

## HYBRID

MAYMESTER 2017 \* May 15<sup>th</sup> - 27<sup>th</sup>  
M-F 5:00 p.m. – 10:00 p.m.

Faculty: Elena Izquierdo, Ph.D.

Email – On blackboard

Office Hours: By appointments



## COURSE INFORMATION

BED 5330

**Educating ELLS: Navigating the ELPS Across the Curriculum**

3 Credit Hours

## COURSE OBJECTIVES

This course explores critical components for second language development and acquisition in school contexts, across the curriculum. It emphasizes second language acquisition, academic language and literacy through the language modalities of listening, speaking, reading, and writing to make course content instruction understandable for English Language Learners (ELLs). A thorough exploration of the Chapter 74.4: Curriculum Requirements: English Language Proficiency Standards (ELPS) will pave the way to becoming an effective teacher of students who come to the classroom with an important resource – the experience of speaking a language other than English. Essential instructional practices for successful teaching and learning across the curriculum areas will be developed.

**Course Objectives are as follows:**

- ⊙ Understand the critical issues of ELLs in schooling;
- ⊙ Apply knowledge of theories, concepts, and research related to language learning to support students' language development in English;
- ⊙ Understand language and its components – phonology, morphology, syntax;
- ⊙ Understand second language acquisition, its theories and language stages;
- ⊙ Integrate the skills of listening, speaking, reading, and writing to develop ELL students' English language proficiency through ELPS through the various content areas;
- ⊙ Identify the various assessment procedures for ELLs such as TELPAS; LPAC.
- ⊙ Understand and apply the strategies of Sheltered Instruction;
- ⊙ Develop a sheltered lesson plan specific to a content area;
- ⊙ Review knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture; and
- ⊙ Develop a blueprint for instruction consisting of solid comprehensible input rituals and routines coupled with a lesson plan design for content delivery that provides access to content knowledge and develops academic language proficiency.

### ESL Standards

- Standard I:** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
- Standard III:** The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
- Standard IV:** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
- Standard VI:** The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.
- Standard V:** The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

This is a HYBRID course which has *at least 50%* of coursework online. The following are the dates for Face to Face (F2F) meetings at UTEP in EDU 402

May 15 - May 26<sup>th</sup> 5pm-8:30pm F2F

May 19 ONLINE 100%

**\* Subject to change as necessary.**

- Ⓢ **This is an intensive Maymester Course** . No absences or tardiness will be accepted. **PLAN AHEAD.**
- Ⓢ All students are expected to be prepared and check their course BB, emails, and assignments on a DAILY basis for emails and to post assignments, discussions, etc. No late work will be accepted. Pay close attention to OPEN and CLOSED dates.
- Ⓢ Reading the assignments before class is essential to meaningful participation. Expect unannounced quizzes on all readings and lectures.
- Ⓢ Group work is mandatory. Students are responsible for working with their groups. Participation in discussions, group activities, and evaluations is required on time.
- Ⓢ All students are required to maintain a high level of professionalism and respect for one another as we engage in discussions and group work
- Ⓢ All blogs/ discussions/writing must be well thought out and appropriate for each topic that is discussed. All citations must follow APA format. Use the following link to APA as your resource: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Academic Dishonesty:**

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. Refer to <http://www.utep.edu/dos/acadintg.htm> for further information.

**Students with Disabilities:**

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to The Center for Accommodations and Support Services (CASS),  
**Union East Building Room 106 \* Phone: (915) 747-5148 Voice \* Fax: (915) 747-8712 \* Email:**  
[cass@utep.edu](mailto:cass@utep.edu)

**The following are the assignments and point value for each one in the course, for a total of 100 points:**

	<b>ACTIVITIES/TOPICS</b>	<b>POINTS</b>
	BLOG Discussion Board Posts (10 Entries)	20
	Writing Sample Analysis	5
	Lesson Plan Development	5
5 Quizzes (4 points each)	Competencies 001-002 Competencies 003-007 Competencies 008-009 Formative Assessment 1 & 2 Cloze Reading	20
	Portfolio Project (8 Components)	30
	Technology and ELLs	10
	Coggle Vocabulary Map	10
	<b>TOTAL POINTS</b>	<b>100</b>

## REQUIRED TEXT

National Academies of Sciences, Engineering, and Medicine. (2017). Promoting the Educational Success of Children and Youth Learning English: Promising Futures. Washington, DC: The National Academies Press. DOI: 10.17226/24677. This PDF is available at <http://www.nap.edu/24677>

TEExES ESL Supplemental (154) Book + Online (TEExES Teacher Certification Test Prep) Paperback –October 31, 2013 by [Jacalyn Mahler M.A.](#) (Author), [Beatrice Mendez Newman PhD](#) (Author), [Sharon Alverson B.A.](#) (Author), & [1 more](#)

## REQUIRED READINGS

- Brooks, K., & Karathanos, K. (2009). Building on the Cultural and Linguistic Capital of English Language Learner (EL) Students [Abstract]. *Multicultural Education*, (Summer), 47-51. Retrieved April 4, 2017, from <http://files.eric.ed.gov/fulltext/EJ858589.pdf>
- Brozek, E., & Duckworth, D. (n.d.). Supporting English Language Learners Through Technology [Abstract]. *Educator's Voice*, IV, 10-15.
- Echevarria, J., & Bear, D. (n.d.). Language Transfers - McGraw-Hill. Retrieved May 13, 2017, from <http://www.bing.com/cr?IG=0753522DA94C40A4BAAC90DD69485665&CID=27AF26B0462F67BE0E0D2C3247BF6691&rd=1&h=Ro6VmRIKh-ISGjOMfiLYVqMsXwtqvznnRAc32ejvXL0&v=1&r=http%3a%2f%2ftesoros.macmillanmh.com%2fassets%2fextras%2f0001%2f3620%2fLangTransPOST.pdf&p=DevEx,5069.1>
- Herrmann, E. (2016, April 6). MultiBrief: Fostering growth mindset with English learners. Retrieved May 13, 2017, from <http://exclusive.multibriefs.com/content/fostering-growth-mindset-with-english-learners/education>
- Hill, J. D., & Flynn, K. (2008). Asking the Right Questions: Teachers' Questions Can Build Students' English Language Skills. *National Staff Development Council*, 29(1), winter, 46-52.
- Krashen, S. D., & Terrell, T. D. (n.d.). ERIC - The Natural Approach: Language Acquisition in the ... Retrieved May 13, 2017, from [http://www.osea-ite.org/class/SELT\\_materials/SELT\\_Reading\\_Krashen\\_.pdf](http://www.osea-ite.org/class/SELT_materials/SELT_Reading_Krashen_.pdf)

- Nieto, D. (spring 2009). A Brief History of Bilingual Education in The United States [Abstract]. *Perspectives on Urban Education*, 61-72.
- Pappamihiel, N. E., & Mihai, F. (2006). Assessing English Language Learners' Content Knowledge in Middle School Classrooms. *Middle School Journal*, 38(1), 34-43. doi:10.1080/00940771.2006.11461563
- Pryle, M. (2016, August 17). 5 Reader Activities to Invite Higher Thinking. Retrieved May 13, 2017, from <https://www.middleweb.com/23723/5-reader-activities-to-invite-higher-thinking/>
- Roberts, C. A. (1994). Transferring Literacy Skills From L1 To L2: From Theory To Practice . *The Journal of Educational Issues of Language Minority Students*, 13(Spring), 1994th ser., 209-221.
- Schwarzer, D., Haywood, A., & Lorenzen, C. (n.d.). – Fostering Multiliteracy in a Linguistically Diverse Classroom. Retrieved May 10, 2017, from [https://www.csun.edu/~bashforth/305\\_PDF/305\\_ME3/LanguageVarieties/LanguageVarities\\_LangArts/FosteringMultiliteracyMonolingualTeacher\\_LA\\_Jul2003.pdf](https://www.csun.edu/~bashforth/305_PDF/305_ME3/LanguageVarieties/LanguageVarities_LangArts/FosteringMultiliteracyMonolingualTeacher_LA_Jul2003.pdf)
- Sweetwater District-Wide Academic Support Teams. (20110, October). Academic Language Function Toolkit. Retrieved May 13, 2017, from <https://sweetwaterschools.instructure.com/courses/1080113/files/31344925>
- Texas Education Agency (TEA). (2012). Chapter 74. Curriculum Requirements Subchapter A. *Required Curriculum §74.4. English Language Proficiency Standards* [PDF document]. Retrieved from [http://curriculum.austinisd.org/bil\\_ed/resources/ELPS/documents/CurriculumRequirements.pdf](http://curriculum.austinisd.org/bil_ed/resources/ELPS/documents/CurriculumRequirements.pdf)
- Texas Education Agency (TEA). (2012). *State law and Chapter 89: Commissioner's Rule (TAC Chapter 89)* [Data file]. Retrieved from <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>
- Velasquez, J., & Jalomo, M. (2015). *ESL TExES Preparation Manual* [Pamphlet]. El Paso, TX: Region XIX.

## ONLINE RESOURCES

- 10 Fun-Filled Formative Assessment Ideas. (n.d.). Retrieved May 10, 2017, from <https://www.edutopia.org/discussion/10-fun-filled-formative-assessment-ideas>

- Express-News, F. T. (n.d.). Texas is failing its English language learners. Retrieved May 10, 2017, from <http://www.mysanantonio.com/opinion/commentary/article/Texas-is-failing-its-English-language-learners-6498859.php>
- Graphite, J. K. (n.d.). Where Do English Language Learners Fit Into the Ed Tech Revolution? Retrieved May 10, 2017, from <https://ww2.kqed.org/mindshift/2015/09/14/where-do-english-language-learners-fit-into-the-ed-tech-revolution/>
- How to Use Technology Effectively to Transform Your ESL Classroom. (n.d.). Retrieved May 10, 2017, from <http://www.fluentu.com/english/educator/blog/esl-technology-resources-for-students/>
- O'Malley, J. M., & Chamot, A. U. (2002). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.
- Reading 101 for English Language Learners. (n.d.). Retrieved May 10, 2017, from <http://www.colorincolorado.org/article/reading-101-english-language-learners>
- Reading Rockets. (2002, January 01). Retrieved May 10, 2017, from <http://www.readingrockets.org/article/english-language-learners-and-five-essential-components-reading-instruction>
- Teaching English Language Learners: Effective Instructional Practices. (n.d.). Retrieved May 10, 2017, from <https://iris.peabody.vanderbilt.edu/module/ell/challenge/#content>
- Technology in the Classroom. (n.d.). Retrieved May 13, 2017, from <http://www.colorincolorado.org/teaching-ells/technology-ells/technology-classroom>
- Texas Education Agency (TEA). (2012). *Texas English Language Learners Portal*. Retrieved from <http://elltx.org/>
- Texas Education Agency (TEA). (2012). Chapter 74. Curriculum Requirements Subchapter A. *Required Curriculum §74.4. English Language Proficiency Standards* [PDF document]. Retrieved from [http://curriculum.austinisd.org/bil\\_ed/resources/ELPS/documents/CurriculumRequirements.pdf](http://curriculum.austinisd.org/bil_ed/resources/ELPS/documents/CurriculumRequirements.pdf)

- Texas Education Agency (TEA). (2012). *State law and Chapter 89: Commissioner's Rule (TAC Chapter 89)* [Data file]. Retrieved from <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>
- Welcome to the IRIS Center. (n.d.). Retrieved May 13, 2017, from <https://iris.peabody.vanderbilt.edu/>
- Y. (2016, June 02). ESL vs. Bilingual Education. Retrieved May 10, 2017, from <http://esl.yourdictionary.com/about-esl/esl-vs-bilingual-education.html>

### STUDENT LEARNING OUTCOMES

<b>Domain I &amp; II—Standard I: The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.</b>	
<i>By the end of course, the student will be able to:</i>	<i>To evaluate these outcomes, the faculty member will use the following assessment procedures:</i>
1. Review knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL and general education classroom;	a. Course graded chapter and lecture assignments; b. Class discussion of the myths and misconception of language and language learning; conventions of language and their direct application in educational settings and contexts; and c. Reading quizzes.
2. Apply and adapt knowledge of the functions and registers of language to develop and modify instructional materials;	a. Course graded chapter and lecture assignments; b. Class discussion of the language registers and their direct application in educational settings and contexts; and c. Reading quizzes.
3. Integrate the skills of listening, speaking, reading, and writing to develop ELL students' English language proficiency.	a. Course graded chapter and lecture assignments; b. Class discussion of the domains/modalities of language and their direct application in educational settings and contexts; and how they are integrated in the ELPS; and c. Reading quizzes.
<b>Domain I &amp; II—Standard III: The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.</b>	
<i>By the end of course, the student will be able to:</i>	<i>To evaluate these outcomes, the faculty member will use the following assessment procedures:</i>
4. Apply knowledge of theories, concepts, and research related to language learning to support students' language development in English;	a. Course graded chapter and lecture assignments; b. Class discussion of second language acquisition language and their direct application in educational settings and contexts; and c. Reading quizzes.
<b>Domain II—Standard IV: The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.</b>	
<i>By the end of course, the student will be able to:</i>	<i>To evaluate these outcomes, the faculty member will use the following assessment procedures:</i>
5. Devise and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS);	a. Course graded chapter and lecture assignments; b. Class discussion of the TEKS and their direct application in various grades and content areas; c. Reading quizzes.
6. Modify planning procedures for effective, developmentally appropriate ESL instruction;	a. Course graded chapter and lecture assignments; b. Class discussion of the Sheltered instruction; SIOP;

	c. Reading quizzes.
7. Select instructional methods, resources, and materials, including the fine arts, appropriate for various goals and situations in the ESL classroom;	a. Course graded chapter and lecture assignments; b. Class discussion of the Sheltered instruction in the various Content Areas; SIOP; and c. Reading quizzes.
8. Integrate technological tools and resources into the instructional process;	a. Course graded chapter and lecture assignments; b. Class discussion of various web links that support the sheltered instruction in the various Content Areas; c. Reading quizzes.
9. Design strategies that foster ELL students' content-area learning;	a. Course graded chapter and lecture assignments; b. Class discussion of the sheltered instruction in the various Content Areas; SIOP; and c. Reading quizzes.
10. Engage students in critical-thinking processes;	a. Course graded chapter and lecture assignments; b. Class discussion of the critical thinking and higher order questioning; and c. Reading quizzes.
<b>Domain II—Standard V</b> The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.	
<i>By the end of course, the student will be able to:</i>	<i>To evaluate these outcomes, the faculty member will use the following assessment procedures:</i>
11. Review knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture;	a. Course graded chapter and lecture assignments; b. Class discussion of Academic Language; SIOP; Content Area Instruction; SIOP; and learning styles; c. Reading quizzes.
12. Design instruction and devise activities that are responsive to diversity and individual student needs.	a. Course graded chapter and lecture assignments; b. Class discussion on diverse learners and differentiated instruction; c. Reading quizzes.
<b>Domain II—Standard VI: The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.</b>	
13. Select, adapt, or develop appropriate assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency);	a. Course graded chapter and lecture assignments; b. Class discussion of the English Language Proficiency Standards (ELPS); and Sheltered Lesson Project c. Reading quizzes.
14. Interpret results of standardized tests commonly used in ELL programs in Texas;	a. Course graded chapter and lecture assignments; b. Class discussion of TELPAS and ELPS; and c. Reading quizzes.
15. Summarize LPAC recommendations for LEP identification, placement, and exit.	a. Course graded chapter and lecture assignments; b. Class discussion of LPAC Procedures; and c. Reading quizzes.
16. Use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ELL students to achieve learning goals.	a. Course graded chapter and lecture assignments; b. Class discussion of ongoing assessments; informal & formal assessments; Progress Monitoring. c. Reading quizzes.




Day One

DOMAIN I — LANGUAGE CONCEPTS AND LANGUAGE ACQUISITION

**Standards Assessed:**  
**English as a Second Language I, III**  
 Competency 001: *The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.*


The beginning ESL teacher:  
 A. Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning in the ESL classroom.  
 B. Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction and promote ESL students' English-language proficiency.  
 C. Understands the interrelatedness of listening, speaking, reading and writing and uses this understanding to develop ESL students' English-language proficiency.  
 D. Knows the structure of the English language (e.g., word formation, grammar, vocabulary and syntax) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction to develop the foundation of English mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the English Language Proficiency Standards (ELPS).

Daily Learning Objectives		Activities: In Class	Activities: Online	Assessment	Readings to Prepare for Next In Class Session																
<p><b>Content Objectives:</b></p> <ul style="list-style-type: none"> <li>Participants will get to know the constructs of the ESL 154 Supplemental Exam.</li> <li>Participants will consider the instructional implication in applying the content of the ESL test in their instruction.</li> <li>Participants will explore the fundamental concepts of language, structure/conventions of the English language, &amp; the interrelatedness of listening, speaking, reading and writing.</li> <li>Participants will apply their learning to planning effective instruction for English Language Learners (ELLS).</li> </ul>	<p><b>Language Objectives:</b></p> <ul style="list-style-type: none"> <li>Participants will note-take key ideas regarding the ESL 154 Supplemental Exam.</li> <li>Participants will use group discussion to learn critical vocabulary.</li> <li>Participants will show comprehension of course reading by responding in online discussion board.</li> <li>Participants will use a variety of online sources to learn and review course learning.</li> <li>Participants will share in cooperative groups.</li> <li>Participants will a variety of writing opportunities to narrate, describe, and explain their learning.</li> </ul>	<p><b>Introductions; Review Syllabi; Student Learning Outcomes &amp; TExES ESL Alignment to Course &amp; Review Course Resource</b></p> <p>1. Students read &amp; review course syllabus using Insert Method</p> <p><b>2. INSERT SYMBOLS</b></p> <ul style="list-style-type: none"> <li>✓ This confirms what I already knew.</li> <li>! Wow! This important.</li> <li># I want more information about this.</li> <li>? This is confusing and unclear to me.</li> <li>* This is a new idea or word to me.</li> </ul> <p><b>EXTENDED NAME TAG ACTIVITY:</b> On an index card...                  Write your name in the center of card                  Next, on the top right hand corner a person answers "Who Influenced You?"                  On the bottom, right hand corner answer "What is the field/content and grade you plan to teach?"                  On the top left hand corner, answer "What experience influenced you in becoming a teacher?"                  On the bottom left hand corner, answer, "1 teacher/literary figure" that I relate to                  After they have time to record their answers, they share out.                  Any person may start with any corner, sharing one only then each person follows suit until the entire group is worked through.</p> <p><b>Resource Book Walk</b></p> <p><b>Domain I: Competency 001</b>                  Concept Web,                  Lecture Bingo,                  Does it Transfer Jeopardy!                  Sample Transfer minilesson (ppt)</p> <p><b>Portfolio Project Part 1: (3.75 Points)</b></p> <ul style="list-style-type: none"> <li>According to your assigned vignette, answer the questions that follow.</li> </ul> <p><b>Assessment: Writing Analysis (5 Points)</b></p> <ul style="list-style-type: none"> <li>Using writing sample marked <b>Student 1 Grade 2 Paper 1</b></li> <li>Complete the Diagnostic Analysis of ELL Writing Sample Sheet</li> </ul> <p><b>Ticket Out the Door</b>                  ELL Anticipation Guide</p>	<p><b>Daily Blog Entry Guidelines</b></p> <ul style="list-style-type: none"> <li>Students will <b>read</b> assigned selection from <i>Promoting the Educational Success of Children and Youth Learning English: Promising Futures</i> daily</li> <li>Post a 250 word blog in response to the reading according to the assigned prompt for the designated reading.</li> <li>Respond to two other individuals' blogs                             <ol style="list-style-type: none"> <li>Make a connection</li> <li>Extend an idea</li> <li>Agree/Disagree</li> <li>Ask a question.</li> </ol> </li> </ul> <p><b>Blog Readings: - DAY 1</b> (2 points)  <b>Day 1 – Monday May 15</b>  <b>Blog 1 (2 points) Summary S-1; Introduction1-1</b>  <b>Blog 2 (2 points) – Policy Context</b></p> <p><b>Prompt:</b>                  Based on the reading, what are the implications for the field from any applicable perspectives:</p> <ul style="list-style-type: none"> <li>Administrator</li> <li>Teacher</li> <li>Student</li> <li>Parent</li> </ul> <p>Each blog is due by next day.                  Response to two classmates for blog posts should be completed by Friday each week.</p>	<p>End of Class                  Using writing sample marked <b>Student 1 Grade 2 Paper 1</b>                  Complete the Diagnostic Analysis of ELL Writing Sample Sheet                  Diagnostic Analysis of ELL Writing Sample</p> <p><small>Study the writing samples above. Use the table below to identify elements of strength the student's writing is exhibiting in each area. Next find areas of weakness. Lastly brainstorm ideas on how to address the areas of concern.</small></p> <table border="1"> <thead> <tr> <th>Strength</th> <th>Weakness</th> <th>Implication</th> <th>Next Steps</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><i>Works with English Language Learners excerpt</i></p> <p><b>TRANSFERRING LITERACY SKILLS FROM L1 TO L2: FROM THEORY TO PRACTICE</b>                  Cheryl A. Roberts  <a href="http://www.edtechpolicy.org/ArchivedWebsites/transf13.htm">http://www.edtechpolicy.org/ArchivedWebsites/transf13.htm</a></p>	Strength	Weakness	Implication	Next Steps													<p>Reading in preparation for next class.                  Chapter 2 Excerpt from <i>Classroom Instruction That</i></p> 
Strength	Weakness	Implication	Next Steps																		

Day Two

<p><b>DOMAIN 1 — LANGUAGE CONCEPTS AND LANGUAGE ACQUISITION</b></p>	<p><b>(Standards Assessed: English as a Second Language I, III)</b> Competency 002: The ESL teacher <b>understands the processes of first-language (L1) and second-language (L2) acquisition</b> and the <b>interrelatedness</b> of L1 and L2 development</p>	<p>The beginning ESL teacher:</p> <ul style="list-style-type: none"> <li>A. Knows theories, concepts and research related to L1 and L2 acquisition.</li> <li>B. Uses knowledge of theories, concepts and research related to L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English-language development at various stages.</li> <li>C. Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.</li> <li>D. Analyzes the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2.</li> <li>E. Knows common difficulties (e.g., idiomatic expressions; L1 interference in syntax, phonology and morphology) experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties.</li> </ul>			
<p><b>Daily Learning Objectives</b></p>		<p><b>Activities: In Class</b></p>	<p><b>Activities: Online</b></p>	<p><b>Assessment</b></p>	<p><b>Readings for Next In Class Session</b></p>
<p><b>Content Objectives:</b></p> <ul style="list-style-type: none"> <li>• Participants will examine and explore various theories in second language acquisition.</li> <li>• Participants will consider the interrelatedness between first and second language acquisition.</li> <li>• Participants will apply their learning about second language acquisition and make connections to effective instructional strategies that support language development.</li> </ul>	<p><b>Language Objectives:</b></p> <ul style="list-style-type: none"> <li>• Participants will use a variety of note-strategy to process the days learning</li> <li>• Participants will use group discussion to learn critical vocabulary.</li> <li>• Participants will show comprehension of course reading by responding in online discussion board.</li> <li>• Participants will use a variety of online sources to learn and review course learning.</li> <li>• Participants will share in cooperative groups.</li> <li>• Participants will use a variety of writing opportunities to narrate, describe, and explain their learning</li> </ul>	<p><b>Quiz 1 (4 points): Opener</b> <b>Review of Yesterday's Assessment Vignette Debrief</b>— Students with same scenario will get together to discuss answers to the question they answered. <b>Anticipation Guide Review</b> <b>A Little Bit About Growth Mindset</b></p> <ul style="list-style-type: none"> <li>• Class Dojo on Growth Mindset</li> <li>• Readers Response to Articles:</li> <li>• "Building on the Cultural and Linguistic Capital of English Learner (EL) Students" by Katie Brooks &amp; Katya Karathanos</li> <li>• "Fostering growth mindset with English learners" online article by Erick Herrmann.</li> <li>• RR Guidelines-</li> <li>• <a href="https://www.middleweb.com/23723/5-reader-activities-to-invite-higher-thinking/">https://www.middleweb.com/23723/5-reader-activities-to-invite-higher-thinking/</a></li> </ul> <p><b>Second Language Acquisition</b> Teacher Created Big Book Layered Look Book for Second Language Acquisition</p> <p><b>TABS</b></p> <ul style="list-style-type: none"> <li>• How is language learned?</li> <li>• Factors that Impact Acquisition</li> <li>• Piaget, Vygotsky, &amp; Krashen</li> <li>• Stages of Second Language Acquisition</li> <li>• Jim Cummins: BIC vs CALPS</li> <li>• Metacognition &amp; Language Learning</li> <li>• <b>Second Language Acquisition Chant</b></li> <li>• <b>Relationship Between L1 &amp; L2: Bridging * Cognates * Differences * Effective Instruction for SLA</b></li> </ul> <p><b>Learning Strategies in Second Language Acquisition</b> Anchor Charts Creations Highlighting a Learning Strategy <b>Portfolio Project Part 2 (3.75 points):</b> Based on the student information in the vignette and the learning thus far identify critical strategies that you will need to be part of your rituals and routines in order for this student to be successful in your classroom. <b>Quiz: Ticket Out the Door (4 points):</b></p> <ul style="list-style-type: none"> <li>• Choose one of the 60 formative assessment ideas provided in the link below. <a href="https://www.edutopia.org/discussion/10-fun-filled-formative-assessment-ideas">https://www.edutopia.org/discussion/10-fun-filled-formative-assessment-ideas</a></li> </ul>	<p><b>Daily Blog Entry Guidelines</b></p> <ul style="list-style-type: none"> <li>• Students will <b>read</b> assigned selection from <i>Promoting the Educational Success of Children and Youth Learning English: Promising Futures</i> daily</li> <li>• <b>Post</b> a 250 word blog in response to the reading according to the assigned prompt for the designated reading.</li> <li>• <b>Respond</b> to two other individuals' blogs <b>Make a connection; Extend an idea; Agree/Disagree Or Ask a question.</b></li> </ul> <p><b>Blog Readings: - DAY 2</b> <b>Tuesday, May 16, 2017</b> <b>BLOG 4 (2 points)</b> Dual Language Learners: Capacities and Influences on Language 4-1 <b>Prompt:</b> Develop an explanation of the capacities and influences of language development that you would want your school faculty and staff understand about Dual Language Learners, according to the information shared in reading selection.</p> <p><b>BLOG 5 (2 points)</b>The Development of English Language Proficiency in Grades K-12 6-1 <b>Prompt:</b></p> <ul style="list-style-type: none"> <li>○ Explain the critical elements of English Language Development.</li> <li>○ What do you see as the biggest barrier to successful English Language Proficiency for students?</li> </ul> <p><b>Each blog is due by next day.</b> <b>Response to two classmates for blog posts should be completed by Friday each week.</b></p>	<ul style="list-style-type: none"> <li>• Quiz over Day 1 content</li> </ul> <p>"Texas is failing its English language learners" By RL Johnson <a href="http://www.mysanantonio.com/opinion/commentary/article/Texas-is-failing-its-English-language-learners-6498859.php">http://www.mysanantonio.com/opinion/commentary/article/Texas-is-failing-its-English-language-learners-6498859.php</a></p>	


Day Three

DOMAIN II — ESL INSTRUCTION AND ASSESSMENT	<b>Standards Assessed: English as a Second Language I, III–VI</b> <ul style="list-style-type: none"> <li>Competency 003: <i>The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.</i></li> </ul>		<i>The beginning ESL teacher:</i> <ol style="list-style-type: none"> <li>Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the domains of listening, speaking and reading and writing.</li> <li>Knows effective instructional methods and techniques for the ESL classroom, and selects and uses instructional methods, resources and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.</li> <li>Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction, engaging students in critical thinking and fostering students' communicative competence.</li> <li>Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.</li> <li>Applies effective classroom management and teaching strategies for a variety of ESL environments and situations.</li> </ol>		
	Daily Learning Objectives		Activities: In Class	Activities: Online	Assessment
<b>Content Objectives:</b> <ul style="list-style-type: none"> <li>Participants will learn where to find the standards for their content.</li> <li>Participants will review the written construct of the TEKS</li> <li>Using Science content TEKS as the example, instructor will model how to bundle &amp; sequence standards in order to develop a daily learning target.</li> <li>Participants will learn how to map out the pertinent academic language and develop a strategic language objective for their lesson.</li> </ul>	<b>Language Objectives:</b> <ul style="list-style-type: none"> <li>Participants will use a variety of note-strategy to process the days learning</li> <li>Participants will use group discussion to learn critical vocabulary.</li> <li>Participants will show comprehension of course reading by responding in online discussion board.</li> <li>Participants will use a variety of online sources to learn and review course learning.</li> <li>Participants will share in cooperative groups.</li> <li>Participants will a variety of writing opportunities to narrate, describe, and explain their learning</li> </ul>	<b>Quiz 2 (4 Points)</b> <b>Activating Schema—Your teacher toolbox-Group Brainstorm</b> <ul style="list-style-type: none"> <li>What current best practices do you implement in your classroom?</li> </ul> <b>Content: Understanding My Standards</b> <ul style="list-style-type: none"> <li>TEKS</li> <li>Organization &amp; Sequence</li> <li>Depth &amp; Complexity</li> <li>Content Objective</li> </ul> <b>Academic Language: Fully Unpacking Your Standards:</b> Application of English Structure in Content <b>ELPS: Putting the Academic Language to Action and Bringing Content to Life in the Classroom:</b> Create Language Objective <b>Scaffolds</b> <ul style="list-style-type: none"> <li>Cognitive, Linguistic, Affective</li> <li>Participants will review the 3 types of scaffolds as per Ch. 89 and consider the application of each in teaching &amp; learning.</li> <li>Rituals &amp; Routines</li> <li>Participants will explore 7 Steps to a Language-Rich Interactive Classroom that set the stage for successful learning for ELLS.</li> </ul> <b>TEExES English as a Second Language (ESL) 154 [Book]-- Scavenger Hunt Technology and ELL's (10 points)</b> <ul style="list-style-type: none"> <li>Networking the Technology. Group share on current use of technology in your classroom.</li> <li>Supporting English Language Learners Through Technology</li> </ul> <b>Portfolio Project Part 3 (3.75 points):</b> Teacher Competencies: <ul style="list-style-type: none"> <li>Create a list of your current teaching practices.</li> <li>What are your routines and rituals?</li> <li>What are the structures of your classroom management?</li> </ul> <b>Ticket Out the Door (4 points): The Three W's</b> Students write:- <ul style="list-style-type: none"> <li>What did we learn today ?</li> <li>So What ?(relevancy, importance, usefulness)</li> <li>Now What? (how does this fit into what we are learning, does it affect our thinking, can we predict where we are going)</li> </ul>	<b>Daily Blog Entry Guidelines</b> <ul style="list-style-type: none"> <li>Students will <b>read</b> assigned selection from <i>Promoting the Educational Success of Children and Youth Learning English: Promising Futures</i> daily</li> <li><b>Post</b> a 250 word blog in response to the reading according to the assigned prompt for the designated reading.</li> <li><b>Respond</b> to two other individuals' blogs                             <ol style="list-style-type: none"> <li>Make a connection</li> <li>Extend an idea</li> <li>Agree/Disagree</li> <li>Ask a question.</li> </ol> </li> </ul> <b>Blog Readings: - DAY 3</b> <b>Wednesday, May 17, 2017</b>  <b>BLOG 6: (2 points)</b> Programs for English Learners in Grades Pre-K to 12 7-1  <b>Prompt:</b> What are the key components of effective programs for ELs?  Each blog is due by next day. Response to two classmates for blog posts should be completed by Friday of each week.	<b>Quiz 2 (4 Points)</b>	  Chapter 89-- <b>\$89.1210.</b> <b>Program Content and Design. P. 20-24</b>  Cloze Assessment on Reading  Review the Speaking English Language Proficiency Standards.


Day Four

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>DOMAIN II –ESL INSTRUCTION AND ASSESSMENT</b></p>	<p><b>Standards Assessed: English as a Second Language I, III–VI</b> Competency 004: <i>The ESL teacher understands how to promote students' communicative language development in English.</i></p>	<p><i>The beginning ESL teacher:</i></p> <p>A. Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the proficiency level descriptors for the beginning, intermediate, advanced and advanced-high levels in the listening and speaking domains.</p> <p>B. Understands the role of the linguistic environment and conversational support in second-language development and uses this knowledge to provide a rich, comprehensible language environment with supported opportunities for communication in English.</p> <p>C. Applies knowledge of practices, resources and materials that are effective in promoting students' communicative competence in English.</p> <p>D. Understands the interrelatedness of listening, speaking, reading and writing and uses this knowledge to select and use effective strategies for developing students' oral language proficiency in English in accordance with the ELPS.</p> <p>E. Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 to L2.</p> <p>F. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in listening and/or speaking in accordance with the ELPS.</p> <p>G. Knows how to provide appropriate feedback in response to students' developing English-language skills.</p>		
	<p><b>Daily Learning Objectives</b></p>	<p><b>Activities: In Class</b></p>	<p><b>Activities: Online</b></p>	<p><b>Assessment</b></p>
<p><b>Content Objectives:</b></p> <ul style="list-style-type: none"> <li>Participants will explore communicative language development in English and the critical instructional elements needed to make it happen for an English Language Learner.</li> <li>Participants will consider language proficiency by using linguistic accommodations to enhance the effectiveness of the use of the English Language Proficiency Standards in instruction.</li> </ul>	<p><b>Language Objectives:</b></p> <p><b>Language Objectives:</b></p> <ul style="list-style-type: none"> <li>Participants will use a variety of note-strategy to process the days learning</li> <li>Participants will use group discussion to learn critical vocabulary.</li> <li>Participants will show comprehension of course reading by responding in online discussion board.</li> <li>Participants will use a variety of online sources to learn and review course learning.</li> <li>Participants will share in cooperative groups.</li> <li>Participants will a variety of writing opportunities to narrate, describe, and explain their learning</li> </ul>	<p><b>Quiz 3 (4 points): Chapter 89-- §89.1210. Program Content and Design. P. 20-24</b> <b>Cloze Assessment</b> <b>ELPS Review</b> <b>TELPAS</b></p> <ul style="list-style-type: none"> <li>Data Driven Instruction: Whole Group &amp; Small Group</li> <li>Participants will identify non-negotiable best practices for working with whole group heterogeneous language levels and with small group homogenous language levels</li> </ul> <p><b>Scaffolds</b></p> <ul style="list-style-type: none"> <li>Cognitive, Linguistic, Affective</li> <li>Participants will review the 3 types of scaffolds as per Ch. 89 and consider the application of each in teaching &amp; learning.</li> <li>Rituals &amp; Routines</li> </ul> <p><b>Linguistic Accommodated Instruction</b></p> <ul style="list-style-type: none"> <li>Using the Science TEKS model from the Understanding My Standards Activity, Participants will work to establish a weekly lesson plan that will include daily Content &amp; Language Objectives.</li> <li>Participants will use student data analysis to and incorporate any additionally necessary Linguistic Accommodations based on L, S, R, W domain proficiency</li> </ul> <p><b>Test Prep Book Reading: Pgs 46-57 with A, B, C Notetaking.</b></p> <p><b>Portfolio Project Part 4 (3.75 points):</b></p> <ul style="list-style-type: none"> <li>Based on the student in your vignette</li> <li>Identify students' current language proficiency levels.</li> <li>For the identified proficiency level, what should the student be able to do?</li> <li>Identify the next level target.</li> <li>What will the student need to be provided with in terms of strategies, skills, practice, etc in order for them to reach the next level?</li> </ul> <p><b>Ticket Out the Door (4 points):</b></p> <ul style="list-style-type: none"> <li>Doodle / draw two or three concepts presented in the lesson. May include words or numbers.</li> </ul>	<p><b>Daily Blog Entry Guidelines</b></p> <ul style="list-style-type: none"> <li>Students will read assigned selection from <i>Promoting the Educational Success of Children and Youth Learning English: Promising Futures</i> daily</li> <li>Post a 250 word blog in response to the reading according to the assigned prompt for the designated reading.</li> <li>Respond to two other individuals' blogs             <ul style="list-style-type: none"> <li>l. Make a connection</li> <li>m. Extend an idea</li> <li>n. Agree/Disagree</li> <li>o. Ask a question.</li> </ul> </li> </ul> <p><b>Blog Readings: - DAY 4</b> <b>Thursday, May 18, 2017</b></p> <p><b>BLOG 7 (2 points)</b> Programs for English Learners in Grades Pre-K to 12 7-1</p> <p><b>Prompt:</b> What program type do you have experience with? Was it effective?</p> <p>Each blog is due by next day. Response to two classmates for blog posts should be completed by Friday of each week.</p>	<ul style="list-style-type: none"> <li>Cloze Reading Assessment</li> </ul> <p>Review the Reading English Language Proficiency Standards.</p>

Day Five

DOMAIN II — ESL INSTRUCTION AND ASSESSMENT	<p><b>Standards Assessed: English as a Second Language I, III–VI</b>                  Competency 005: <i>The ESL teacher understands how to promote students' literacy development in English</i></p>	<p><i>The beginning ESL teacher:</i></p> <p>A. Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the proficiency level descriptors for the beginning, intermediate, advanced and advanced-high levels in the reading and writing domains.</p> <p>B. Understands the interrelatedness of listening, speaking, reading and writing and uses this knowledge to select and use effective strategies for developing students' literacy in English.</p> <p>C. Understands that English is an alphabetic language and applies effective strategies for developing ESL students' phonological knowledge and skills (e.g., phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high-frequency words).</p> <p>D. Knows factors that affect ESL students' reading comprehension (e.g., vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL students' reading comprehension in English.</p> <p>E. Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 to L2.</p> <p>F. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in reading and/or writing in accordance with the ELPS.</p> <p>G. Knows personal factors that affect ESL students' English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.</p>			
	<p><b>Daily Learning Objectives</b></p>	<p><b>Activities: In Class</b></p>	<p><b>Activities: Online</b></p>	<p><b>Assessment</b></p>	<p><b>Readings to Prepare for Next In Class Session</b></p>
<p><b>Content Objectives:</b></p> <ul style="list-style-type: none"> <li>Participants will identify key elements for ELL Literacy Development.</li> <li>Participants will consider best practices for literacy development.</li> </ul>	<p><b>Language Objectives:</b></p> <ul style="list-style-type: none"> <li>Participants will use a variety of note-strategy to process the days learning</li> <li>Participants will use group discussion to learn critical vocabulary.</li> <li>Participants will show comprehension of course reading by responding in online discussion board.</li> <li>Participants will use a variety of online sources to learn and review course learning.</li> <li>Participants will share in cooperative groups.</li> <li>Participants will a variety of writing opportunities to narrate, describe, and explain their learning</li> </ul>	<p>ONLY ON-LINE CLASS</p>	<p><b>Daily Blog Entry Guidelines</b></p> <ul style="list-style-type: none"> <li>Students will <b>read</b> assigned selection from <i>Promoting the Educational Success of Children and Youth Learning English: Promising Futures</i> daily</li> <li><b>Post</b> a 250 word blog in response to the reading according to the assigned prompt for the designated reading.</li> <li><b>Respond</b> to two other individuals' blogs                             <ul style="list-style-type: none"> <li>p. Make a connection</li> <li>q. Extend an idea</li> <li>r. Agree/Disagree</li> <li>s. Ask a question.</li> </ul> </li> </ul> <p><b>Blog Readings: - DAY 5</b>                      Friday, May 19, 2017</p> <p><b>BLOG 3 (2 points)</b> The Demography of the English Learner Population  <b>Prompt:</b>                      What are the biggest lessons for public school leadership, administrations and teachers to learn from the demography of the English Learner Population?</p> <p><b>BLOG 8 (2 points)</b> Promising and Effective Practices for Specific Populations of English 9-1 Learners Grades Pre-K to 12</p> <ul style="list-style-type: none"> <li>Identify one important concept that you learned from the reading.</li> <li>Why do you believe that this concept is important?</li> <li>How does this concept apply to your current role working with ELs?</li> <li>What questions or wonderings would you want to know more about?</li> </ul> <p>Each blog is due by next day. Response to two classmates for blog posts and complete by Friday.</p>	<p>Online Quiz</p>	<p>Reading in preparation for next class.</p> <p>Learning Strategies in Second Language Acquisition</p> <p><i>J. Michael O'Malley</i>  <i>Anna Uhl Chamot</i></p> <p></p> <p><a href="http://catdir.loc.gov/catdir/samples/cam031/89009770.pdf">http://catdir.loc.gov/catdir/samples/cam031/89009770.pdf</a></p>

Day Six

<b>DOMAIN II – ESL INSTRUCTION AND ASSESSMENT</b>	<b>Standards Assessed: English as a Second Language I, III–VI</b> Competency 006: The ESL teacher understands how to promote students' <b>content-area learning, academic-language development and achievement across the curriculum.</b>		The beginning ESL teacher: A. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction that is linguistically accommodated (communicated, sequenced and scaffolded) to the student's levels of English- language proficiency; engaging students in critical thinking; and developing students' cognitive-academic language proficiency across content areas. B. Knows instructional delivery practices that are effective in facilitating ESL students' application of various learning strategies (e.g., pre-teaching key vocabulary; helping students apply familiar concepts from their cultural backgrounds and prior experiences to new learning; using metacognition, using hands-on and other experiential learning strategies; using realia, media and other visual supports [graphic organizers] to introduce and/or reinforce concepts) across content areas. C. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' cognitive-academic language development and content-area learning. D. Knows personal factors that affect ESL students' content-area learning (e.g., prior learning experiences, familiarity with specialized language and vocabulary, familiarity with the structure and uses of textbooks and other print resources) and applies effective strategies for addressing those factors.		
	Daily Learning Objectives		Activities: In Class	Activities: Online	Assessment
<b>Content Objectives:</b> <ul style="list-style-type: none"> <li>Participants will learn about how integrating English Language Learning into Content Area Learning.</li> <li>Participants will explore the best practices to facilitate content learning and academic language development.</li> </ul>	<b>Language Objectives:</b> <ul style="list-style-type: none"> <li>Participants will use a variety of note-strategy to process the days learning</li> <li>Participants will use group discussion to learn critical vocabulary.</li> <li>Participants will show comprehension of course reading by responding in online discussion board.</li> <li>Participants will use a variety of online sources to learn and review course learning.</li> <li>Participants will share in cooperative groups.</li> <li>Participants will a variety of writing opportunities to narrate, describe, and explain their learning.</li> </ul>	<b>Shared Reading:</b> Base Your ESL Instruction in the Content Areas by <i>Deborah Short With Window Pane Response</i>  <b>Content and Language: What Does it Take</b> <ul style="list-style-type: none"> <li>Participants will explore 7 Steps to a Language-Rich Interactive Classroom that set the stage for successful learning for ELLS.</li> <li>SIOP</li> <li>CALLA</li> <li>SDAIE</li> </ul> <b>Coggle Vocabulary Concept Map (10 points)</b>  <b>Portfolio Project Part 5 (3.75 points):</b> For your assigned vignette student, identify and locate reading strategies that will support their literacy development during content area instruction.  <b>Ticket Out the Door: Quiz Master (4 points)</b> <ul style="list-style-type: none"> <li>Students prepare a short quiz (+ 5 questions with answers)</li> <li>At least 2 of the questions must start How...? or Why...?</li> </ul>	<b>Daily Blog Entry Guidelines</b> <ul style="list-style-type: none"> <li>Students will <b>read</b> assigned selection from <i>Promoting the Educational Success of Children and Youth Learning English: Promising Futures</i> daily</li> <li><b>Post</b> a 250 word blog in response to the reading according to the assigned prompt for the designated reading.</li> <li><b>Respond</b> to two other individuals' blogs                             <ul style="list-style-type: none"> <li>t. Make a connection</li> <li>u. Extend an idea</li> <li>v. Agree/Disagree</li> <li>w. Ask a question.</li> </ul> </li> </ul> <b>Blog Day 6</b> <b>Monday, May 22, 2017</b>  <b>BLOG 9 (2 points)</b> Dual Language Learners and English Learners with Disabilities 10-1 <b>Prompt:</b> In your, opinion, what should be the priority when working with English Learners with disabilities?  Each blog is due by next day. Response to two classmates for blog posts should be completed by Friday of each week.		Reading in preparation for next class.    Chapter 89--

Day Seven

DOMAIN II — ESL INSTRUCTION AND ASSESSMENT	<b>Standards Assessed: English as a Second Language I, III–VI</b> Competency 007: <i>The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.</i>	The beginning ESL teacher: A. Knows basic concepts, issues and practices related to test design, development and interpretation and uses this knowledge to select, adapt and develop assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency). B. Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations. C. Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results. D. Knows state-mandated Limited English Proficient (LEP) policies, including the role of the Language Proficiency Assessment Committee (LPAC), and procedures for implementing LPAC recommendations for LEP identification, placement and exit. E. Understands relationships among state-mandated standards, instruction and assessment in the ESL classroom. F. Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.			
	<b>Daily Learning Objectives</b>	<b>Activities: In Class</b>	<b>Activities: Online</b>	<b>Assessment</b>	<b>Readings to Prepare for Next In Class Session</b>
<b>Content Objectives:</b> <ul style="list-style-type: none"> <li>Participants will learn about LPAC role, process and procedure for Assessment Decision Making regarding STAAR &amp; TELPAS</li> <li>Participants will understand the difference between Testing vs teaching Linguistic Accommodations LPAC Reclassification &amp; Progress</li> <li>Participants will learn about LPAC role, process, &amp; procedure for Reclassification and Progress Monitoring</li> </ul>	<b>Language Objectives:</b> <ul style="list-style-type: none"> <li>Participants will use a variety of note-strategy to process the days learning</li> <li>Participants will use group discussion to learn critical vocabulary.</li> <li>Participants will show comprehension of course reading by responding in online discussion board.</li> <li>Participants will use a variety of online sources to learn and review course learning.</li> <li>Participants will share in cooperative groups.</li> <li>Participants will a variety of writing opportunities to narrate, describe, and explain their learning.</li> </ul>	<b>Chapter 89 Analysis</b> <ul style="list-style-type: none"> <li>LPAC &amp; Assessment Decisions</li> <li>Testing Linguistic Accommodations</li> <li>LPAC Reclassification &amp; Progress Monitoring</li> <li>Federal &amp; State Accountability</li> </ul> <b>Formative Assessment</b> <ul style="list-style-type: none"> <li>Intervention based on formative assessments such as anecdotal notes and successful attainment of lesson objectives.</li> <li>Differentiating Questions, Deepening Understanding</li> <li>Assessing English Language Learners Content Knowledge in Middle School</li> </ul> <b>Portfolio Project Part 6 (3.75 points):</b> <ul style="list-style-type: none"> <li>Based on the language proficiency level of your assigned student, select the linguistic accommodations that would apply using the ELL Accommodation Checklist Provided</li> </ul> <b>Ticket Out the Door:</b> Quiz (4 points)	<b>Daily Blog Entry Guidelines</b> <ul style="list-style-type: none"> <li>Students will <b>read</b> assigned selection from <i>Promoting the Educational Success of Children and Youth Learning English: Promising Futures</i> daily</li> <li>Post a 250 word blog in response to the reading according to the assigned prompt for the designated reading.</li> <li>Respond to two other individuals' blogs                             <ul style="list-style-type: none"> <li>x. Make a connection</li> <li>y. Extend an idea</li> <li>z. Agree/Disagree</li> <li>aa. Ask a question.</li> </ul> </li> </ul> <b>Blog Readings: - DAY 7</b> <b>Tuesday, May 23, 2017</b>  <b>BLOG 10 (2 points)</b> Promising and Effective Practices in Assessment of Dual Language 11-1  <b>Prompt:</b> What role does assessment have in the educational progress of ELs and what it the biggest challenge?  Each blog is due by next day. Response to two classmates for blog posts should be completed by Friday of each week.	Quiz	Reading in preparation for next class ESL vs. Bilingual Education <a href="http://esl.yourdictionary.com/about-esl/esl-vs-bilingual-education.html">http://esl.yourdictionary.com/about-esl/esl-vs-bilingual-education.html</a>

Day Eight

DOMAIN III — FOUNDATIONS OF  
ESL EDUCATION, CULTURAL  
AWARENESS AND FAMILY AND  
COMMUNITY INVOLVEMENT

**Standards Assessed: English as a Second Language I, III–VI**  
Competency 008: *The ESL teacher understands the foundations of ESL education and types of ESL programs.*

The beginning ESL teacher:

- A. Knows the historical, theoretical and policy foundations of ESL education and uses this knowledge to plan, implement and advocate for effective ESL programs.
- B. Knows types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their goals and research findings on their effectiveness.
- C. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.
- D. Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.

Daily Learning Objectives		Activities: In Class	Activities: Online	Assessment	Readings to Prepare for Next In Class Session
<p><b>Content Objectives:</b></p> <ul style="list-style-type: none"> <li>• Participants will differentiate between the various programs available for English Language Learners.</li> <li>• Participants will consider the implications of program structure on student academic success.</li> </ul>	<p><b>Language Objectives:</b></p> <ul style="list-style-type: none"> <li>• Participants will use a variety of note-strategy to process the days learning</li> <li>• Participants will use group discussion to learn critical vocabulary.</li> <li>• Participants will show comprehension of course reading by responding in online discussion board.</li> <li>• Participants will use a variety of online sources to learn and review course learning.</li> <li>• Participants will share in cooperative groups.</li> <li>• Participants will a variety of writing opportunitues to narrate, describe, and explain their learning.</li> </ul>	<p><b>Test Prep Book Reading: Pgs 87-94 with Non-Linguistic Representation</b></p> <p><b>Guided Lecture: Foundations of ESL &amp; ESL Programs</b></p> <p><u>LPAC Vignettes</u></p> <ul style="list-style-type: none"> <li>○ Review the LPAC Vignettes at the following links. As you watch them, jot down any questions you might have.</li> <li>○ Be ready to share your questions tomorrows.</li> <li>○ <b>Students explain relevancy of the concept to their life or how they might use it.</b></li> </ul> <p><b>Portfolio Project Part 7 (3.75 points):</b></p> <ul style="list-style-type: none"> <li>○ Using the lesson provided, what enhancement, changes, accommodations would you need to make to insure a Beginning ELL will be successful in learning?</li> </ul> <p><b>Ticket Out the Door: I Care Why? (4 points)</b></p>	<p><b>Blog Wrap up.</b></p>		<p>Fostering Multiliteracy in a Linguistically Diverse Classroom by David Schwarzer Alexia Haywood Charla Lorenzen</p>




Day Nine

... DOMAIN III — FOUNDATIONS OF  
ESL EDUCATION, CULTURAL  
AWARENESS AND FAMILY AND  
COMMUNITY INVOLVEMENT

**Standards Assessed: English as a Second Language I, III–VI**  
Competency 009: The ESL teacher understands **factors that affect ESL students' learning** and implements **strategies for creating an effective multicultural and multilingual learning environment**.

The beginning ESL teacher:

- A. Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students' learning of academic content, language and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).
- B. Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic and cognitive needs of ESL students and facilitates students' learning and language acquisition.
- C. Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.
- D. Demonstrates sensitivity to students' diverse cultural and socioeconomic backgrounds and shows respect for language differences.
- E. Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

Daily Learning Objectives		Activities: In Class	Activities: Online	Assessment	Readings to Prepare for Next In Class Session
<p><b>Content Objectives:</b></p> <ul style="list-style-type: none"> <li>• Participants will consider how to develop a positive classroom culture.</li> <li>• Participants will explore the role of diversity when educating English Language Learners.</li> </ul>	<p><b>Language Objectives:</b></p> <ul style="list-style-type: none"> <li>• Participants will use a variety of note-strategy to process the days learning</li> <li>• Participants will use group discussion to learn critical vocabulary.</li> <li>• Participants will show comprehension of course reading by responding in online discussion board.</li> <li>• Participants will use a variety of online sources to learn and review course learning.</li> <li>• Participants will share in cooperative groups.</li> <li>• Participants will a variety of writing opportunities to narrate, describe, and explain their learning.</li> </ul>	<p><b>Cultural Awareness &amp; Family/Community Involvement</b></p> <ul style="list-style-type: none"> <li>○ Participant will learn explore a variety of technology to support ELLs</li> <li>○ Cultural Awareness &amp; Family Involvement</li> <li>○ Creating a Culturally Responsive Learning Community</li> <li>○ Creating a multilingual learning environment</li> <li>○ Partnering with families to support student learning.</li> </ul> <p><b>Advocating for our students.</b></p> <ul style="list-style-type: none"> <li>○ Round Robin Write</li> <li>○ Strategies for Family Involvement</li> <li>○ Community Involvement</li> </ul> <p><b>10/2 LECTURE—Participants will listen to a lecture regarding the constructs of the ESL Supplemental.</b></p> <ul style="list-style-type: none"> <li>○ ESL Supplemental 154—The Basics</li> <li>○ Magic Strip Notetaker</li> </ul> <p><b>Portfolio Project Part 8 (3.75 points):</b> You are the parent of the student in your initial vignette. Establish a list of questions that would be critical for a parent to know about the programs in the school the student is enrolled in.</p> <p><b>Ticket Out the Door:</b></p> <ul style="list-style-type: none"> <li>○ Synectics connect unrelated ideas through metaphor. Students have a sheet with four boxes. In each box is a stem. Solving equations in like eating and orange because..."</li> <li>○ "Solving equations is like driving a car because..."</li> </ul> <p><b>Course Survey</b></p>	<p><b>Daily Blog Entry Guidelines</b> Blog Wrap Up.</p>	<p>Quiz</p>	<p>Reading in preparation for next class.</p>  <p>Chapter 89-- <b>§89.1210. Program Content and Design. P. 20-24</b></p>

Day Ten

DOMAIN III — FOUNDATIONS OF ESL EDUCATION, CULTURAL AWARENESS AND FAMILY AND COMMUNITY INVOLVEMENT	<b>Standards Assessed: English as a Second Language I, III–VI</b> Competency 010: <i>The ESL teacher knows how to serve as an <b>advocate for ESL students and facilitate family and community involvement</b> in their education.</i>		The beginning ESL teacher: A. Applies knowledge of effective strategies advocating educational and social equity for ESL students (e.g., participating in LPAC and Admission, Review and Dismissal [ARD] meetings, serving on Site-Based Decision Making [SBDM] committees, serving as a resource for teachers). B. Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children’s education and school activities. C. Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts. D. Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.	
	Daily Learning Objectives		Activities: Online	Assessment
<b>Content Objectives:</b> <ul style="list-style-type: none"> <li>Participants will examine critical advocacy for ESL students.</li> <li>Participants will explore ways to facilitate family and community involvement.</li> </ul>	<b>Language Objectives:</b> <ul style="list-style-type: none"> <li>Participants will use a variety of note-strategy to process the days learning</li> <li>Participants will use group discussion to learn critical vocabulary.</li> <li>Participants will show comprehension of course reading by responding in online discussion board.</li> <li>Participants will use a variety of online sources to learn and review course learning.</li> <li>Participants will share in cooperative groups.</li> <li>Participants will a variety of writing opportunities to narrate, describe, and explain their learning</li> </ul>	<b>Daily Blog Entry Guidelines</b> Wrap up.	Post-Test	