

BLE 408 – SEI for Linguistically Diverse Learners
Schedule line #26071
Spring 2016
3 credits

Dates of Class	Tues & Thurs – 1:30 – 2:45
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Course Information:

In this introductory course, pre-service teachers will explore, critique, and reflect on theory and teacher practice that relates to teaching children who are learning English as a second language. The purpose is to prepare teachers for ethnically diverse classrooms in which there are students learning English as a second language and to meet the requirements for the completion hours of the Structured English Immersion (SEI) endorsement for students graduating on or after August 31, 2006. These areas include: English Language Learner (ELL) Proficiency Standards, Data Analysis, Formal and Informal Assessment Objectives, SEI foundations, SEI strategies, and Parent/Home Scaffolding.

The iTeachAZ Professional Program Retention and Continuation Policy states that a grade of "C" or better is needed in all education courses to be eligible as a student in good standing (http://education.asu.edu/webfm_send/39).

Enrollment in field experience is a co-requisite for this course and your Field experience component needs to match *age range* for your program (1-8 placement)

Catalog Description

Examines foundations, assessment, English language learner proficiency standards, and strategies (including SEI) for the K-8 classroom.

Course Format

This course is a face to face lecture format. The primary learning intent of this course is to facilitate your exploration of language-sensitive content teaching in a way that is personally meaningful to you. We will provide the basic framework for the course, but what you learn and how much you learn will depend on the choices you make during each class period and in your independent reading and projects. Your enrollment in the course indicates your acceptance of the course expectations and requirements as outlined in this syllabus. Please see your instructor after class, make an appointment, or contact his/her by phone or e-mail if you have any questions or concerns in regards to the expectations for this course.

Successful completion of BLE 408 fulfills 3 of 6 required semester hours of education courses which teach knowledge and skills such as learning theory, classroom management, methods, and assessment as described in R7-2-602, and specifically, 3 semester hours or forty-five clock hours of state approved SEI training.

Required Course Texts, Materials and Resources

Required Text

- Peregoy, S., & Boyle, O. (2013). *Reading, writing and learning in ESL: A resource book for teaching K-12 English learners (6th edition)*. NY: Pearson.

Supplemental Text

- Book for Literature Circle, will be decided in class

Additional required readings provided in Blackboard

- http://ell.stanford.edu/teaching_resources

Required Materials

- Mary Lou Fulton Teachers College Internet resource – Tk20 via the web: Tk20 CampusTools is a comprehensive online data management system that enables you to participate and manage your academic activities in this class, throughout your college experience and beyond. There is a one-time only, non-refundable subscription fee for Tk20. You can purchase the program online at <http://mytc.asu.edu/tk20-system>.
 - You may also purchase a Tk20 Student Access Kit from the ASU Bookstore, which may have a higher price, although purchasing there will allow you to receive requisite compensation from financial aid, if eligible.

Provided Materials

- ASU Blackboard Course Management Website at <http://myasucourses.asu.edu> (All ASU students have FREE access to this web resource)

Student Learning Outcomes

Upon completion of this course the student should be able to:

Student Learning Outcomes	InTASC Standard	ISTE Standards	PSA* TESOL
Connect theory and teaching practice in the area of teaching ELLs.	2i	Click here to enter text.	1b1, 1b3, 1b4, 1b5, 5a3
Demonstrate sensitivity to linguistic and cultural awareness by learning to create curriculum and classroom environments designed to meet the needs of ELLs ⁱ based on language acquisition research.	2j, 3i, 3l, 4m	Click here to enter text.	5a3
Apply theoretical foundations in language acquisition to their content area instructional strategies	2i, 4f, 4h	Click here to enter text.	5a3
Develop a content lesson for ELLs with strategies and assessments appropriate to the English proficiency levels and content area knowledge of ELLS in the class	2a, 2c, 2e, 2i, 2j,		3b1, 3b2, 3b4, 3b4,3b6, 3b7, 3b8, 3c2, 3c3,
Examine their classroom teaching experiences with ELLs and adjust instruction to meet the specific needs of ELLs	1a, 1b, 8m		1b5
Integrate English Language Learner (ELL) Proficiency Standards into lessons plans	1g		3b1, 4b1.
Conduct data analysis of ELLs' language proficiency and academic strengths and weaknesses.	6k, 6l	1d	4a1, 4a4, 4c2
Articulate formal and informal assessment objectives for ELLs	6j, 6p		4a2, 4a4, 4b2, 4b3, 4c1, 4c3
Describe the foundations of SEI in Arizona.			4b1, 5a1, 5a2,
Integrate SEI strategies into instructional planning.	1g, 8a, 8h, 8i	2c	3b1, 3b2, 3b3, 3b4, 3b5, 3b6, 3b7
Recall strategies for parent/home scaffolding.	1c	3c	2d

InTASC Standards: http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

ISTE Standards: <http://www.iste.org/standards/standards-for-teachers>.

*PSA - Professional Standards Assessed may include (according to course content):

- Council for Exceptional Children (CEC): <http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation>.
- National Association for the Education of Young Children (NAEYC):
http://www.naeyc.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%2010_2012.pdf.
- National Council on the Social Studies (NCSS): <http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>
- National Council for the Teaching of Mathematics (NCTM): <http://www.nctm.org>
- International Reading Association (IRA): <http://www.reading.org/>
- Next Generation Science Standards: <http://www.nextgenscience.org/next-generation-science-standards>
- TESOL: [http://www.tesol.org/docs/books/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-\(2010-pdf\).pdf?sfvrsn=2](http://www.tesol.org/docs/books/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-(2010-pdf).pdf?sfvrsn=2)

Tentative Course Calendar

Week	Topics	Readings and Activities	Due
Week 1 1/12 & 1/14	Introduction - Professional growth Overview of course and syllabus; SEI Terms	Professional Growth Activities Check textbook reading groups	
Week 2 1/19 & 21	Who are our English learners? Strategies SEI Foundations: Know basic SEI terminology (SEI Foundations: .5 hour) Role of culture in learning (SEI Foundations: .5 hour)	Chapter 1 P & B (pp. 2-21) Textbook group	Graphic organizer
		Chapter 1 P & B (pp. 21-34) Observation & interviewing activity Lit circles assigned	
Week 3 1/26 & 1/28	Language & Language Acquisition; SEI Foundations: BICS/CALP (SEI Foundations .5 hour) Data Analysis & Application: Analyze and apply disaggregated data to differentiate instruction; Interpret and use “snapshots” of longitudinal data (SEI Foundations 1.5 hours) Formal & Informal Assessment: Use standardized testing and language proficiency as methods for monitoring student progress (SEI Foundations 1 hour)	Chapter 2 P & B (pp. 38-57) Textbook group Lit circle 1	Graphic organizer Lit Circle role sheet
		Chapter 2 P & B (pp. 57-79) Lit circle 2	Lit Circle role sheet
Week 4 2/02 & 2/04	Classroom Practices for Effective ELL Instruction; Arizona’s SEI Model; ADE Website SEI Foundations: Legal, historical, and educational reasons for SEI (SEI Foundations .5 hour) ELL Proficiency Standards: ELP/ELA alignment (SEI Foundations .5 hour)	Chapter 3 P & B (pp. 84-107) Textbook group Lit circle 3	Graphic organizer Lit Circle role sheet

	Data Analysis & Application: Analyze and apply disaggregated data to differentiate instruction; Interpret and use “snapshots” of longitudinal data (SEI Foundations 2 hours)	Chapter 3 P & B (pp. 107-126) Divide into critical friends groups Lit circle 4	Lit Circle role sheet
Week 5 2/09 & 2/11	Oral Language Development; Exceptionalities; ILLPS; Strategies Formal & Informal Assessment: Use assessment results for placement and accommodation for special education and gifted students (SEI Foundations 1 hour) SEI Strategies: Identify and use multiple strategies to improve student achievement (SEI Strategies: 2 hour)	Chapter 4 P & B (pp. 130-150) Textbook group Chapter 4 P & B (pp. 150-166) In Class peer meetings	Graphic organizer A&E 1 Observation & Description of Classroom Environments: First draft In shared folder due 2/09
Week 6 2/16 & 2/18	Emergent Literacy: ELLs Beginning Writing and Reading; Strategies SEI Strategies: Grasp meaning of pre- and early production strategies of students; Extend SEI methods for beginning ELD; Identify and use multiple strategies to improve student achievement (SEI Strategies: 3 hours)	Chapter 5 P & B (pp. 170-196) Textbook group Chapter 5 P & B (pp. 196-216)	Graphic organizer A&E 1 Observation & Description of Classroom Environments uploaded in Bb on Tues 2/18
Week 7 2/23 & 2/25	ELLs Vocabulary Development; ELP Standards to Plan & Introduction to Integration in Content Areas; Strategies ELL Proficiency Standards: Use ELP Standards to plan, deliver and evaluate instruction (SEI Foundations 1.5 hour) SEI Strategies: Analyze and apply vocabulary development (SEI Strategies: 1.5 hours)	Chapter 6 P & B (pp. 222-240) Textbook group Vocab activity Chapter 6 P & B (pp. 240-250) <i>Walking into the Unknown: Inquiry Based Learning</i> By Brown	Graphic organizer

<p>Week 8 3/01 & 3/03</p>	<p>ELLs and Process Writing; Strategies ELL Strategies: Integrate current materials in ELD instruction; Extend SEI content methods; Identify and use multiple strategies to improve student achievement (SEI Strategies: 3 hour)</p>	<p>Chapter 7 P & B (pp. 254-284) Textbook group</p> <hr/> <p>Chapter 7 P & B (pp. 284-309) In-class peer meetings</p>	<p>Graphic organizer A&E 2 Identify & Describe ELLs' Language Learning Needs First draft in shared folder Due 3/01</p>
<p>3/07- 3/11</p>	<p>Spring Break</p>		
<p>Week 9 3/15 & 3/17</p>	<p>Literacy Teaching and Assessment Strategies SEI Strategies: Identify and use multiple strategies to improve student achievement; Plan lessons based on prior knowledge (SEI Strategies: 3 hours)</p>	<p>Reading Assignment TBA</p>	<p>A&E 2 Identify & Describe ELLs' Language Learning Needs uploaded in Bb Thurs 3/17</p>
<p>Week 10 3/22 & 3/24</p>	<p>Reading and Literature Instruction for ELLs; Integrating ELP Standards in all Content Areas; Strategies SEI Strategies: Identify and use multiple strategies to improve student achievement (SEI Strategies: 3 hours)</p>	<p>Chapter 8 P & B (pp. 314-341) Textbook group</p> <hr/> <p>Chapter 8 P & B (pp. 341-363) Standards & Language objectives</p>	<p>Graphic organizer</p>
<p>Week 11 3/29 & 3/31</p>	<p>Content Reading and Writing: Prereading and During Reading; Strategies SEI Strategies: Identify and use multiple strategies to improve student achievement (SEI Strategies: 3 hours)</p>	<p>Chapter 9 P & B (pp. 368-385) Textbook group Lesson planning</p> <hr/> <p>Chapter 9 P & B (pp. 385-399)</p>	<p>Graphic organizer</p>

<p>Week 12 04/05 & 04/07</p>	<p>Content Reading and Writing: Postreading Strategies SEI Strategies: Identify and use multiple strategies to improve student achievement (SEI Strategies: 3 hours)</p>	<p>Chapter 10 P & B (pp. 402-423) Textbook group Lesson planning</p> <hr/> <p>Chapter 10 P & B (pp. 424-431)</p>	<p>Graphic organizer</p>
<p>Week 13 04/12 & 04/14</p>	<p>Reading Assessment & Instruction; Formal and Informal Assessments; Strategies Formal & Informal Assessment: Integrate diagnostic, formative, and summative assessments for ELLs; Create & offer multiple assessment (SEI Foundations 2 hours) ELL Proficiency Standards: Demonstrate integration of ELP Standards in all content areas (SEI Foundations 1 hour)</p>	<p>Chapter 11 P & B (pp. 434 – 461) Textbook group</p> <hr/> <p>Chapter 11 P & B (pp. 461 – 468)</p> <p>In Class peer meetings</p>	<p>Graphic organizer</p> <p>A&E 3 First draft due on Tues 04/12 Plan and Develop Instruction for ELLs (SIGNATURE ASSGNMENT Part A)</p>
<p>Week 14 04/19 & 04/21</p>	<p>Common Core; Strategies SEI Strategies: Identify and use multiple strategies to improve student achievement (SEI Strategies: 1.5 hours)</p>	<p>Reading Assignment: TBA</p> <hr/>	<p>Graphic organizer</p> <p>A&E 3 Plan and Develop Instruction for ELLs (SIGNATURE ASSGNMENT Part A) uploaded in Bb on 04/21</p>

<p>Week 15 04/26 & 04/28</p>	<p>Family & Community Involvement; Strategies Home/School Connections & Heritage Languages Parent & Home & School Scaffolding: Identify the socio-cultural influences on ELLs; Impact of bilingualism and home language use; Examine parental and community sources for aiding English Acq.; Cultivate home and school partnerships. (Parent/Home/School Scaffolding: 3 hours)</p>	<p>http://www.colorincolorado.org/pdfs/guides/Engaging-ELL-Families.pdf - jigsaw into 4 sections Textbook group Peer meetings</p> <hr/> <p>In Class peer meetings</p>	<p>A&E 4 First draft due 04/26</p> <p>Implement Instruction for ELLs due (SIGNATURE ASSIGNMENT Part B)</p>
<p>Week 16 05/02</p>	<p>Final Exam Session: Professional Growth Presentations</p>	<p>Professional Growth Presentations</p>	<p>A&E 4 Implement Instruction for ELLs due (SIGNATURE ASSIGNMENT Part B) uploaded to Bb 05/04</p>

Course Assignments

Assignment and Description	Due Date	Indicators	Score/Points
Introducing and Reinforcing Standards			
<p>Weekly Reading & Activities (12 x 5) – Attendance (entire class), textbook reading group graphic organizer & active participation in class activities. Students will be divided into textbook reading groups of 3 or 4 students and jigsaw the assigned textbook chapter each week. They will make an electronic graphic organizer of the portion of the chapter that they have read. On Tuesday at the beginning of</p>	<p>Every week</p>	<p>InTASC 2i, 2j, 3i, 8ml ISTE 1d, 3c TESOL 1b1, 1b3, 1b4, 2d, 5a1, 5a2, 5a3</p>	<p>60 (12 assignments X 5)</p>

<p>class, groups will meet and each student will present their portion of the chapter, using the graphic organizer. There will also be other class activities. Each week, the graphic organizer counts for 4 point, active participation in all other class activities counts for 1 point.</p>			
<p>Literature Circles</p> <p>There is a Blackboard folder under Assignments that addresses this assignment. Students will divide into groups of 4-6 to form book clubs. They will pick a book to read and conduct a literature circle.</p>	Weeks 3 & 4	InTASC 8m TESOL 3c2, 3c3	20
<p>A&E 1 Observation and Description of Classroom Environments (This assignment to be completed in Field Experience)</p> <p>Document and describe current environmental practices that impact ELLs' comfort and motivation and those that respect cultural differences and different language abilities. Using what you have learned, you will critique one classroom environmental practice documenting its effectiveness in keeping ELLs comfortable in the environment.</p>	Week 6	TESOL 1b1,1b4, 5a3	35
<p>A&E 2 Identify and Describe ELLs' Language Learning Needs (This assignment to be completed in Field Experience)</p> <p>You will select two ELL students in your placement classroom or school and gather information to identify and describe the language proficiency and language needs of these two students. You will document how the ELLs' language needs are being addressed in the</p>	Week 9	InTASC 2i, 2j, 3i, 6j, 6k, 6l TESOL 1b1, 1b3, 1b5, 4a1, 4a2, 4a4, 4b1, 4b2, 4b3, 4c1, 4c2	35

classroom.			
<p>Professional Growth Presentations</p> <p>You will prepare a presentation documenting your professional growth throughout the semester. Presentations will be 10 minutes long and can follow a variety of formats.</p>	Week 16	InTASC 9k, 9n,10r ISTE 3b	20
Signature Assignment Assessing Mastery of Standards			
<p>A&E 3 Plan and Develop Instruction for ELLs (This assignment to be completed in Field Experience)</p> <p>Using what you've learned about your focal ELLs, you will plan and develop a content area lesson plan aligned to the state content and ELD standards which includes language learning goals to develop the four domains of language. The lesson plan should include appropriate ELL strategies for reaching these goals. In class you will present your lesson plan to a group of peers for critique and will also provide critique to your peers regarding their lesson plans. SIGNATURE ASSIGNMENT Part A</p>	Week 14	InTASC 1g, 3j, 3l, 4m, 6k, 8a, 8h, 8m, 8i ISTE 2c, 2i TESOL 1b3, 1b5, 3b1, 3b2, 3b3, 3b4, 3b5, 3b6, 3b7, 3b8, 3c2, 3c3, 4c3	40
<p>A&E 4 Implement Instruction for ELLs (This assignment to be completed in Field Experience)</p> <p>You will implement your lesson plan for ELL students in your placement classroom with a small group or whole class of students. You will reflect on the experience and describe how the lesson and the ELL strategies used impacted your ELL's and other students' learning and engagement. You will also reflect on and describe how</p>	Week 16	InTASC 1a, 1b, 1g, 3i, 3j, 3l, 6k, 6l, 8m, 8a, 8h, 8i TESOL 1b5, 3b1, 3b2, 3b3, 3b5, 3b4, 3b6, 3b7, 3b8, 3c2, 3c3, 4c3, 5a3,	40

you could modify the lesson to be more successful for student learning and language development. SIGNATURE ASSIGNMENT Part B			
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Assignments	Points Possible	Date Due
Weekly readings & Activities	60 points	Weekly
Literature Circle	20 points	1/26-2/04
Classroom Environments (A&E 1)	35 points	2/18
Identifying ELL's Language Needs (A&E 2)	35 points	3/17
Planning Instruction for ELLs (SIGNATURE ASSIGNMENT Part A) A&E 3)	40 points	04/21
Implementing Instruction for ELLs (SIGNATURE ASSIGNMENT Part B) (A&E 4)	40 points	05/04
Professional Growth Presentations	20 points	05/02
Total	250 points	

Grading Scale

A	93%-100%
B	85%-92%
C	77%-84%
D	69%-76%
E	69% and below

Signature Assignment

The signature assignment is an assignment that is submitted electronically in Tk20 providing direct evidence of student achievement and progress towards a specific outcome, or group of outcomes. The electronic submission of the signature assignment in Tk20 serves two purposes; the signature assignment is intended to assess important skills, abilities, and identifies areas of strength and challenge, which instructors use to evaluate student progress. It also serves as a college data collection and storage site that is required by the Department of Education. All students seeking certification are REQUIRED to upload and submit their signature assignment in Tk20 for evaluation. Students must pass the signature assignment to pass the course. For information, please see

<https://education.asu.edu/tk20-user-guides>.

Assignment Title

Assignment Descriptions (detailed including grading criteria)

Part 1: A&E 3 Plan and Develop Instruction for ELLs (This assignment to be completed in Field Experience)

Using what you've learned about your focal ELLs, you will plan and develop a content area lesson plan aligned to the state content and ELD standards which includes language learning goals to develop the four domains of language. The lesson plan should include appropriate ELL strategies for reaching these goals. In class you will present your lesson plan to a group of peers for critique and will also provide critique to your peers regarding their lesson plans. **SIGNATURE ASSIGNMENT Part A**

Part 2: A&E 4 Implement Instruction for ELLs (This assignment to be completed in Field Experience)

You will implement your lesson plan for ELL students in your placement classroom with a small group or whole class of students. You will reflect on the experience and describe how the lesson and the ELL strategies used impacted your ELL's and other students' learning and engagement. You will also reflect on and describe how you could modify the lesson to be more successful for student learning and language development. **SIGNATURE ASSIGNMENT Part B**

Clinical Experience Implementation Description

Students will teach one lesson in their field experience classroom. Students will write a reflection based on their experience and work produced by participants in the lesson.

Signature Assignment Rubric

Element/ Component	(5) Exemplary	(4) Highly Proficient	(3) Proficient	(2) Approaching Proficient	(1) Unsatisfactory
Standards & Objectives	<ul style="list-style-type: none"> • Content and Language Standards are clearly written and are a very good fit. • All standards and Objectives also very closely aligned to lesson activities/ procedures. • Language Standards clearly based on ELL students' language levels/needs. • Content and Language Objectives are clearly written and measureable. All objectives clearly aligned to Content and Language Standards <p>Language Objectives completely represent all language domains reading/ writing/</p>	<ul style="list-style-type: none"> • Content and language standards clearly written and fit well with one another. • All Standards and Objectives also align well to lesson procedures & activities. • Language Standards are well aligned to ELL students' language levels/needs. • Content and Language Objectives well written and measureable. All objectives closely aligned to standards. <p>All four language domains are represented.</p>	<ul style="list-style-type: none"> • Content and Language Standards are identified and fit together well. • All Standards and objectives are sufficiently aligned to lesson procedures & activities. • Language Standards are sufficiently aligned to ELL students' language levels/ needs. • Content and Language Objectives are written sufficiently well and are measureable. • All objectives are sufficiently aligned to standards. <p>At least 3 language domains are represented in</p>	<ul style="list-style-type: none"> • Most or all Content and Language Standards are identified, but do not fit well with one another. • Some but not all Standards and/or Objectives are aligned to lesson procedures & activities. • Language standards are only somewhat aligned to ELL's language levels/needs. <p>Only 2 language domains are represented in language objectives.</p>	<ul style="list-style-type: none"> • Content and/or Language Standards not all identified and do not fit well together. Many standards are not well aligned to lesson procedures and activities. • Language standards are not aligned to ELLs language levels/ needs. • Only 1 language domain is represented in language objectives.

Element/ Component	(5) Exemplary	(4) Highly Proficient	(3) Proficient	(2) Approaching Proficient	(1) Unsatisfactory
	listening & speaking and include language development as well.		language objectives.		
Vocabulary Teaching	<ul style="list-style-type: none"> • Key vocabulary are clearly identified. • Explicit and thorough vocabulary teaching is integrated into both the introduction and throughout the lesson procedures. Vocabulary is thoroughly reviewed and assessed at the end of the lesson. 	<ul style="list-style-type: none"> • Key vocabulary are identified in plan. • Explicit Vocabulary teaching occurs during the lesson introduction and also during the lesson delivery. • Vocabulary is explicitly reviewed at the end of the lesson. 	<ul style="list-style-type: none"> • Key vocabulary are identified in lesson plan. • Vocabulary is introduced at the beginning of the lesson and reinforced at least once during the lesson. Vocabulary is reviewed at the end of the lesson. 	<ul style="list-style-type: none"> • Key Vocabulary are identified in lesson plan. • Vocabulary is introduced at the beginning of the lesson, but not taught or reinforced during the lesson. Vocabulary may not be reviewed at the end of the lesson. 	<ul style="list-style-type: none"> • Key vocabulary is not identified. • Vocabulary teaching does not occur at the beginning or during the lesson. No review of vocabulary occurs at the end of the lesson.
Building Background Activities	<ul style="list-style-type: none"> • Concepts are explicitly and clearly linked to students' background experiences; explicit links are made at the beginning of the lesson between past learning and 	<ul style="list-style-type: none"> • Concepts are clearly linked to students' background experiences and clear links are made between past learning and new concepts. Activities are 	<ul style="list-style-type: none"> • Concepts are linked to students' background experiences with clear links made to past learning. Some activities are provided to build new background knowledge at the 	<ul style="list-style-type: none"> • Concepts are not clearly linked to students' background experiences and links are not explicitly made between past learning and new concepts. 	<ul style="list-style-type: none"> • Concepts are never linked to students' background experiences and links are not made between past learning & new concepts. New background

Element/ Component	(5) Exemplary	(4) Highly Proficient	(3) Proficient	(2) Approaching Proficient	(1) Unsatisfactory
	<p>new concepts. Explicit, engaging activities are provided to build new background knowledge at the beginning and throughout the lesson as needed.</p>	<p>specifically provided to build new background knowledge at the beginning and throughout the lesson as needed.</p>	<p>beginning and/or during the lesson.</p>	<p>New background knowledge is not explicitly built</p>	<p>knowledge is not built at all.</p>
<p>ELL Strategies</p>	<ul style="list-style-type: none"> • Incorporates a wide variety -4 or more specific ELL strategies that are very appropriate and well matched to ELL learners' needs and lesson's objectives. • Strategies provide very deliberate and strong support for ELL students' content learning and for their active participation in the lesson. <p>ELL Strategies also provide clear support for ELL's literacy &</p>	<ul style="list-style-type: none"> • Incorporates a variety - at least 3 specific ELL strategies that are appropriate for ELL learners' needs & lesson's objectives. • Strategies provide clear support for ELL student content learning & active participation in the lesson. <p>The ELL Strategies also clearly support ELL's literacy & language development in 2-3 language domains.</p>	<ul style="list-style-type: none"> • Incorporates 2 or more specific ELL strategies that are sufficiently appropriate for ELL learners' needs and lesson's objectives. • Strategies provide some good support for ELL student content learning & for participation in the lesson. <p>The ELL Strategies also provide some support for ELL's literacy & language development in 1-2 language domains.</p>	<ul style="list-style-type: none"> • Incorporates one specific ELL strategies that is somewhat appropriate for ELL learners' needs and lesson objectives. • Strategies are provide only a little support for ELL student content learning & participation in the lesson. <p>ELL Strategies provide some but not sufficient support for ELL's literacy & language</p>	<ul style="list-style-type: none"> • Incorporates few specific ELL strategies appropriate for ELL learners' needs or language objectives. • Strategies do not provide for ELL student content learning and/or participation in the lesson. <p>ELL Strategies provide little or no support for literacy & language development.</p>

Element/ Component	(5) Exemplary	(4) Highly Proficient	(3) Proficient	(2) Approaching Proficient	(1) Unsatisfactory
	language development in all language domains.			development.	
Assessment	<ul style="list-style-type: none"> • All aspects of assessments are clearly aligned to and very appropriate for assessing both content and language objectives. • Assessments are very appropriate for all ELLs' language levels. Clear, thorough and appropriate modification of assessments is made according to language levels and needs of ELL learners. 	<ul style="list-style-type: none"> • Assessments are directly aligned to and appropriate for assessing both content & language objectives. • Assessments are appropriate for most ELLs' language levels. Modification of assessments is provided to make them more appropriate for ELL learners. 	<ul style="list-style-type: none"> • Assessments are sufficiently aligned to and appropriate for assessing both content & language objectives. • Assessments are appropriate for some ELLs' language levels. Some modification of assessments is provided as appropriate for ELL learners. 	<ul style="list-style-type: none"> • Assessments are somewhat aligned and appropriate for assessing both content & language objectives. • Assessments are only somewhat appropriate for ELLs' language levels. No modification of assessments is provided for ELL learners. 	<ul style="list-style-type: none"> • Assessments are not aligned to and appropriate for assessing content and/or language objectives. • Assessments are not appropriate for ELLs' language levels. No modification of assessments provided for ELLs.
Lesson Procedures	<ul style="list-style-type: none"> • Procedures are extremely clear and detailed providing a thorough step by 	<ul style="list-style-type: none"> • Procedures are very clear and detailed providing a clear step by step picture 	<ul style="list-style-type: none"> • Procedures are detailed and provide a step by step picture of the lesson 	<ul style="list-style-type: none"> • Procedures providing a limited picture of lesson delivery. 	<ul style="list-style-type: none"> • Procedures do not provide a clear picture of lesson delivery.

Element/ Component	(5) Exemplary	(4) Highly Proficient	(3) Proficient	(2) Approaching Proficient	(1) Unsatisfactory
	<p>step picture of the lesson delivery.</p> <ul style="list-style-type: none"> Lesson procedures clearly move from less to more support for students leading to independence. Procedures provide for an abundance of student to teacher and student to student interaction. Procedures very clearly describe the use of teaching and learning materials and resources and explicitly describe student engagements thorough the lesson. 	<p>of the lesson delivery.</p> <ul style="list-style-type: none"> Lesson procedures clearly move from less to more support for students leading to some student independence. Procedures provide for a lot of student to teacher and student to student interaction. Procedures clearly describe how teaching/learning materials & resources are used. Students' engagements throughout the lesson are also detailed. 	<p>delivery.</p> <ul style="list-style-type: none"> Lesson procedures generally move from less to more support for students leading to some student independence. Procedures provide for some student to teacher and student to student interaction. Procedures sufficiently describe how teaching/learning materials are used. Students' engagements throughout the lesson are somewhat described. 	<ul style="list-style-type: none"> Lesson procedures do not move from less to more support. Procedures show little teacher to student or student to student interaction. Procedures insufficiently describe the use of teaching and learning materials and resources. Student engagements throughout the lesson are unclear. 	<ul style="list-style-type: none"> Procedures do not show a logical, progressive toward independence. . Procedures provide for no student to teacher or student to student interaction. Procedures do not describe the use of teaching/ learning materials. Student engagement during the lesson is not shown.
Differentiation	Exemplary adaptation of content, learning strategies, and materials to all levels of language proficiency and	Strong adaptation of content, learning strategies, and materials to all levels of language proficiency and	Sufficient adaptation of content, learning strategies, and materials to most levels of language proficiency and to	Some but insufficient adaptation of content, learning strategies, and materials to some levels of language proficiency	Very little or no adaptation of content, learning strategies, and materials to different language levels or students'

Element/ Component	(5) Exemplary	(4) Highly Proficient	(3) Proficient	(2) Approaching Proficient	(1) Unsatisfactory
	students' learning needs.	students' learning needs.	students' learning needs.	and students' learning needs.	learning needs.
Conclusion and Wrap Up	<ul style="list-style-type: none"> Conclusion provides thorough reiteration and reinforcement of lesson content and language objectives. <p>Conclusion engages students in a thorough self assessment of lesson learning objectives.</p>	<ul style="list-style-type: none"> Conclusion provides a good reiteration and reinforcement of lesson content and language objectives. <p>Conclusion engages students in a clear self assessment of lesson learning objectives.</p>	<ul style="list-style-type: none"> Conclusion provides a sufficient reiteration and reinforcement of lesson content and language objectives. <p>Conclusion engages students in some self assessment of lesson learning objectives.</p>	<ul style="list-style-type: none"> Conclusion provides little reiteration and reinforcement of lesson content and language objectives. <p>Conclusion doesn't engage students in self assessment of lesson learning objectives.</p>	<ul style="list-style-type: none"> Conclusion provides no reiteration and reinforcement of lesson content and language objectives. <ul style="list-style-type: none"> Conclusion doesn't include any student self assessment of lesson learning objectives.
Total Score					
Grade					

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer Week. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL:

<http://www.asu.edu/emailsignup>.

University/Mary Lou Fulton Teachers College Policies

Professional Behavior (this section is only necessary for initial certification students)

It is expected that students exhibit professional behavior inside the classroom, during intern placements, and working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on ASU's campus. If at any time your behavior is 'unprofessional', the instructor may refer the student to the Director of the Office of Student Services (OSS) for the development of a Professional Improvement Plan (PIP). <https://education.asu.edu/student-forms-policies>.

- **Attendance and Participation**

As a future educator you are expected to display exemplary professional behavior, participation, and attitudes inherent in any school role model for children. Thus, the following practices will be expected of you in class:

An excellent attendance and punctuality record. Perfect attendance and punctuality is expected. This course depends heavily on class discussion and participation. Attendance will be taken promptly at class start by the instructor, respecting everyone's valuable time. One undocumented absence (i.e., car problem or child's illness) will be allowed if the instructor is notified ahead of time. Two points will be deducted from the final grade for unexcused absence/s, excessive tardiness or early departure/s, little or lack of participation (you will be given a warning if this is being considered), and unprofessional behavior/comments. An absence may be excused when the instructor is notified and documentation is provided. Absence for classes that include presentations or other assignments shared during class by the student and/or small group will negatively affect grades. More than six full class absences whether excused or not, will result in an automatic letter grade decrease for the course. More than two full class absences will likely mean you must submit all assignments for complete points to preserve a

course grade of A, if that is your intended/desired course grade. The course grade of A will be rare for students who have any absences, even partial ones, as full attendance is a requisite of excellence. Additional or makeup work is not a substitute for missed class, participation points or assignments. If any absence is necessary, the instructor appreciates being notified. If you know of an absence in advance or as soon as possible, give your instructor a written notification, noting name/date/reason for absence. If absent, the student is responsible for turning in assigned work, obtaining class notes, handouts, and any additional assignments that occurred during the missed class.

Late and Missing Assignments

There are two types of assignments: in-class assignments and out of class assignments. In-class assignments missed due to absence cannot be made up. Often these assignments are based on class discussions, reflections after watching a video, group work or readings. If a student comes to class without assigned work (i.e. rough drafts) it will be counted as an absence. Out of class assignments are expected by the beginning of class time on the scheduled due date. If a student misses class or comes in more than 5 mins late on the day an assignment is due, 1/10th of the total number of points will be deducted for every day it is late unless the assignment is emailed before the class starts. If the assignment is emailed, a hard copy must be handed in the next class. Absolutely, positively, NO assignment will be accepted more than a week late. An assignment may be accepted late without point deduction if: there is a serious illness, car accident or a completely unavoidable circumstance (these circumstances must be documented). In those cases, student must check with professor beforehand and submit the assignment online less than 24 hrs later. The professor is not responsible for assignments turned in after the due date and time.

Academic Integrity/Plagiarism

The ASU Student Handbook contains the following information: “The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabricating, tampering, plagiarizing, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the Deans of the individual academic units.”

The rest of the code, which consists of several pages, is available at the following URL: <http://students.asu.edu/srr/code>.

Dependent upon instructor’s discretion, penalties for plagiarism range from loss of points on plagiarized assignment to student receiving an E for the course.

Disability Accommodations for Students

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (Downtown campus UCB 160, Polytechnic campus Sutton Hall 240, Tempe campus Matthews Center, or West campus UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who need accommodations for a disability should contact DRC as early as possible (i.e. before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC. <https://eoss.asu.edu/drc>

Religious Accommodations for Students

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time. <http://www.asu.edu/aad/manuals/acd/acd304-04.html>

Military Personnel Statement

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request a complete or partial administrative unrestricted withdrawal or incomplete depending on the timing of the activation. For information, please see <http://www.asu.edu/aad/manuals/usi/usi201-18.html>.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (Downtown campus- 522 N. Central Ave., Post Office Room 247, 480-496-4111; Polytechnic campus- Administration building suite 102, 480-727-1060; Tempe campus- Student Services Building room 263, 480-965-6547; or the West campus- UCB 301, 602-543-8152) if you feel another student is harassing you based on any of the factors above. Contact Equal Opportunity/Affirmative Action (EO/AA) at 480-965-5057 if you feel an ASU employee is harassing you based on any of the factors above. <http://www.asu.edu/aad/manuals/acd/acd401.html>.

Grade Appeals

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth for the undergraduate and graduate programs are available at <https://education.asu.edu/student-forms-policies>

Cell Phone & Laptop Policy

Please turn all electronic devices off during class. Students should use devices only during class breaks or extreme emergencies. Electronic devices will not be allowed during testing, assessment, and/or evaluation periods. **Do not leave the room to make or receive phone calls – this departure will be considered an absence. Additionally, if you receive two warnings by the instructor about texting, checking emails, sending emails, surfing the internet, doing work for other classes, or any non-academic pursuits will result in the reduction of a letter grade. Do all texting before class and not during content instruction of the course or a presentation of content by presenters.**

Electronic Communication

Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (<http://www.asu.edu/aad/manuals/usi/usi104-01.html>) and in the University's Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

Technological Services and Support

The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some school sites. The following support services are available to support student computing needs.

- Student Purchases:
 - Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online. (<http://www.bkstr.com/arizonastatestore/shop/technology>)
- ASU Campus Classroom Connectivity:
 - In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to

ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites. (<https://docs.google.com/a/asu.edu/#all>)

- Hardware and Software Support:
 - ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software, operating systems, security, networking, etc. (<https://ucc.asu.edu/techstudio/>)
 - MyApps provides free software tools including free virus scan software, online applications, and information about discounted software for purchase. (<https://webapp3.asu.edu/myapps/>)

ASU Writing Centers

One Center, Many Places: The Writing Center, located on all four ASU campuses and online, offers free tutoring for all enrolled students.

All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

For more information about ASU's Writing Centers, including how to make an appointment, please visit our website at <https://tutoring.asu.edu/writing-centers>.

SI (Supplemental Instruction)

SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Blackboard under the SI Study Group. Students can receive tutoring for various courses through University Academic Success Programs (UASP). Refer to our website: <https://tutoring.asu.edu>.

Tutoring

Tutoring is available on all ASU campuses and Online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are not taken. For a full list of sites and courses, visit <https://tutoring.asu.edu>.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.
