ESOL Curriculum, Methods & Assessment: Early Childhood Education

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Course Description
This course builds on students’ knowledge and skills developed in the Early Childhood UEP ProTeach program related to English language learners (ELLs). It will extend their understanding of ways that language and culture affect second language learners’ participation and learning in the early childhood classrooms. The focus of this course is for students to develop the ability to plan and teach in a regular classroom that is comprised of native English speakers and ELLs. Students will learn to connect instructional objectives for language development with appropriate and challenging curriculum content, materials, and assessments to create meaningful and equitable learning environments for bilingual children.

Course Objectives
- Students will understand legal obligations and responsibilities for educating language learners (ELLs) in the United States and Florida.
- Students will be able to identify the various program options that can be implemented for ELLs.
- Students will articulate the theories of second language acquisition and culture and apply these to mainstream classroom settings with ELLs.
- Students will demonstrate the ability to identify and apply aspects of curriculum planning and implementation for ELLs.
- Students will demonstrate the ability to identify and implement effective strategies for second language and literacy development.
- Students will demonstrate the ability to identify and implement appropriate assessments for ELLs

Required Textbooks

Course Website
Additional class information, announcements, and assignment submissions will be communicated via our online course module in Canvas, which can be
found at http://online.education.ufl.edu. You are responsible for checking the website for updates. All assignments should be uploaded to Canvas.

**Additional Required Readings:**
Additional course reading materials will be available online on the Course Website. Extra additional reading materials may be assigned.

For this course, you will be asked to read, prepare, review, and explore certain reading assignments for class. The expectations are as follows:

**Read** – For online classes only. You are expected to read the article and be familiar with the content.

**Prepare** – You are expected to practice active reading of the assigned materials and be able to contribute key information and important points of the readings in classroom discussions, i.e., answer basic questions about the article, present the main ideas, and/or give a brief summarization.

**Review** – We assume that you have read this article before; therefore, we expect you to be able to apply the content gleaned from the text to the topic of discussion for the class.

**Explore** – This is for website and resource activities. When you visit the assigned websites, you will navigate through the various links and tabs offered on at the site and identify information that you found interesting or useful for a teacher, classroom, or community.

**Citations for the additional readings are the following:**


Useful Websites/Resources

Colorin Colorado: Available online at www.colorincolorado.org.
Judy Hayes - Everything ESL. http://www.everythingesl.net/
Teaching Diverse Learners. Available online at http://www.brown.edu/academics/education-alliance/teaching-diverselearners/
Teaching English Language Learners in the Mainstream Classroom. Available at http://ells.wiki.farmington.k12.mi.us/
WIDA. Available online at http://www.wida.us.
Frankfurt International School - Frequently asked Questions about Working with ESL students: http://esl.fis.edu/teachers/support/faq1.htm

Course Assignments
Below are general descriptions of the assignments for this course. More detailed information will be provided for each assignment in class and on the Canvas site. See AGENDA for submission deadlines.

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check the Course Site on CANVAS for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through Gatorlink email. Please remember that the any changes reflected on CANVAS will be the most updated information.

I. Field Experience (20% of your grade)
An important part of the course is the opportunity to work directly with ELLs in a classroom with a teacher who is ESOL certified or ESOL endorsed. You must spend minimally 10 hours in the classroom working with ELLs. This can be individual tutoring or small group instruction, depending on the classroom context. You will be asked to keep a log for every visit you make. We will try to place as many students as possible at the elementary level, but sometimes secondary/adult placements are necessary.

You may also arrange for your own placement as long as (1) you are working with a student who has been formally identified as ELL, (2) your supervising teacher has the ESOL endorsement, and (3) your supervising teacher has a supervision certificate.

As part of your field experience, you should be prepared to:
(1) Document your experience
   a. Submit a Field Experience Log showing the times/days that you worked in the ESOL setting. This handout is available on the course Canvas site. Please note that this is an important document for our records. Students who forget to submit this form at the end of semester will be penalized 10 points off their grade.
   b. Maintain a Field Experience Reflection Journal in the Discussion Forum on Canvas. Postings will be made for each time you log your ESOL hours for this course. In your postings, you will describe the following:
      • Time, date, duration, and context of the field experience
      • Description of a pedagogical applications of what we have learned in class and why you selected this approach;
      • Description of the impact that it had on student learning and how you assessed this impact.
In order to make this an interactive forum, in addition to your postings, you will be required to respond to three (3) of your classmates’ postings. A handout of questions to answer will be provided to help guide you as you document your field experience.

(2) Write a 4-5 page Field Experience Reflection Essay in which you look back on your 10 hours (or more) experiences and reflect on what you learned about the following (you don’t have to cover everything but you must address a, b, and c)
   a. Working with ELLs and implications for Early Childhood Teachers
   b. Second language acquisition in school settings
   c. The role of culture for ELLs
   d. Vocabulary teaching to ELLs
   e. Teaching reading to ELLs
   f. Teaching writing to ELLs
   g. Teaching content to ELLs
   h. Assessment for ELLs

II. Instructional Decision Making (45% of your grade)
A major focus of this course is to build your ability to consider your lessons in light of ELLs at different proficiency levels and make sound instructional decisions for ELLs in your classroom. There are different assignments to help you build these skills.

(1) Planning for ELLs – Lesson Plan (LiveText 1)
One of the major goals of the course is to help you build skills to develop appropriate lesson plans for ELLs at different fluency levels. In order to scaffold this skill you will be asked to work and refine one core lesson plans, each time focusing on specific aspects of lesson planning for ELLs. The lesson plans will increasingly make more demands on you to integrate multiple levels lesson planning. You may use previously developed lesson plans as long as you indicate the changes you made for the purpose of these assignments.

To prepare: Select a topic/theme that you want to develop as a lesson. Within that theme/topic select one fiction or non-fiction text appropriate for a particular grade level. Prepare a lesson to use this text in a classroom where there are native English speakers and at least three ELLs at different proficiency levels. The lesson plan should minimally include the following: Information about the ELLs, content objectives, prior knowledge activation, vocabulary selection and development, and
pre-, during, and post-reading activities for content development, and an assessment of your learning objectives.

**Cycle 1: Lesson Plan & Peer Review (10% of grade)** – For this cycle, draft a complete lesson plan (or use one from your internship or another class) that includes all the components listed above. For the purpose of this assignment, you will particularly pay close attention to prior knowledge activation, background knowledge building, and comprehensible input. After you’ve refined your lesson plan, ask a colleague for a peer review (rubric will be presented in class). Make revisions based on this peer review and submit (1) your original lesson plan [prior to peer review], (2) the peer review rubric filled out; and (3) your revised lesson plan [post peer review]. Time will be set aside in class for you to do the peer review.

**Cycle 2: Lesson Plan & Peer Review (15%)** – For this assignment, you will use the same lesson plan as you initially drafted in Cycle 1. For this cycle, the focus is on vocabulary development, oral language development, and grouping strategies. After you have refined your lesson plan by applying what you have learned in class, ask a classmate for a peer review (rubric will be presented in class). Make revisions based on this peer review and submit (1) your original lesson plan [prior to peer review], (2) the peer review rubric filled out; and (3) your revised lesson plan [post peer review]. As previously stated, time will be set aside in class for you to do the peer review.

**Cycle 3: Lesson Plan (20% of grade)** – For this final cycle, you will use the same lesson plan as you initially drafted and submit a reflection statement. For Cycle 3, you will once more refine the lesson with attention to literacy development (reading and writing), materials and resources, and assessment. The reflection statement should chronicle the changes you made in each cycle (take a careful look at your pre/post lesson plans) – what changes did you make and why? How did those changes align (1) with effective practices for curriculum and instruction and (2) with effective and fair assessment practices for ELLs at different proficiency levels.

More details will be handed out in class and will be available on the Canvas site.
This is a LiveText Key Task. For the purpose of LiveText, the lesson plan will be rated as follows:

- **Accomplished.** The candidate consistently demonstrates knowledge of and the ability to apply knowledge about domains and standards addressed in this course. (Score of 90 or above).
- **Developing.** The candidate demonstrates developing knowledge and ability to apply knowledge the domains and standards addressed in this course. (Score of 80 or above).
- **Unsatisfactory.** The candidate demonstrates little or no knowledge of or ability to apply knowledge about the domains and standards addressed in this course. (Score of 79 or below).

(2) Planning for ELLs – Exam *(LiveText 2)* *(15% of your grade)*

There will be one exam that will cover the materials discussed in class with a particular focus on Domains 1 and 2 of the ESOL Professional Development standards. The exam will be administered online.

The exam is LiveText Key Task. For the purpose of the LiveText, the exam will be rated as follows based on the average score of both exams:

- **Accomplished.** The candidate consistently demonstrates knowledge of and the ability to apply knowledge about domains and standards addressed in this course. (A combined score of 90 or above).
- **Developing.** The candidate demonstrates developing knowledge and ability to apply knowledge the domains and standards addressed in this course. (A combined score of 80 or above).
- **Unsatisfactory.** The candidate demonstrates little or no knowledge of or ability to apply knowledge about the domains and standards addressed in this course. (A combined score of 79 or below).

(3) Teaching Demonstration *(10% of your grade)*

The purpose of this assignment is to provide you with an opportunity to practice what you have been learning in class and receive feedback. You will choose one specific ESOL focused strategy and prepare a demonstration for the class. This will be a group activity. More detailed description will be given in class.
III. Participation/Attendance/Short Reading Reflection (10% of your grade)

You are expected to attend all classes. Part of your grade will be determined by your classroom participation, which requires not only that you attend class, but also that you are actively engaged with the course content and activities while in class. Unexcused absences for a class or for part of the class and/or unprofessional conduct (non-participation, tardiness, distracting behavior, or use of technology for non-classroom purposes) will be reflected in your final grade. If you are going to be absent, please email the instructor ahead of time to let him/her know that you will not be attending class.

LiveText Assessments
Uniform Core Curriculum – College of Education LiveText System for Florida Educator Accomplished Practices (FEAPs), Reading Competencies, and ESOL Standards:
The state of Florida requires all entry-level educators to master the knowledge, skills and dispositions of the Florida ESOL Performance Standards. The LiveText tasks for this course assess Domains 1 and 2 through the Exam and Domains 3, 4, and 5 through a lesson plan assignment of the Florida ESOL Performance Standards. To pass this course you must successfully complete the two key tasks for this course and receive a rating of Developing or Accomplished. No exceptions will be made to this rule, even if you do not plan to teach after graduation. Students who receive an Unsatisfactory rating will be offered a chance to redo the Key Task or, in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily will receive an incomplete.

In addition, there are Florida Reading Endorsement Competencies that each entry-level educator must meet in order to fulfill program requirements and seek state certification. This course addresses reading competencies for which you will complete key tasks as a measurement of mastery of each indicator. For each key task, your performance will be rated as “Unsatisfactory” or “Accomplished.” To pass this course, you must complete successfully all the tasks and receive a rating of “Accomplished.” As with the ESOL Performance Standards, no exceptions are made to these rules, even if you do not plan to teach after graduation. Students who receive an “Unsatisfactory” rating will have the opportunity to redo a Key Task or remediate and in some cases, complete a comparable task assigned by the instructor. Students who do not complete their alternate work with a rating of “Developing” or higher will receive either an “Incomplete” or a failing grade for the course and must repeat it later.

Reading Endorsement Competency
For students who are seeking the reading endorsement, the rating guide framework below will be used to evaluate your performance on tasks
assessing specific Florida Reading Endorsement Competency Indicators covered in this course. The language of each indicator completes the statements. For more information, please visit the LiveText Student Portal.

| Accomplished | The candidate demonstrates knowledge of how to ____. The candidate is prepared to apply this skill in a practical setting. |
| Unsatisfactory | The candidate demonstrates little knowledge of how to ____. |

**Course Assessment**

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<tr>
<th>Grade Value</th>
<th>Description</th>
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<tbody>
<tr>
<td>10%</td>
<td>Participation/Reading Reflection/Attendance</td>
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<tr>
<td>20%</td>
<td>Field Experiences Report</td>
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<td><em>Instructional Decision Making:</em></td>
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</tr>
<tr>
<td>45%</td>
<td>Lesson Plan (3 Cycles)</td>
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<tr>
<td>15%</td>
<td>Exam</td>
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<tr>
<td>10%</td>
<td>Teaching Demonstration</td>
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<td><strong>Total 100%</strong></td>
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**Grading Scale**

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<td>B+</td>
<td>87-89%</td>
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<td>B</td>
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<td>80-82%</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
<td>60-65%</td>
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<td>E</td>
<td>Below 60</td>
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*For greater detail information on the meaning of the letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at [http://www.registrar.ufl.edu/staff/grades.html](http://www.registrar.ufl.edu/staff/grades.html).*

**Late Work Policy**

Be sure to pay close attention to deadlines. There will be no make-up assignments or late work accepted without a serious and compelling reason and instructor approval.

**Grades in Canvas**

Please note that the average grade that is provided in Canvas is not your final grade. Grades that you can view in Canvas only reflect the graded assignments that were submitted online. Hardcopy submissions or participation grades are not calculated in the overall grade shown online.
Course Policies

Spring Break Policy
Students who are working in local schools and pre-schools will notice that the Alachua County public school calendar for spring break does not correspond with the academic calendar for UF. Although classes are suspended for public schools and many pre-schools, as UF students, this course will adhere to the UF academic calendar; therefore, class will be held during spring break and/or assignments will be given during March 20-March 24, 2017.

Professionalism:
At the School of Teaching & Learning, we assume that you will approach this class with a professional attitude and demonstrate professional behavior toward yourself, your peers, and the instructor. This includes but not limited to: timeliness; being prepared to discuss the readings; making positive contributions to large and small group discussions in class; collaborating outside of class with your group members; not engaging in disruptive and/or distracting behaviors in class (including the use of electronic devices for non-classroom work); and submitting thoughtful and original work.

Classroom Participation:
In this class, there is a great deal of emphasis on interactive learning and group work. For this reason, it is imperative that you attend all classes. Part of your grade will be determined by your classroom participation, which requires not only that you arrive on time for class, but also that you are actively engaged with the course content and activities while in class. Unexcused absences for a class or for part of the class and/or unprofessional conduct (non-participation, tardiness, distracting behavior, or use of technology for non-classroom purposes) will be reflected in your final grade. If you are going to be absent, please email me ahead of time to let the instructor know that you will not be attending class.

University Policies and Statements

Accommodations for Students with Disabilities:
The College of Education is committed to providing reasonable accommodations to assist students in their coursework. Students requesting classroom accommodation should first register with the Disability Resource Center (352.392.8565 or www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.
Academic Counseling and Student Health:
Students with academic concerns related to this course should contact the instructor in person or via email. If you find that you have trouble keeping up with assignments or other aspects of the course, please be proactive in informing the instructor when difficulties arise during the semester so that we can help you find a solution. Students may also occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with the instructor and/or to seek confidential assistance at the UF Counseling & Wellness Center (352.392.1575). Please visit their website for more information at http://www.counseling.ufl.edu. Also, crisis intervention is always available 24/7 from the Alachua County Crisis Center at 352.264.6789.

Honesty Policy:
As a result of completing the registration form at the University of Florida, every student has signed the following statement: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.” All students are required to abide by the Academic Honesty Guidelines set forth in the University of Florida Rules - 6C1-4 Student Affairs, 6Cl-4.017 Student Affairs: Academic Honesty Guidelines. The following website contains details covering the academic honesty guidelines:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/

Plagiarism:
Believe it or not, plagiarism has become an issue for some students each semester. Be aware that plagiarism includes copying and pasting in text from PowerPoints and other class materials into your own papers or assignments (e.g., lesson plans). Plagiarism, in one or more instances, on any assignment will result in 0 points for that assignment.

Class Attendance, Make Up Exams, and Other work: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Online Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at: https://evaluations.ufl.edu. Evaluations are typically opened during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary of these assessments are available to students at: https://evaluations.ufl.edu/results.
TEACHER PREPARATION STANDARDS
Florida ESOL Performance Standards

Domain 1: Culture

_standard 1: Culture as a Factor in ELLs’ Learning:_ Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

**Performance Indicators**
1.1.a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
1.1.c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.
1.1.e. Understand and apply knowledge about home/school connections to build partnerships with ELLs’ families (e.g., Parent Leadership Councils (PLC)).
1.1.f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

Domain 2: Language and Literacy

_standard 1: Language as a System:_ Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs’ acquisition of English in order to learn and to read, write, and communicate orally in English.

**Performance Indicators**
2.1.b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs’ development of listening, speaking, reading, and writing (including spelling) skills in English.
2.1.c. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.
2.1.d. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.

**Standard 2: Language Acquisition and Development:** Teachers will understand and apply theories and research on second language acquisition and development to support ELLs’ learning.

**Performance Indicators**
2.2.b. Recognize the importance of ELLs’ home languages and language varieties, and build on these skills as a foundation for learning English.
**Standard 3: Second Language Literacy Development**

Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs’ learning.

**Performance Indicators**
2.3.a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.
2.3.b. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.
2.3.c. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs’ learning.
2.3.d. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs’ L2 literacy development in English.
2.3.e. Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.

**Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)**

**Standard 1: ESL/ESOL Research and History:** Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

**Performance Indicators**
3.1.b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

**Standard 2: Standards-Based ESL and Content Instruction:**

Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs’ English listening, speaking, reading, and writing skills. The teacher will support ELLs’ access to the core curriculum by teaching language through academic content.

**Performance Indicators**
3.2.a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
3.2.d. Provide standards-based instruction that builds upon ELLs’ oral English to support learning to read and write in English.
3.2.e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
3.2.f. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
3.2.g. Develop ELLs’ writing through a range of activities, from sentence formation to expository writing.

3.2.h. Collaborate with stakeholders to advocate for ELLs’ equitable access to academic instruction (through traditional resources and instructional technology).

3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.

3.2.k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

- **Standard 3: Effective Use of Resources and Technologies:**
  Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

- **Performance Indicators**

  3.3.a. Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.

  3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.

  3.3.c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.

- **Domain 4: ESOL Curriculum and Materials Development**

  - **Standard 1: Planning for Standards-Based Instruction of ELLs**

    Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs: The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

- **Performance Indicators**

  4.1.a. Plan for integrated standards-based ESOL and language sensitive content instruction.

  4.1.c. Plan differentiated learning experiences based on assessment of students’ English and L1 proficiency and integrating ELLs’ cultural background knowledge, learning styles, and prior formal educational experiences.

  - **Standard 2: Instructional Resources and Technology:** Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.
Performance Indicators
4.2.a. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.
4.2.b. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs’ developing English language and literacy.
4.2.c. Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.

Domain 5: Assessment (ESOL Testing and Evaluation)

- **Standard 1: Assessment Issues for ELLs:** Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels.

Performance Indicators
5.1.b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.d. Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.e. Distinguish among ELLs’ language differences, giftedness, and special education needs.

- **Standard 2: Language Proficiency Assessment**
Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

Performance Indicators
5.2.b. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.
5.2.c. Use multiple sources of information to assess ELLs’ language and literacy skills and communicative competence.

- **Standard 3: Classroom-Based Assessment for ELLs:** Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.
Performance Indicators
5.3.a. Use performance-based assessment tools and tasks that measure ELLs’ progress in English language and literacy development.
5.3.b. Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.
5.3.c. Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.
5.3.d. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.
5.3.e. Assist ELLs in developing necessary test-taking skills.
5.3.f. Assess ELLs’ language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

READING STANDARDS

Competency 1: Foundations of Reading Instruction: Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

Specific Indicators:
1.B.5. Recognize the importance of English language learners’ home language and their significance for learning to read English.
1.B.6. Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.
1.C.5. Understand how similarities and differences in sound production between English and other languages affect English language learners’ reading development in English.

Competency 2: Application of Research-Based Instructional Practices: Teachers will scaffold student learning by applying the principles of research-based instruction and integrating the six components of reading. Teachers will engage in the systematic problem solving process.

Specific Indicators:
2.A.7. Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.
2.D.2. Recognize and apply an English language learner’s home language as a foundation and strength to support the development of phonics in English.
2.G.5. Demonstrate understanding of similarities and differences between home language and second language reading development.

Competency 3: Foundation of Assessment: Teachers will understand how to select and administer appropriate assessment and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem solving process.

Specific Indicators:
3.9: Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.
Competency 4: Foundations and Applications of differentiated Instruction: Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices of differentiating process, product, and context. Teachers will engage in the systematic problem solving process.

Specific Indicators
4.2. Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.
4.10. Differentiate reading instruction for English language learners with various levels of first language literacy.

Early Success Strategies (ESS)

Doman D: Instructional Conversation and Higher Order Thinking Skills, and Student Success
Allow students time to think before answering. If they are not productive with that time, narrate them toward being more productive.

Procedures
1. Narrate Hands – Teachers acknowledges as students raise their hands. Over time, students recognize that there is an expectation to actively participate.
2. Prompt thinking skills – Provide students with guidance about what they should be doing during wait time.
3. Ample time is provided for students to think before responding.
4. Make wait time transparent – Teach students that different questions require different amount of wait time.

Doman D: Turn and Talk
Encourage students to better formulate their thoughts by including short, contained pair or small group discussions. Group work is designed for the students to maximize efficiency and accountability.

Procedures
1. All students will participate in pair work and small group discussion.
2. Precise time limits – Rules of engagement are explicitly conveyed to the students.
## Spring 2017 Course Agenda  
*(Subject to Change)*

<table>
<thead>
<tr>
<th>WK</th>
<th>Content Topic</th>
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| 1  | Welcome & Introduction to the course  
   - Acronym Who are ELLs? | 3.3.a, 3.3.b | Syllabus & Agenda |       |
| 2  | Martin Luther King’s Day (No Class) |       |         |                 |
| 3  | L2 Immersion Experience  
   - Prior Knowledge And Comprehensible Input | 3.1.b, 3.1.c | Echevarria, Vogt, & Short (2012)  
   Ch.3,4  
   ONLINE - Florida Consent Decree | Scaevenger Hunt Florida Consent Decree |
| 4  | Second Language Development: What facilitates L2 learning in school? | 1.1.a  
   1.1.c  
   2.3.a, 2.3.b, 2.3.c, 2.3.d, 2.3.e | B & X Ch. 1 | Demo~  
   Total Physical Response |
| 5  | Language Inventory:  
   - Analyzing & identifying language demand  
   - Understanding function & structure  
   - Academic language scaffolding/social language | 2.1.b, 2.1.c, 2.1.d  
   2.3.b, 2.3.d, 3.2.d, 3.2.i, 3.2.k, | Gibbons (1993)  
   Ch.2  
   B & X Ch. 6 | Lesson Plan Cycle 1 
   & Peer Review  
   Demo~Visual  
   Scaffolding: Provide Language Support Through Visual Images |
| 6  | How do you set Language objectives for ELLs? | 3.2.a, 3.2.i, 3.2.j, 3.2.k | Clancy&Hruska (2005)  
   Colorin&Colorado website: Language objectives | Revised Lesson Plan Cycle 1  
   Demo~  
   Realia Strategies: Connecting language acquisition to the real world |
| 7  | Planning for ELLs: "Best Practices" for Young ELLs  
   HOTS (Higher Order Thinking)  
   Planning for ELLs: Vocabulary development | 2.1.b, 2.1.c, 2.1.d, 3.3.b, 3.3.c | 1.C.5, 2.D.2 |       |
<p>| 8  | UF SPRING BREAK: March 6-March 10th |       |         |                 |</p>
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<td>Planning for ELLs: Focus on Oracy (oral language development)</td>
<td>1.1.f, 2.1.b, 2.2.b,</td>
<td>1.B.6</td>
<td>B &amp; X Ch. 4</td>
<td>Demo~ Communication games: Creating Opportunities for verbal Interaction</td>
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<td>Planning for ELLs: Writing Development</td>
<td>3.2.f, 3.2.g, 5.2.b, 5.2.c, 5.3.c</td>
<td>Schwarzer (2001) B &amp; X Ch. 5</td>
<td>Demo~ Interactive Writing: Developing Writing Skills Through Active Scaffolding</td>
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<td>Planning for ELLs: Emergent L2 Literacy</td>
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<td>1.B.5, 2.G.5, 3.9, 4.2, 4.10</td>
<td>Lesson Plan Cycle 2 &amp; Peer Review Demo~ Interactive Read-Aloud: Reading Designed to Support Understanding</td>
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<td>Planning for ELLs: Issues related to Assessment - Classroom based Assessments - Common core for L2</td>
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<td>Conteh (2012) Ch. 6. B &amp; X Ch. 3</td>
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<td>Coady (2012) B &amp; X Ch. 2 NYT article on Difference v. Disability</td>
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<td>Class Presentations</td>
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<td>Lesson Plan #3 LiveText 1 Field Experience Report</td>
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