classroom discussions, writing samples). Make certain to target comprehension, fluency, vocabulary, pronunciation, and grammar. If you were able to gather information on the native language include it in the summary. Your reflection should include one area that you would consider your number one priority and a specific plan of action to help your ELL develop in this area.

All assignments should be typed, double-spaced, and in 12-point font, 1-3 pages. All assignments should include correct APA formatting. See the "Assignment Grading Rubric" associated with this WebCampus assignment for specific grading criteria.

If you do not have a classroom: Module 3: Strategy Handout (Non-Classroom Teaching) (50 points)

The purpose of this activity is to develop a set of comprehensive strategies that will support ELLs language development in sheltered or CALLA classrooms. Students will research effective ways to implement and differentiate SIOP and CALLA strategies with ELLs. Students will research one of the strategies listed below and develop a handout that provides detailed information on the strategy and how to differentiate the strategy for entering and developing ELLs.

The strategies/activities include:

- developing content and language objectives
- pre-teaching vocabulary
- building background knowledge
- collaborative learning/interaction
- visual support
- grouping strategies

The handout should be visually appealing and provide sufficient information for teachers to implement immediately and without questions.

All assignments should be typed, double-spaced, and in 12-point font, 1-3 pages. All assignments should include correct APA formatting. See the "Assignment Grading Rubric" associated with this WebCampus assignment for specific grading criteria.

If you have and if you do not have a classroom do this: Module 4: Lesson Reflection (50 points)

ALL students, classroom and non-classroom teaching, are expected to complete this assignment. If you do not have a classroom, gather a group of friends or colleagues to try out your lesson.

The purpose of this activity is to begin reflecting upon your own practice as it relates to effective instruction for ELLs. You will videotape one lesson for self-reflection. You will watch their lesson and analyze the component parts as they relate to the SIOP model. You will analyze the following component pieces:

- Communication, delivery, and mastery of the content and language objectives
- Instruction and review of key vocabulary
- Accessing and building upon students' background knowledge
- Connection to previous learning
- Scaffolded and sequenced questions leading to higher-order questions
- Student interaction
- Hands-on
- Adapted Materials
- Visuals and graphic organizers
- Use of listening, speaking, reading, and writing
- Formal and informal assessment

You will (a) summarize the reflection on your teaching; (b) summarize your case study's interaction during the lesson and learning outcomes and (c) provide ideas for improvement in teaching.

All assignments should be typed, double-spaced, and in 12-point font, 1-3 pages. All assignments should include correct APA formatting. See the "Assignment Grading Rubric" associated with this WebCampus assignment for specific grading criteria.

Module Quizzes – (4 quizzes, 50 points each = 200 points)

- At the end of each Module, you must log onto Webcampus and take a quiz based on the module material.
- The quizzes are not timed.
- There will be four module quizzes. Each quiz will consist of 5 multiple-choice questions, each worth 10 points for a total of 50 points for each quiz.
- **Quizzes must be completed by the due date and time and cannot be made up.**

Final Exam (175 points)

- You will have 60 minutes to complete the final exam online.
- The exam is made up of 20 multiple-choice items based off of the course module learning. See the "Final Exam Review" for a list of terms to study/ pay attention to.
- Each question will be worth 8.75 points for a total of 175 points.
- **The final exam must be taken by the given due date and time and cannot be made up.**

XVI. PERFORMANCE ASSESSMENTS

Each of the activities below are performance-based assessments:

- Assignments – educational history and background, sociocultural challenges interview, L1 and L2 literacy levels

XVIII. SPECIAL NOTES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and

criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Research Librarian - Students may consult with a librarian on research needs. For this class, the Subject Librarian is Education (Samantha Godbey). (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask question at <https://www.library.unlv.edu/>

XIX. GRADING POLICY

All assignments are to be submitted through WebCampus- Blackboard by 11:00 PM on the date indicated in the syllabus. Five points will be deducted for each day an assignment is late. The following scale will be used to determine the course grade:

Points Earned	Percentage Score	Grade
535 – 575	93% - 100%	A
518 – 534	90% - 92.9%	A-
506 – 517	88% - 89.9%	B+
477 – 505	83% - 87.9%	B
460 – 476	80% - 82.9%	B-
449 – 459	78% - 79.9%	C+
420 – 448	73% - 77.9%	C
403 – 419	70% - 72.9%	C-
345 – 402	60% - 69.9%	D
0 – 344	0 – 59.9%	F

Task	Frequency	Points
Module Assignments	4	4 x 50 = 200
Quizzes	4	4 x 50 = 200
Final Exam	1	1 x 175 = 175
Total Maximum Points: 575		

Late Assignment Submissions

Submitting assignments on time is required and impacts the assignment grade. Late submissions will only be accepted if submitted within one week after due date AND will receive a 1 letter reduction (e.g. a “B” scored on an assignment will receive a “C” in the grading system). **Late quizzes and final exams will not be accepted.**

Note on Grade Appeals

If you believe you should have a change in an *individual* grade, you must submit an appeal in writing (email) with substantial and correctly reasoned evidence and **correct APA citations and references**. Even after submitting an appeal, the instructor is under **no obligation** to change your grade.

XX. CLASS SCHEDULE

Lesson	Lesson Topic	Assignment Due
Module 1: History, Laws, and Policies Related to Students with English Language Learners		
1	Overview Of English Language Learners in PK-12 Education	
2	The History of Serving English Language Learners in the U.S.	
3	Educational Standards for English Language Learners	Sunday, Sept. 18, 2016: <ul style="list-style-type: none"> • Module 1 Assignment due by 11pm • Quiz 1 due by 11 pm
Module 2: Sociocultural Dimension of Educating English Language Learners		
4	What is Culture?	
5	Sociocultural Challenges of English Language Learners	
6	Culturally Sensitive Curriculum	Sunday, Oct. 9, 2016: <ul style="list-style-type: none"> • Module 2 Assignment due by 11pm • Quiz 2 due by 11 pm
Module 3: Second Language Acquisition		
7	Second Language (L2) Learning Processes	
8	Content-Based Learning	
9	SIOP & CALLA	
10	Module 3 Assignment	Sunday, November 6, 2016: <ul style="list-style-type: none"> • Module 3 Assignment due by 11pm

		<ul style="list-style-type: none"> • Quiz 3 due by 11 pm
Module 4: Planning and Implementing Effective Instruction for English Language Learners		
11	Language Objectives & Assessments	
12	Visuals in ELL Lessons	
13	Interaction During ELL Lessons	
14	Module 4 Assignment	Sunday, December 4, 2016: <ul style="list-style-type: none"> • Module 4 Assignment due by 11pm • Quiz 4 due by 11pm
Final Exam		
15	Final Exam	Sunday, December 12, 2016: <ul style="list-style-type: none"> • Final Exam due by 11 pm

Assigned Readings

A recipe for student achievement: Successful and appropriate assessment for culturally and linguistically diverse students

<http://www.lib.uci.edu/online/nabe/docs/2011/NABE%20News%20v.33%20no.5%20Sep-Nov%202011.pdf>

Bilingual Dyads in the Science Classroom.

http://www.nabe.org/Resources/Documents/NABE%20Perspectives/NN_32_5%20June10_july10.pdf

Chamot, A. & O'Malley, J. (1996.). The cognitive academic language learning approach: A model for linguistically diverse classrooms. *The Elementary School Journal* 96(3), 259-273.

<http://www.jstor.org/stable/1001757>

Eberly, J.L., Joshi, A., Konzal, J., & Galen, H. (2010). Crossing cultures: Considering ethno theory in teacher thinking and practices. *Multicultural Education*, 25-29.

<http://files.eric.ed.gov/fulltext/EJ916843.pdf>

Echevarria, J. & Short, D. (2005). Teacher skills to support English language learners. *Best of Educational Leadership 2004-2005*, 62, 8-13.

http://englishlanguagenow.com/uploads/teacher_skills_for_supporting_Els.pdf

Fay H. Shin (2004): English Language Development Standards and Benchmarks: Policy Issues and a Call for More Focused Research, *Bilingual Research Journal: The Journal of the National Association for Bilingual Education*, 28:2, 253-266

Language objectives: The key to effective content-area instruction for English language learners.

<http://www.colorincolorado.org/article/49646/>

Macaro, E. (2010). Continuum companion to second language acquisition. Retrieved from <http://site.ebrary.com/lib/unlv/docDetail.action?docID=10427058>

National Educational Association. <http://www.nea.org/home/29160.htm>

No Child Left Behind. <http://www2.ed.gov/nclb/landing.jhtml>

Reilly, T. (1988). ESL through content area instruction. Retrieved from <http://www.ericdigests.org/pre-929/esl.htm>

Tienda, M. & Haskins, R. (2011). Immigrant Children. *The Future of Children*, 21(1). Retrieved from http://muse.jhu.edu/journals/future_of_children/v021/21.1.tienda.html

Zeece, P. (1997). Books, bias, and best practice. *Early Childhood Education Journal*, 24(3), 173-177.

Objectives Aligned to Standards

Objective 1: The learner will be able to relate the history of LEP policies and practices as well as sociocultural context to the educational histories of English Language Learners.	
TESOL Standard: 5.a: ESL Research and History	
5.a.1	Demonstrate knowledge of language teaching methods in their historical context.
5.a.2	Demonstrate knowledge of the evolution of laws and policy in the ELS profession.
INTASC Standard 9: Professional Learning and Ethical Practice	
Performance	9(c): Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
Essential Knowledge	9(j): The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners reporting in situations related to possible child abuse).
Critical Dispositions	9(n): The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. 9(o): The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.
CEC Standard 1: Foundations	
ICC1K4	Rights and responsibilities of students, parents, teachers and other professionals and schools related to exceptional learning needs.

ICC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
ICC1K8	Historical points of view and contribution of culturally diverse groups.

Objective 2: The learner will be able to identify sociocultural challenges and influences that impact ELL learning outcomes.

TESOL Standard 2: Culture as it Affects English Language Learning

TESOL Standard 5.b: Partnerships and Advocacy

2.a	Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning ESL.
2.b	Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning.
2.c	Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs' learning.
5.b.5	Advocate for ESOL students' access to all available academic resources, including instructional technology.

INTASC Standard 2: Learning Differences

INTASC Standard 9: Professional Learning and Ethical Practice

INTASC Standard 10: Leadership and Collaboration

Performance	<p>2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.</p> <p>9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> <p>10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.</p>
Essential Knowledge	<p>9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.</p>
Critical Dispositions	<p>2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</p> <p>9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families</p>

CEC Standard 1: Foundations CEC Standard 3: Individual Learning Difference CEC Standard 6: Communication CEC Standard 10: Collaboration	
ICC1K7	Family systems and the role of families in the educational process.
ICC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school.
ICC3K3	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, families, and schooling.
ICC3K4	Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.
ICC6K2	Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of language.
ICC10K3	Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.

Objective 3: The learner will be able to analyze ELLs first and second language oral language and literacy levels and plan learning experience that develop ELLs' cognitive academic language proficiency based on current levels of performance.	
TESOL Standard 1.a: Language as a System TESOL Standard 1.b: Language Acquisition and Development TESOL Standard 3.a: Planning for Standards-Based ESL and Content Instruction TESOL Standard 4.b: Language Proficiency Assessment	
1.a.1	Demonstrates knowledge of the components of language and language as a system.
1.b.5	Understand and apply knowledge of the role of individual learner variables in the process of learning English.
1.b.2	Candidates understand theories and research that explain how L1 literacy development differs from L2 literacy development.
3.a.3	Plan differentiated learning experiences based on assessment of students' English and L1 proficiency.
4.b.3	Assess ELLs' language skills and communicative competence using multiple sources of information.
INTASC Standard 1: Learner Development INTASC Standard 2: Learning Differences INTASC Standard 4: Content Knowledge INTASC Standard 5: Application and Content INTASC Standard 6: Assessment INTASC Standard 7: Planning for Instruction INTASC Standard 8: Instructional Strategies	
Performance	

	<p>1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p> <p>2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p> <p>2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</p> <p>4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.</p> <p>4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.</p> <p>5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</p> <p>5(h) The teacher develops and implements supports for learner literacy development across content areas</p> <p>7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p>8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.</p>
Essential Knowledge	<p>1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p> <p>2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</p> <p>4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.</p> <p>6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.</p> <p>8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.</p>

Critical Dispositions	<p>6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.</p> <p>8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.</p>

CEC Standard 6: Communication
CEC Standard 8: Assessment

ICC6K1	Effects of cultural and linguistic differences on growth and development
ICC6K2	Characteristics of one’s own culture and use of languages and the ways in which these can differ from other cultures and uses of languages.
ICC6S1	Use strategies to support and enhance communications skills of individuals with exceptional learning needs.
ICC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.
ICC8S2	Administer nonbiased formal and informal assessments.

Objective 4: The learner will be able to identify and label the characteristics of effective ESOL instruction.
TESOL Standard 1.b: Language Acquisition and Development
TESOL Standard 3.b: Implementing and Managing Standards-Based ESL and Content Instruction

1.b.1	Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs.
3.b.3	Provide activities and materials that integrate listening, speaking, reading and writing.

INTASC Standard 4: Content Knowledge
INTASC Standard 5: Application and Content
INTASC Standard 7: Planning for Instruction

INTASC Standard 8: Instructional Strategies	
Performance	<p>4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.</p> <p>4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.</p> <p>4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.</p> <p>5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</p> <p>5(h) The teacher develops and implements supports for learner literacy development across content areas</p> <p>7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</p> <p>7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p>7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</p> <p>8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.</p> <p>8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.</p>
Essential Knowledge	<p>5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.</p> <p>5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</p> <p>8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p>

Critical Dispositions	<p>8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.</p> <p>8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.</p>
CEC Standard 4: Instructional Strategies	
ICC4K1	Evidence-based practices validated for specific characteristics of learners and settings.
ICC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.

Results Aligned to Objectives and Standards

Course Objectives	Related TESOL Standards	INTASC Standards	CEC Standard Addressed	Measurement/Evaluation
Objective 1: The learner will be able to relate the history of LEP policies and practices to the educational histories of English Language Learners.	5.a.1, 5.a.2	9(c), 9(j), 9(n), 9(o)	ICC1K4 ICC1K5 ICC1K8	Assignments, quizzes, & final exam
Objective 2: The learner will be able to identify sociocultural challenges and influences that impact ELL learning outcomes.	2.a, 2.b, 2.c, 5.b.5	2(d), 2(m) 9(e), 9(i), 9(m), 10(e)	ICC1K7 ICC1K10 ICC3K3 ICC1K4 ICC6K2 ICC10K3	Assignments, quizzes, & final exam

<p>Objective 3: The learner will be able to analyze ELLs first and second language oral language and literacy levels and plan learning experience that develop ELLs’ cognitive academic language proficiency based on current levels of performance.</p>	<p>1.a.1, 1.b.5, 1.b.2, 3.a.3, 4.b.3</p>	<p>1(b), 1(g), 2(a), 2(e), 2(i), 4(h), 4(i), 4(l), 5(e), 5(h), 6(l), 6(r), 7(d), 8(h), 8(m), 8(q)</p>	<p>ICC6K1 ICC6K2 ICC6S1 ICC6S2 ICC8S2</p>	<p>Assignments, quizzes, & final exam</p>
<p>Objective 4: The learner will be able to identify and label the characteristics of effective ESOL instruction.</p>	<p>1.b.1, 3.b.3</p>	<p>4(a), 4(d), 4(f), 5(b), 5(h), 5(m), 5(s), 7(a), 7(c), 7(k), 8(e), 8(d), 8(k), 8(p), 8(q)</p>	<p>ICC4K1 ICC4S3</p>	<p>Assignments, quizzes, & final exam</p>