ESOL Issues: Principles and Practices I
TSL 3080-U02
Fall 2017
Monday, Wednesday, and Friday, 2-2:50 PM, Charles E. Perry (PC 447)

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COURSE DESCRIPTION

This course is designed to introduce the issues, principles, and practices of teaching English to speakers of other languages. The goal of this course is to develop the foundations of knowledge necessary to prepare pre-service teachers to understand the concepts upon which second language acquisition and teaching are based. The concepts developed in this course will form the foundation upon which subsequent courses in the Elementary Education Program will build. Only by developing the conceptual understanding of the needs of linguistically and culturally diverse students can teachers bring to their future coursework and, ultimately, to the ESOL classroom, the knowledge, skills, and dispositions to select and apply the most effective language teaching strategies into all aspects of classroom instruction. The conceptual focus of this course is, therefore, based on the teacher as self-directed, reflective practitioner and problem solver who is able to facilitate learning and change within diverse populations and environments.

COURSE OBJECTIVES:

Major court cases stipulated in the League of United Latin American Citizens (LULAC) et al. v.
    the State Board of Education Consent Decree
Language and education policy for English Language Learners
Standards and assessments to ensure coverage of the legislative mandates of the No Child Left
    Behind Act
Using assessment to improve teaching and learning
Assessment basics: summative and formative assessments, norm- and criterion-referenced
    tests, reliability, validity
The English language and its subsystems: phonology, morphology, syntax, semantics,
    pragmatics, lexicon, spelling
Factors that influence language learning
First- and second-language acquisition/learning theories
ESOL literacy
Technology in the ESOL classroom
Bilingualism
The influences of first-language culture and language on ESOL acquisition and learning
ESOL teaching methods: Grammar-Translation, Audio-lingual, Natural Approach,
    Communicative Language Teaching, Content-Based Instruction, Whole Language,
    Cooperative Learning, Critical Pedagogy
Program models for English Language Learners
Language skills: listening, speaking, reading, and writing
Advocacy for English Language Learners

The following Florida Teacher Standards for ESOL Endorsement standards and domains and Florida Educator Accomplished Practices must be addressed in the required case study assignment:

Florida Teacher Standards for ESOL Endorsement

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

Domain 2: Language and Literacy (Applied Linguistics)
Standard 1: Language as a System. Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics, and pragmatics; support ELLs' acquisition of English in order to learn and to read, write, and communicate orally in English.

Domain 2: Language and Literacy (Applied Linguistics)
Standard 2: Language Acquisition and Development. Teachers will understand and apply theories and research on second language acquisition and development to support ELLs' learning.

Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)
Standard 1: ESL/ESOL Research and History. Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)
Standard 2: Standards-Based ESL and Content Instruction. Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.

Florida Educator Accomplished Practices (2010)

Area: Quality of Instruction
Accomplished Practice: 2. The Learning Environment.
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently
Indicator: h. adapts the learning environment to accommodate the differing needs and diversity of students.

FIU Global Learning

Global Awareness: Knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

Global Perspectives: Ability to develop a multi-perspective analysis of local, global, international, or intercultural problems.

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Global Engagement: Willingness to engage in local, global, international, and intercultural problem-solving.

REQUIRED TEXTBOOKS:

Jane M. Govoni (Ed.). (2014). Preparing the Way. Teaching ELs in the PreK-12 Classroom (2nd Edition). Dubuque, IA: Kendall Hunt Publishing Company.
ISBN 9781465277299

Wayne E. Wright. (2015). Foundations for Teaching English Language Learners. Research, Theory, Policy, and Practice (2nd Edition). Philadelphia: Caslon Publishing.
ISBN 9781934000151

The assignments:

In order to pass this course, you will need to complete *all* of the following assignments:

1. TESOL philosophy statement   5%
2. two exams   30%
3. case study action research project (e-folio project)   40%
4. discussions and class participation   5%
5. Global Learning Displacement WebQuest 20%

ATTENDANCE POLICY:

Attendance is required. Points will be lowered if more than one class period is missed. Three absences or more will result in a zero (0) for discussions and class participation. Appropriate documentation will be required to justify any absence.

TESOL Philosophy Statement

Your philosophy of education statement is a description of your goals and beliefs as a teacher. Your philosophy of education reflects your own approach to education. It will help you focus on why you make decisions you make as you plan your lessons and implement those lessons. Your philosophy will change as you mature and gain experience.

You may wish to consider the following items as stimuli/thinking points for formulating your philosophy of education:
- What is the purpose of education, and why do you want to become a teacher?
- What is the role of the student in the educational process?
- How do we assure that all students are prepared to assume that role?
- What is the role the role of the teacher in the educational process and in the community?
- How will you reach the wide cultural and linguistic diversity of students that you have in your classroom?
- How do you define your community of learners?

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- How do you think children learn?
- How do/does your theories/theory of learning affect instructional strategies, classroom management, curriculum design, and assessment/evaluation?
- How do you balance an individual student's needs with the needs of the entire class?
- What are your goals as a teacher?
- How will you relate with parents, the community, teaching colleagues, administration?
- What is the role of school in society?
- How do we assure that schools serve all students well?
- How will you include families in the education of their children?

Examinations:

You'll need to pass an ongoing cumulative exam to ultimately be passed in TSL 4081. Evidence of having worked through the TSL 3080 cumulative exam must be demonstrated.

Field Experience

For this course, a minimum of ten field experience hours are required. All field placements must be arranged through the Office of Clinical Experiences, ZEB 130, 305-348-2082. It is your responsibility to select your school site during the first week of the semester. Bring your security clearance card or badge (BCPS) and your FIU course schedule to the Office of Clinical Experiences and ask to speak with Mary Ann Gonzalez about your Broward County field placement. Request one attendance log (green sheet) for this course. Demonstrate professional behavior and appropriate attire at the field site at all times. Provide your master teacher with the memo to Master Teachers and Administrators at the School Sites and a copy of your field assignments for each course and plan a schedule of visits.

Task Stream

This course requires you to use a Task Stream account for uploading your critical assignment for the Florida Teacher Certification and other College of Education purposes. Your Task Stream account will be used in many FIU College of Education courses. It also offers you storage space and web folio development for your professional use.

The College of Education website at http://education.fiu.edu/taskstream provides detailed information and downloadable instructions about:

How to purchase a new account

How to enroll into the program/course

How to upload your artifact

How to document field hours

Once you have a Task Stream account, you will need to self-enroll in an assessment program that houses this course. See Program Code List Summer 2012 at http://education.fiu.edu/TaskStream. For further information, access help@taskstream.com, 800-311-5656, coesupport@fiu.edu , or go to ZEB 211.

Case Study Action Research Project

This project serves as your Taskstream project for this course.

You will submit in writing a project related to the education of your case study ESOL student. The case study student is an ESOL child from the field school. You should interact with the child one on one whenever possible during the field study time, and observe the child during whole class and small group activities. Your reflections and observations will be kept in a field notes journal. You will meet with the professor a couple of times in the semester in order to discuss progress with the project. You may be asked to give a brief oral summary/presentation of your project findings in class at the end of the semester. The case study field experience will entail at least 10 hours. Further details will be discussed in class.

You will need some equipment for this project, namely a way to digitally record a student, as well as a scanner.

Note: We will *not* be video taping in this project. However, if your school or the case study child's family member requires a permission form, we can provide it.

Use the following template for assembling your project.

Template for the case study

Your Name

Introduction

Give a brief description of this project and why it might be important.

Road map

Tell readers what they will see in this paper. Use subheadings to guide this paragraph.

The case study student

Introduce the child. Be sure to use a pseudonym for the child.
Give a description of the student and the student's learning environment.

Interviews

Teacher interview
- a description of his/her credential in ESOL and how s/he acquired it (through a university, at a professional development center);
- a philosophy regarding teaching language minority students;
- their views on bilingualism and ESOL students
- connections to course readings and discussions.

Interview with parent or family member of the case study child
- *background*: socio-economic level (estimate), schooling, literacy in L1 and L2, languages spoken, reading habits (you can find this out by observation and questioning, no exact responses are expected).
- *arrival*: child's age on arrival, changes in life style, degree to which members of the family are learning or desiring to learn English (friends, TV/radio, magazines/papers, books/journals), experiences with English speakers; other cultural issues; their story of how they came to the US
- family member's proficiency level in English (estimate based on interaction): oral, reading, writing
    - child's proficiency level of literacy in English: oral, reading, writing
- the degree to which they (both family member and case study child) are enjoying their schooling, including their experiences with learning English; the degree to which they speak English, their home language, and any other language; their relationships at school with native speakers and those who speak their language
- connection with course readings and discussions

Interview with an adult English learner
- their experience in coming to the US,
- reasons for leaving their home (if they're willing to do so),
- how life was upon arrival in the US
- issues of culture shock or adjustment)
- their approach to learning English
- how life has evolved since coming to the US
- connections to course readings and discussions

Initial Assessment

Writing

Choose <u>one</u> of the following prompts based on the cooperating teacher's recommendations, given the possible proficiency level of the student.

General:

Write a story, fable, myth, fairy tale, poem, or play
Recount or summarize a newspaper article or a story
Write about an event that happened recently in your life

Language Arts:
Retell a story from the newspaper.
Give us the instructions for some particular procedures (building a model, using a DVD player, playing a particular game).
Write a report on the story we just read.
Does television promote crime in your community?

Social Studies:
Pretend you're a famous person. Write a diary entry for that person.

How and why do you use a map?
Give us a report on oceans.
How does soil erosion occur?
Do you think punishment for crimes in our society is appropriate?

Math:
Describe how you solved a particular problem.
How do you find the perimeter of the room we're in?
How do you help your parents pay electricity bills?
You need to go to Disney World. What is the best way to get there?

Health:
Record your exercises and eating for a day.
Give us a recipe for some healthy cookies.
How do you take care of yourself when you have a cold?
How do you help your family when they have a prescription?
Is smoking dangerous?

Science:
Explain what happens when chickens hatch.
Write the results of some experiment.
Give us a report on birds.
Explain how rain forms.
What is the relationship between electricity and magnetism.

Give the child somewhere between 1 and 30 minutes to write, depending on anxiety level. If the child simply can't write, then go ahead and stop the exercise, marking down the amount of time spent. If the child starts to look frustrated or exhausted, mark down the time and stop the exercise. If the child gets to 30 minutes, mark down 30 minutes and stop the exercise.

Collect the child's work. Scan it as a jpg file.

Comment on the content of the message and its intelligibility, as well as its expressiveness of the child.

Then analyze the actual language of the child. Comment linguistically on specific excerpts from the writing.

Decide on the proficiency level of the child, based on the criteria discussed in class. Be sure to justify your decision, citing specific examples. You could even rescan in the exact example here.

Use one of the following two rubrics to help you analyze the child's writing.

Elementary Written Language Matrix (grades K-3)

support level	1	2	3	4

vocabulary	limited vocabulary	vocabulary expanding but still limited	some descriptive language used	vocabulary more advanced
content and organization	• focuses on one idea • can be a collection of unrelated ideas • copies from a model	• writes concrete descriptions • some descriptive language used • personal experiences included • sentences around one idea	• developing elements of a story • connections in the story; uses connecting words • retelling of a personal experience, though not necessarily in order	• beginning, middle, and end • may contain some or all of the following: setting, characters, problems, events, solutions • many descriptive details • sequences, possibly including chronological order
verbs	• few used, usually not more than one per sentence	• limited use of tense	• subject verb agreement emerging	• variety of tenses
sentence structure	• single words and phrases	• mostly simple short sentences simple patterns	• minor errors in word order and grammar	• some compound and complex sentences • correct grammar
form	• draw pictures • labels pictures • emergent spelling	• regular spelling difficulties • spelling errors reflect L1 • punctuation rules less evident	• punctuation mostly correct • occasional spelling errors	appropriate punctuation • few spelling errors, especially among common words

Elementary Written Language Matrix (grades 3-6)

support level	1	2	3	4
vocabulary	• limited vocabulary	• vocabulary expanding but still limited, usually consisting only of concrete words • some descriptive language used	• abstract vocabulary use becoming evident • idiomatic forms emerging	• extensive use of abstract vocabulary • substantial use of idiomatic language
content and organization	• focuses on one idea	• writes concrete descriptions	• loosely organizes	• ideas clearly stated and supported

	• ideas may be unrelated • sentences around one idea • copies from a model	• some descriptive language used • personal experiences • beginning to organize paragraphs	• starting to use topic sentences, body, and conclusions • main ideas clear but still lacking supporting ideas	• paragraphs well organized • drafts and re-drafts; student self-corrects
verbs	• few used, usually not more than one per sentence • many agreement errors • tense errors obscure meaning	• limited use of tense • agreement errors	• subject/verb agreement emerging awareness of simple tenses (present, past, future)	• wide variety of tenses
sentence structure	• single words or phrases • words missing •ranges from non-sentences to simple sentences, but subject/verb/ object patterns not yet established	• short sentences with patterns developing • beginning to use connectors (*and, but, or*) • words still missing (e.g., prepositions)	• complex sentences emerging • connectors a regular feature • meaning not always clear on first reading • minor grammar errors	• complex sentences with some errors • appropriate prepositions
Form	• writing may be dominated by spelling errors • little or no understanding of punctuation or capitalization	• regular spelling difficulties • spelling errors reflect L1 • awareness of punctuation rules • run-ons and sentence fragments	• some spelling errors • few punctuation errors	• appropriate punctuation

Speaking

Story telling activity

Using a picture stimulus, asks the student to tell you the story of the picture in as much detail as possible. Record the student with a digital recorder.

Comment on the content of the message and its intelligibility, as well as its expressiveness of the child.

Then analyze the actual language of the child. Comment linguistically on specific examples from the recordings and transcriptions.

Then using the following two charts, identify where you think the child falls on *both* of the following two charts. Highlight the box (using the color of your choice) where you think the data leads you to. Be sure to justify your decision, citing specific examples, including the recordings and the transcriptions above.

Levels of language development	
Assessment outcome	comments
Level 1: labeling	• continue to develop vocabulary orally and focus on basic communication with lots of concrete examples to support learning
Level 2: telegraphic speech	• may be about ready for basic reading but still has significant language gap • uses phrase and pivot words to communicate (here, want, that, give ball)
Level 3: basic sentences	• tells what characters are doing (man is fishing; ducks are swimming)
Level 4: language expansion	• describes relationships between the characters and other things in the picture (main is fishing in the pond) • should be introduced to basic reading and offered support focusing on language development
Level 5: connecting	• able to connect ideas on possibilities (man is fishing but he won't catch any fish)
Level 6: story telling (concrete)	• perceive picture as part of larger story, responses include indications of time, place, and cause/effect
Level 7: story telling (abstract)	• combines all previous steps and adds responses that include mood, emotional reaction, and conclusions

> source: adaptation from British Columbia ESL policy web site:
> http://www.bced.gov.bc.ca/esl/policy/appendix.htm (retrieved January 7, 2007)

Oral Language Scoring Rubric

focus	emerging	beginning	developing	expanding	proficient	fluent

speaking	• single words • difficulty making new sounds intelligible	• begins to name concrete objects • begins to communicate personal and survival needs	• begins to initiate conversation • retells a story or experience	• can sustain conversation • begins to communicate in classroom settings	• can participate in social and class discussions • errors do not interfere with meaning	• communicates competently in social and classroom settings
fluency	• repeats words	• speaks in single-word utterances and short patterns	• speaks hesitantly, rephrasing and search for words	• speaks with occasional hesitation	• speaks with near-native fluency • hesitations do not interfere with communication	• speaks fluently
structure	• one word utterances at most • silence preferred	• one-word utterances or short phrases preference • silence preferred occasionally • easily tires	• uses predominantly present verb tense • leaves off endings • leaves words out	• uses adequate vocabulary; some errors in word use	• uses varied vocabulary	• uses extensive vocabulary • may lag behind native speakers
vocabu-lary	• uses simple naming words, cognates, numbers	• uses functional vocabulary	• uses limited vocabulary	• uses adequate • some errors in word use	• uses varied vocabulary • errors don't interfere with communication	• uses extensive vocabulary • may still lag behind native speakers
listening	• understands little or nothing	• understands words • phrases usually require repetition	• understands simple sentences with repetition	• understands classroom discussions with repetition, rephrasing, or clarification	• understands most spoken language, including class discussion	• understands and responds to class discussion without difficulty

Plan

- Using the results of your pre-assessment—and alluding to such overtly in your report—develop and write about an account of the plan you make in concert with the cooperating teacher regarding your own one-on-one assistance with the ESOL student over the course of the semester, based on the results of the first assessment.

- Be sure you point directly to the actual elements of your initial assessment that helped you come to your decisions. You can even use scans or recordings again here, if you'd like, though a written reference is fine.

- For one of these works, ask the cooperating teacher if the child may share one piece of their work with the class. If so, describe how that goes over. If not, see what happens when the child shares their work with a couple of native English speakers in the class.

- Have the child complete at least one homework exercise that includes the family.

- For at least two of the exercises, ask the student to use their first language as a foundation or accompaniment. In other words, their final text will have components in *both* their first language and English. (These are usually moments in which the families can be involved.)

Carrying out the plan

- Write notes on what happens between you and the ESOL student over the four or more times you spend with this child over the course of the semester. Be sure to note the activities you choose, what happens to you and the ESOL student, and explicit quotes and examples of output from the ESOL student. Again, digitally record actual words and sentences as uttered or written by the student. Include recordings and scanned examples of writing in your essay.

- Write notes on how the child is dealing with the new environment.

- Note in your essay the day of your activity along with a brief description of the activities you conducted. Again, as with all portions of this essay, be sure to include as many examples of actual language as you can.

- Be sure to indicate any of the theories from the course you see appropriate to your discussions.

first visit

> Date and time
>
> diary entry: What did you and the child do?
>   digital recordings?
>   scans of writing?

Which of the Ada/Campoy assignments did you work on?

second visit

Date and time

diary entry: What did you and the child do?
       digital recordings?
       scans of writing?
Which of the Ada/Campoy assignments did you work on?

If the child shared the piece with the class or fellow students, how did that go over?
Did any of the course theories or conversations apply to today's work?

third visit

Date and time

diary entry: What did you and the child do?
    digital recordings?
    scans of writing?
Which of the Ada/Campoy assignments do you work on?
If the child shared the piece with the class or fellow students, how did that go over?
Did any of the course theories or conversations apply to today's work?
Which of the Ada/Campoy family homework projects did you assign?

fourth visit

Date and time

diary entry: What did you and the child do?
    digital recordings?
    scans of writing?
What was the result of the family homework project?
If the child shared the piece with the class or fellow students, how did that go over?
Did any of the course theories or conversations apply to today's work?

Final assessment

- To the extent possible, conduct the same assessment procedure you conducted at the beginning of the semester. Again, make digital recordings of the student, and make jpg file scans of the student's writing.

- Write an account of the final assessment, based on the initial assessments completed at the beginning of the semester. To the extent appropriate, use the same assessments done that first time.

Writing

Give the same prompt you gave during the initial assessment.

Again, give the child somewhere between 1 and 30 minutes to write, depending on anxiety level. If the child simply can't write, then go ahead and stop the exercise, marking down the amount of time spent. If the child starts to look frustrated or exhausted, mark down the time and stop the exercise. If the child gets to 30 minutes, mark down 30 minutes and stop the exercise.

Collect the child's work. Scan it as a jpg file.

Comment on the content of the message and its intelligibility, as well as its expressiveness of the child.

13

Then analyze the actual language of the child. Comment linguistically on specific excerpts from the writing.

Decide on the proficiency level of the child, based on the criteria discussed in class. Be sure to justify your decision, citing specific examples. You could even rescan in the exact example here.

Indicate through color code (be sure to tell us which color you're using for what purpose) both initial and final assessment.

Use one of the two rubrics to help you analyze the child's writing.

Comparison of data

Writing

Discuss and compare the initial and final assessment.
Refer to any events during your four meetings that link the two assessments or that lead to surprises.
Feel free to include scans—for example, two scans one next to the other.

Speaking

Discuss and compare the initial and final assessment.
Refer to any events during your four meetings that link the two assessments or that led to surprises.
Include the recordings—for example, if we listen to this initial example and now listen to this final example, we can then understand that _____.

- Indicate mistakes. Discuss which ones are different. Hopefully there will be fewer mistakes, or perhaps there will be longer sentences from the student.

Conclusions

Reflection

Write reflection of what you did with respect to both
a) what you did well, and
b) what you might have done that would have improved the results

Theoretical connections

Be sure to note theories and conversations from the course that apply to this case study.

Final comments

Include any final comments here.

Case Study Rubric

Do not copy without the express written consent of the instructor.

The case study rubric for the Task Stream evaluation appears at the end of the syllabus.

The FIU Global Learning Assignments

Global Awareness: Knowledge of the relatedness of local, global, international, and intercultural issues, trends, and systems. Students will be able to discuss language minority experiences, particularly those of children, in terms of immigration, cultural adaptation, language learning, and public education.

Assessment Activity

Students will interview a local person who has learned English and is working in the community, as well as a teacher of young children who are learning English while attending school. Students will provide a journalistic report of their interviews, typing interviewee comments to course concepts of language acquisition, acculturation, and pedagogy. The Task Stream rubric indicates that the student (candidate) describes, using example-laden narrative (particularly in the interviews section), interrelated experiences concerning immigration, cultural adaption, language education, and public education.

Global Engagement: Willingness to engage in local, global, international, and intercultural problem solving. Students will be able to develop awareness of, appreciation for, and actual experience with educational challenges pertaining to language minority, immigrant, and refugee children whose first language does not match that of their school. Awareness is to be fostered through lenses of linguistics, multiculturalism, and language pedagogy.

Assessment Activity

Students will engage in a field experience activity, visiting a public school for over a period no shorter than five weeks, working with assessment and initial language development exercises with a child who has lower English proficiency skills. The artifact will be a detailed report of the experience which is component of the case study. The Task Stream rubric indicates that the student (candidate) discusses, using example-laden narratives from the case study, issues facing language minority, immigrant, refugee, or language minority students, by connecting phenomena from the case study to specific issues of linguistics, multiculturalism, and language pedagogy.

Global Perspective: Ability to develop a multi-perspective analysis of local, global, international, or intercultural problems. Students will be able to relay perspectives relating to refugees, immigration, and displacement.

Assessment Activity

Team Activity: Students will research and present a WebQuest on displacement, taking into consideration issues of human rights, racism, or oppression of those displaced. The artifact will be an electronic piece of media, e.g., PowerPoint, Webpage, video, etc., describing a particular example of a displacement and a community's reaction to it. For this WebQuest, candidates

(students) are asked to delve into the topic of displacement as such applies to the lives of refugees, immigrants, and indeed language minority students. Reasons for doing so include notions that policy makers often fail to take into consideration issues of human rights, racism, or oppression in those displaced. Candidates (students) are asked to

- Demonstrate an understanding of a particular issue facing language minority students and language learners with respect to displacement, immigration, or refuges;
- Become conversational regarding the issues surrounding this issue; and
- Understand where one's voice may be offered up publicly with respect to this issue.

The Task Stream rubric for this artifact indicates that the student (candidate) demonstrates insightful detail regarding the context of the displacement issue, including specific anecdotes.

- Story goes to the human dimension of the experience, noting numerous anecdotes, which place this issue into an even deeper perspective.
- Book includes the group's personal reactions to this story and offers suggestions on ways people can help.
- Book includes multiple kinds of media.
- Book alludes to strategies and techniques in which advocacy may be helpful to those who need it.
- Book demonstrates high critical thinking and sound connections of this experience, connecting it with the theories and conversations of the course.

Important Links

FIU Code of Conduct
http://www.fiuehs.com/satf/policy/studentcode.pdf

Academic Misconduct
http://www.fiu.edu/provost/polman/sec2web.html#2.44%20ACADEMC%20MISCONDUCT

Students with Special Needs
http://drc.fiu.edu/Policies.php

Policies with respect to Sexual Harassment
http://www.fiu.edu/orgs/diversity/publications/EOPSexH.pdf

FIU College of Education conceptual framework:
http://education.fiu.edu/cf.htm
http://education.fiu.edu/downloads/ConceptualFramework 06-19-09.pdf

MLE/TESOL program philosophy (CGGs)
http://www.fiu.edu/~mle/cggs.html

All the accreditation competency links:
http://www.fiu.edu/~tesol/MLETESOL-CompetencyChart.html

TESOL/NCATE Standards
http://tesol.org/s_tesol/bin.asp?CID=219&DID=331&DOC=FILE.PDF

FLDOE Performance Standards for Teachers of English as a Second Language
http://www.fldoe.org/aala/perstand.asp

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TENTATIVE SCHEDULE

August 21
Discussion of syllabus, course requirements, field experience, and Task Stream.
Please go to the Office of Clinical Experiences this week, ZEB 130, 305-348-2082, with a valid clearance card (for M-DCPS) or a badge (for Broward County Public Schools) and a printed copy of your Fall 2017 course schedule to select a school and to receive the appropriate paperwork. The list of available M-DCPS schools is posted at the Office of Clinical Experiences, and you may select a school, as long as you are registered for your courses. The M-DCPS school orientation for the Fall 2017 semester has been scheduled for <u>Friday, September 22nd at 1:00 PM </u> for most schools. Students will not be allowed to begin placements until after <u>September 22nd</u>. Please attend this important M-DCPS school orientation meeting because many schools will <u>not</u> accept students after the orientation meeting. <u>ALL</u> placements must be arranged through the Office of Clinical Experience, and all students must be cleared through the appropriate district before entering any school or agency in Florida. Please obtain the necessary paperwork for the fingerprinting process <u>as soon as possible</u>.

August 23
Govoni Preface (pp. ix-xii), Introduction (pp. 1-5), and Gloria M. Arteconna-Pelaez, Chapter 1, Understanding the Implications of the Florida Consent Decree (pp. 7-13).

August 25
Govoni, Chapter 2, Florin M. Mihai and N. Eleni Pappamihiel, Using Proficiency Testing to Improve Instruction: WIDA and CELLA (pp. 15-26).

August 28
Govoni, Part One. Culture (Cross Cultural Communications) (pp. 27—30) and Govoni, Chapter 3, Samuel S. Perkins, Transforming Challenges into Opportunities: Becoming a Culturally Proficient Educator (pp. 31-44).

August 30
Govoni, Chapter 4, Allene Grognet, Embracing Cultural Diversity: Implications for the Classroom (pp. 45-56).

September 1
Govoni, Part Two. Language and Literacy (Applied Linguistics) (pp. 57-64), and Govoni, Chapter 5, Elizabeth Platt, The Fundamentals of Applied Linguistics (pp. 65-109).

September 4
Labor Day (University Closed)

September 6

Govoni, Part Two. Language and Literacy (Applied Linguistics) (pp. 57-64), and Govoni, Chapter 5, Elizabeth Platt, The Fundamentals of Applied Linguistics (pp. 65-109).

September 8
Govoni, Chapter 6, Elizabeth Platt, Maria Beatriz Mendoza, and Teresa Lucas, Analyzing Theories of Second Language Acquisition (pp. 111-119).

September 11
Govoni, Chapter 7, Valerie Wright, Applying Literacy Strategies for ELs in the Classroom (pp. 121-149).

September 13
Govoni, Chapter 7, Valerie Wright, Applying Literacy Strategies for ELs in the Classroom (pp. 121-149).

September 15
Govoni, Part Three. Methods of Teaching ESOL (pp. 151-155) and Govoni, Chapter 8, Gloria T. Poole, Maximizing Learning in an ESOL-Infused Classroom: Instructional Dynamics and Management (pp. 157-174).

September 18
Govoni, Part Three. Methods of Teaching ESOL (pp. 151-155) and Govoni, Chapter 8, Gloria T. Poole, Maximizing Learning in an ESOL-Infused Classroom: Instructional Dynamics and Management (pp. 157-174).

September 20
Govoni, Chapter 9, Ruth Ban and Robert Summers, Expanding Teacher Knowledge: Using Technology with English Learners (pp. 175-182)

September 22
No class. M-DCPS school orientation meeting.

September 25
Govoni, Part Four. ESOL Curriculum and Materials Development (pp. 183-190) and Govoni, Chapter 10, Diane Rodriguez, Making the Connection to Literacy: Bilingual Special Learners (pp. 191-201) and Govoni, Chapter 11, Cindy Lovell, Taking Off the Wrapper: Identifying and Serving Gifted English Learners (pp. 203-218). **Please give the cooperating teacher's letter regarding the TESOL field experience and the parental/guardian consent form to your cooperating teacher. After the parent or guardian has signed the parental consent form, please return it to the instructor (Kyle Perkins). Please obtain your cooperating teacher's full name, the name and the address of the school, and the school telephone number and return it to the instructor. Begin the case study process as it is delineated in the syllabus. Conduct the first assessment of speaking and writing according to the syllabus.**

September 27
Govoni, Part 5. Assessment (Testing and Evaluation) (pp. 219-222) and Govoni, Chapter 12, Florin M. Mihai and N. Eleni Pappamihiel, ELs and Content Area Assessment: Large-Scale and Classroom-Based Considerations (pp. 223-236).

September 29
Govoni, Part 5. Assessment (Testing and Evaluation) (pp. 219-222) and Govoni, Chapter 12, Florin M. Mihai and N. Eleni Pappamihiel, ELs and Content Area Assessment: Large-Scale and Classroom-Based Considerations (pp. 223-236).

October 2
Wright, Preface (pp. v-xi) and Wright, Chapter 1, Who Are English Language Learners? (pp. 1-26).

October 4
Wright, Preface (pp. v-xi) and Wright, Chapter 1, Who Are English Language Learners? (pp. 1-26).

October 6
Wright, Chapter 2, Language (pp. 27-47).

October 9
Wright, Chapter 2, Language (pp. 27-47).
Your first take-home exam and your Philosophy of Education statement are due today.

October 11
Wright, Chapter 3, Language Learning and Teaching (pp. 48-66).

October 13
Wright, Chapter 3, Language Learning and Teaching (pp. 48-66).

October 16
Wright, Chapter 4, Language and Education Policy for English Language Learners (pp. 67-88).

October 18
Wright, Chapter 4, Language and Education Policy for English Language Learners (pp. 67-88).

October 23
Wright, Chapter 5, Program Models for English Language Learners (pp. 89-118).

October 25
Wright, Chapter 5, Program Models for English Language Learners (pp. 89-118).

October 27
Wright, Chapter 6, Assessment (pp. 119-149)

October 30
Wright, Chapter 6, Assessment (pp. 119-149)
You should be carrying out the case study as it is delineated in the syllabus. Not including the first interview and assessment, you should have met with your case study student at least twice by now. The interviews, the first assessments of speaking and writing, and the implementation plan are due today. You should submit a draft of your work to date regardless of where you currently are in the project and submit it for review and non-graded feedback.

Do not copy without the express written consent of the instructor.

November 1
Wright, Chapter 7, Listening and Speaking (150-181)
Not including the first interview and assessment, you should have met with your case study student at least three times by now.

November 3
Wright, Chapter 7, Listening and Speaking (150-181)

November 6
Wright, Chapter 8, Reading (pp. 182-221)

November 8
Wright, Chapter 8, Reading (pp. 182-221)
Not including the first interview and assessment, you should have met with your case study student student at least four times by now.

November 10
Veterans' Day (University Closed)

November 13
Wright, Chapter 9, Writing (pp. 222-262)
Not including the first interview and assessment, you should have met with your case study student at least five times by now.

November 15
Wright, Chapter 9, Writing (pp. 222-262)

November 17
Wright, Chapter 10, Content-Area Instruction for English Language Learners (pp. 263-294).
You should conduct the post assessments of speaking and writing. You should have conducted the parent, teacher, and adult learner interviews by this date. Please submit your Field Experience Attendance Log (green sheet) for approval. Be sure that the form is completed with the hours indicated, the cooperating teacher's signature, and the cooperating teacher's contact phone number.

November 20
Wright, Chapter 10, Content-Area Instruction for English Language Learners (pp. 263-294).

November 22
Wright, Chapter 11, Primary Language Support, Effective Instruction, and Advocacy for English Language Learners (pp. 295-318).
Please submit the first complete draft of the case study today! In order to receive a grade for the course, the first complete draft of the case study must be submitted today.
Upload your Field Experience Attendance Log (the green sheet) to Task Stream.

November 24
Thanksgiving Day (University Closed)

November 27

Wright, Chapter 11, Primary Language Support, Effective Instruction, and Advocacy for English Language Learners (pp. 295-318).

November 29
Wrap Up

December 1
Wrap Up

December 4
Submit your final case study document, your GL Learning Displacement WebQuest assignment, and your second take-home exam today. I will not accept material after this date, and I do not give incomplete grades. Upload your documents to Task Stream.

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
Grade Scale					
A	93-100	B	84-86	C	71-75
A-	91-92	B-	81-83	D	61-70
B+	87-90	C+	76-80	F	< 61

The Task Stream rubrics are found on the following pages.

TSL 3080 Case Study (2 Columns)

Candidates submit in writing a project related to the education of their case study ESOL student. The case study student is an ESOL child from the field school. Candidates should interact with the child one on one whenever possible during the field study time, and observe the child during whole class and small group activities. The case study entails a pre- and post assessment activity, as well as a plan for carrying out ESOL activities related to the results of the pre-assessment. The case study also includes interviews with the cooperating teacher and an ESOL learner. Candidates' reflections and observations should be kept in a field notes journal, and results are to be relayed in scans of student work or audio recordings (should such be permissible by the school).

	Meets	Does Not Meet
Florida Teacher Standards for ESOL Endorsement Domain 1: Culture (Cross-Cultural Communications)Standard 1: Culture as a Factor in ELLs' Learning; Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.	The candidate discussed in example-laden narrative, elements of the cultural identity, and how theories apply to student' real life experiences.	The candidate named cultural phenomena but failed to demonstrate and relate the nature of cultural identities, showed familiarity with analyzing elements of culture and its impact upon ELLs, and applied knowledge about cultural values.
Standards **FL- Florida Teacher Standards for ESOL Endorsement** **Domain:** Domain 1: Culture (Cross-Cultural Communications) **Standard:** Standard 1: Culture as a factor in ELLs' Learning Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.		

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.	The candidate demonstrated facility with phonological, morphological, syntactic, semantic, and pragmatic detail.	The candidate acknowledged that phonological, morphological, syntactic, semantic, and pragmatic principles exist.
Standards **FL- Florida Teacher Standards for ESOL Endorsement** **Domain:** Domain 2: Language and Literacy (Applied Linguistics) **Standard:** Standard 1: Language as a System Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs' acquisition of English in order to learn and to read, write, and communicate orally in English.		
Teachers will understand and apply theories and research on second language acquisition and development to support ELLs' learning.	The candidate tied language acquisition theory to techniques used in second language development	The candidate named first and second language theories but failed to apply theories and research.
Standards **FL- Florida Teacher Standards for ESOL Endorsement** **Domain:** Domain 2: Language and Literacy (Applied Linguistics) **Standard:** Standard 2: Language Acquisition and Development Teachers will understand and apply theories and research on second language acquisition and development to support ELLs' learning.		
Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.	The candidate described, using example-laden narrative, how the language acquisition theories of the course apply to the design and the planning of activities.	The candidate mentioned theories but didn't connect them to the case study phenomena with each theory mentioned.
Standards **FL- Florida Teacher Standards for ESOL Endorsement** **Domain:** Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL) **Standard:** Standard 1: ESL/ESOL Research and History Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.		
Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs. English listening, speaking, reading,	The candidate applied researched techniques that have been shown to sequence materials such that language learning and	The candidate offered outlines that indicate prospects for a sequence such that language development may be logically presented and addressed

and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.	content acquisition may be directed and achieved	

Standards
FL- Florida Teacher Standards for ESOL Endorsement
Domain: Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)
Standard: Standard 2: Standards-Based ESL and Content Instruction Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.

Florida Educator Accomplished Practices Standard 2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative. Florida Educator Accomplished Practices Standard 2. Performance Indicator 1.a.2.h The teacher adapts the learning environment to accommodate the differing needs and diversity of students.	The candidate discussed the climate of openness, particularly in light of the theories elucidated in the course. The candidate analyzed and interweaved multicultural materials and ideas such that the content and critical thinking are fostered from varied points of view, including those of ELLs.	The candidate mentioned only in passing the climates of openness and fairness. The candidate constructed a traditional first-language based lesson plan.

Standards
FL- Florida Educator Accomplished Practices (2010)
Area: Quality of Instruction
Accomplished Practice: 2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
Indicator: h. Adapts the learning environment to accommodate the differing needs and diversity of students; and

• FIU Global Awareness • TESOL/NCATE 2	Candidate describes, using example-laden narrative (particularly in the interviews section), interrelated experiences concerning immigration, cultural adaption, language education, and public education.	Candidates only mention cultural phenomena but fail to connect cultural theory to the phenomena from the case study.
FIU Global Engagement	Candidate discusses, using example-laden narratives	Candidate acknowledges issues regarding language

	from the case study, issues facing language minority, immigrant, refugee, or language minority students, by connecting phenomena from the case study to specific issues of linguistics, multiculturalism, and language pedagogy.	minority, immigrant, refugee, or language minority students; however, the descriptions fail to address lenses of linguistics, multiculturalism, or language pedagogy.

TSL 3080 Global Learning Displacement WebQuest (2 Columns)

For this WebQuest, candidates are asked to delve into the topic of displacement as such applies to the lives of refugees, immigrants, and indeed language minority students. Reasons for doing so include notions that policy makers often fail to take into consideration issues of human rights, racism, or oppression in those displaced. Candidates are asked to

- Demonstrate an understanding of a particular issue facing language minority students and language learners with respect to displacement, immigration, or refugees;

- Become conversational regarding the issues surrounding this issue; and

- Understand where one's voice may be offered up publicly with respect to this issue.

	Meets	Does Not Meet
FIU Global Perspectives (high stakes criterion)	• WebQuest bullet points factors regarding the context of the displacement issue. Factors are listed but are not necessarily in any special order. • The story of the issue is general. It applies to an issue	Candidate demonstrates insightful detail regarding the context of the displacement issue, including specific anecdotes. • Story goes to the human dimension of the experience, noting numerous anecdotes,

	we can see from news resources, but doesn't necessarily refer to a unique experience or specific event. • Book includes resources one may contact in order to get involved in assessment situations with respect to immigrants, language minority students, or language learners. • Book relies specifically on its principal medium, perhaps PowerPoint or MS Word. • Book is a list of considerations, without consideration for putting these together in a cohesive item.	which place this issue into an even deeper perspective. • Book includes the groups' personal reactions to this story and offers suggestions on ways people can help. • Book includes multiple kinds of media. • Book alludes to strategies and techniques in which advocacy may be helpful to those who need it. • Book demonstrates high critical thinking and sound connections of this experience, connecting it with the theories and conversations of the course.
• TESOL/NCATE 5.b		