



## *ESOL Foundations: Language and Culture in Elementary Classrooms*

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### **Course Description**

This course will examine issues of language and culture that are relevant for elementary school learners of English as a second language (ESL). The course has three main sections: (1) the role and nature of culture and its influence on learning for diverse English learners (ELs); (2) an introduction to the structure of language and to principles first and second language development in young learners; and (3) beginning teacher strategies, including home-school partnerships, for teachers of EL students. Readings, vignettes, case studies, audio, video, and transcribed language samples are used for reflection, analysis, and in-class discussion activities. Field experiences, which take place one full day per week in Levy County schools, help students apply concepts to further their understanding of language and culture of English Learners (ELs).

### **Required Textbook**

Diaz-Rico, L. (2012). *A Course for Teaching English Learners, 2<sup>nd</sup> Ed.*  
New York: Pearson Education (ISBN13:9780132490351)

### **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>.

### **Additional Required Readings**

Additional reading materials will be available online in Canvas or through ARES located in the library website. Citations for the additional readings are the following:

Ariza, E., Carmen, M. J., Noorchaya, Y., and Hanizah, Z. (2012). *Why TESOL? Theories and issues in teaching English to speakers of other languages in K-12 classrooms.* Dubuque, IA: Kendall Hunt Publishing.

Coady, M. (2012). Using families' ways of knowing to enhance student learning. In E. Amatea (Ed.). *Building culturally-responsive family-school partnerships: From theory to practice* (2<sup>nd</sup> Ed.). Upper Saddle River, NJ: Pearson.

Coelho, E. (1994). Social integration of immigrant and refugee children. In F. Genesee (Ed.) *Educating second language children: The whole child, the whole curriculum, the whole community* (pp. 301-327). New York: Cambridge University Press.

Coelho, E. (2007). *Adding English: A guide to teaching in multilingual*

- classroom*. Tonawnda, NY: University of Toronto Press.
- Davies, S. K. & McKeon, D. (1999). Myths about acquiring a second language (L2). In *Myths and realities: Best practices for language minority students* (pp. 17-27). Portsmouth, NH: Heinemann.
- Hamayan, E., Marler, B., Sanchez-Lopez, C. & Damico, J. (2006). *Special education considerations for English language learners: Delivering a continuum of services*. Philadelphia, PA: Caslon, Inc.
- Hamayan, E. & Freeman R. (Eds.). (2006). *English language learners at school: A guide for administrators*. Philadelphia, PA: Caslon, Inc.
- Igoa, C. (1995). The stages of uprooting. *The Inner World of the Immigrant Child*. Mahwah, NJ: Lawrence Erlbaum.
- Kagan, S. (1995) We can talk: Cooperative learning in the elementary ESL classroom. *ERIC Clearing House on Languages and Linguistics* (pp. 1-4).
- Klingner, J.K. & Artiles, A. J. (2003). When should bilingual students be in special education?: How can we avoid the inappropriate provision of special education services to culturally and linguistically diverse students? *Educational Leadership*, 60 (9), 66-71.
- Midobuche, E. (2001). More than empty footprints in the sand: Educating immigrant children. *Harvard Educational Review*, 71(3), 529-535.
- Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 31, 132-141.
- Panferov, S. (2010). Increasing ELL parental involvement in our schools: Learning from the parents. *Theory Into Practice*, 49(2), 106-112.
- Shatz, M. & Wilkinson, L. (2012). *Understanding language in diverse classrooms: A primer for all teachers*. New York, NY: Routledge.
- Vacca-Rizopoulos, L. A. & Nicoletti, A. (2009). Preservice teachers' reflections on effective strategies for teaching Latino ESL students. *Journal of Latinos and Language Education*, 8(1), 67-76.

*Note: Changes and additions to the list of readings will be made as needed during the semester. Updates will be announced in class or through Canvas.*

### **Course Objectives**

Pre-service teachers will acquire knowledge related to three key areas: the nature and role of **culture**, the nature of **(second) language acquisition**, and the nature of **language teaching and learning** (described below). Within each area, related topics will guide course readings, inquiry, discussion, activities, and assignments. This course is designed to provide pre-service teachers with the foundation necessary for future coursework in TSL

4100 ESOL (English for Speakers of Other Languages) Curriculum, Methods, and Assessment.

### The Nature and Role of Culture

- The nature of culture and aspects in which cultures may vary.
- The stages of cultural adjustment.
- The ways in which family roles, relationships, and expectations can vary across cultures and influence student learning in school.
- The major characteristics of different cultural groups represented in Florida's ESOL student population.
- The explicit and implicit rules of American (classroom) culture and how these can affect the participation and success of culturally diverse learners in school.
- The characteristics of culturally responsive education.

### The Nature of Language

- The functional and social purposes of language.
- The systematic (patterned) yet variable nature of language.
- The subsystems of language and ways in which these can vary across languages.
- The structure of English and the challenges faced by ESOL learners from various language backgrounds acquiring these structures.
- English oral language development.

### The Nature of Language Teaching and Learning

- The complex and lengthy process of second language learning.
- The similarities and differences in first and second language acquisition.
- The processes and stages of second language development.
- The current major theories of second language acquisition.
- The role of the native language in cognitive development, second language acquisition, literacy, and academic achievement.
- The interdependence of listening/speaking/reading/writing skills development.
- Instructional strategies for English oral language development
- The varying receptive and productive abilities of ESOL learners at beginning, intermediate, and advanced levels of English language proficiency.
- The differences between basic interpersonal communicative language skills (BICS) and cognitive academic language proficiency (CALP) and the relevance of these for ESOL learners.
- The nature of language or learning challenges vs. linguistic or cultural differences in ESOL learners.

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

### Course Assignments

1. Exams: Exam 1 and Exam 2 (LiveText Task 1 & 2)

Exams will include a mixture of the following: multiple choice, matching, true/false, short answers, and essays. The midterm and non-cumulative final will be held during class times on specific dates (see course Agenda). The both exams will include materials covered in the textbook and course readings as well as online and class discussions.

## 2. ESOL Field Experience Presentation and Final Paper

This semester for your field placements, both the **Semester 1** and **Semester 3** students will be in Levy County elementary schools for one full day per week. The elementary school where you would complete your field experience will be arranged for you. Your focus while you are in the classroom is on a) teaching and learning of English for the ESOL students; and b) differentiation of instruction (strategies, graphic organizers, grouping, assessments, etc.) for the ELs. Your notes and information on the background of the ELs will be useful for your final course presentation and paper.

Please remember that when you are at the local schools you are representatives of the University of Florida and the teaching profession. Pre-service teachers are expected to maintain high standards of personal and professional ethics while they are completing their field experiences in Levy. This is our partner school district for this and other courses and we ask that you act and dress in accordance with national teacher standards of behavior and ethics.

### ***Field Experience Classroom Policy Reminders:***

- ✓ Teaching is a demanding profession. Be energized and alert the minute you step into a classroom so that you can be ready to positively engage all students for success.
- ✓ Turn off cell phones or other devices that could interrupt your ability to observe the students in the classroom or disrupt classroom instruction.
- ✓ Do not send or receive text messages when you are at the field experience site.
- ✓ Refrain from engaging in the use of social media with pictures of the students at the field experience site.
- ✓ Be respectful and responsible.

**Semester 1 Students:** Your assignment in Levy County is a classroom **Level 1** Observation. Level 1 Observation is designed to give first semester pre-service teachers an introduction and overview of the teaching profession through observation. At your field placement school, you will observe how certain ESOL teaching methods and accommodations are employed in the classroom, how the EL students respond and interact in a classroom environment, and how the classroom teachers, ESOL teachers, administrators, and other school personnel help facilitate the EL students' language and content learning in an academic environment. To help you target certain areas of ESOL teaching, a [list of questions and a checklist](#) will be provided to you to help guide you in your observation.

The final paper for Level 1 Observation will be about four to five (4-5) pages long and will be due at the time of your final presentation in class. *Please organize your final paper along five main sections:*

1. Information of your EL(s). Who is/are the EL? Include background information of the student(s), such as L1 language and literacy, general knowledge of the students' home culture(s), assessment data including WIDA ACCESS 2.0 and FSA test data, personality traits and habits, and family engagement, if known.
2. Language observation. Assess your ELs' oral English language proficiency using the SOLOM instrument. How would you assess this student, what is his/her language ability level(s)? What is the teacher's use of language in terms of instruction, feedback, or explanation? What are the language strengths and weakness of the ELs in the classroom? How does the classroom teacher accommodate the ELs who have a low oral language proficiency of English?
3. Observation notes on what you observed in your class as well as the results of the SOLOM instrument (see #1).
4. How these three things (background information, classroom and language observations, and observation notes) will inform and aid your future instruction for these student(s). In other words, how do these three area inform instructional decisions? Will you group EL students differently, how will you provide more L1 support, how will you engage families?
5. Citations. Connect your work to some of the theoretical ideas presented in class. Use a minimum of 5 citations from class, a library search [Academic Search Premier, ERIC, Proquest, or other online database], and other academic readings and materials.

**Semester 3 Students:** Your assignment is a classroom **Level 2** Observation. Level 2 Observations are for pre-service teachers who have completed some field experience already, working with children and who are ready for the next step in their practicum where they spend more time in mainstream classrooms with a mentor teacher. While you are working in your assigned content area classrooms, you will also take detailed notes on the ESOL student(s) who are in your classes. You do NOT need to follow the ESOL student(s) into other content areas/special classrooms.

The final paper for Level 2 Observation will be about four to five (4-5) pages long and will be due at the time of your final presentation in class. *Please organize your final paper with the following five main sections:*

1. Information of your EL(s). Who is the EL? Include background information of the student, such as L1 language and literacy, home culture, assessment data, personality traits and habits, and parental involvement.
2. At least two (2) "wonderings" or questions about the teaching/learning of the ELL and his/her work, participation, and learning in school. Remember that these should be "how" or "what" or "in what ways" questions. These should not be "yes or no" questions.
3. Observation notes on what you observed in the math and reading classes as well as the results of the SOLOM instrument.
4. How these three things (observation, background information, questions about teaching and learning of ELs) will inform and aid your instruction for EL student(s) in the future and *how you might convey this information to EL families.*

5. Citations. Connect your work to some of the theoretical ideas presented in class. Use a minimum of 5 citations from class, a library search [Academic Search Premier, ERIC, Proquest, or other online database], and other academic readings and materials.

Additional Notes and Detailed Topics:

- Learn who the principal, teacher, coaches, and paraprofessionals who work with your EL are.
- Learn about all the ELs in the class. What are their L1s? Where are they from?
- Who is your case study student? Why did you choose that student? What is the EL's L1? Can the EL read/write in his/her L1? What are some of the "funds of knowledge" of your EL? How do you know?
- Who is responsible in the school for EL identification and placement? What assessment was used for identification and placement? What was this student's score?
- What additional data can you obtain about your EL's language and content achievement? What are his or her WIDA ACCESS 2.0 language assessment scores? Are there FAIR (reading) test data and scores? What are his or her FSA test scores? What other assessment data do you know of?
- Observe and take notes on the EL's oral language use in class and out of class (e.g. playground, lunch room). What do you notice? How does the student's individual oral language use vary in different contexts?
- Conduct an in-class SOLOM assessment. What are the scores? What is usual/unusual, especially in comparison with the observations from your class notes?
- Collect reading notes on your EL's actual reading of the text and provide evidence of his/her comprehension.
- Analyze linguistic elements, especially phonology, to your EL's oral reading production.

**Note:** Please remember that your ESOL field experience will be unique to your particular classroom experience. Although a criteria to successfully complete your field experiences assignment for **Semester 1** and **Semester 3** students have been provided to you, due to the individual content area teachers' and cooperating teachers' classroom needs and situations, your ESOL field experience may be different. Discuss any practical limitations that you may face in your field experience with your instructor in order to determine any alternative criteria.

### 3. Short Reading Reflection:

As part of your participation grade, a **one-page** (maximum) reflection paper on your reading assignments may be required of you during this course. Please submit it prior to the start of class. More details about the reading reflections will be discussed in class with your individual instructor.

### Course Evaluation

Final grades will be based on the timely completion of assigned readings; regular class attendance; full and engaged participation in class discussions; activities; your

performances on two exams; and field experiences presentation as well as the quality of the written assignments of your field experience, including the ability to connect readings to the field experiences and discuss the significance of course content to classroom practice. All submitted assignments must be original work completed for this course.

Evaluation will be based on

- ❖ Professional behavior
- ❖ Regular class attendance
- ❖ *Active participation and evidence of preparation* in all classes
  - *PLEASE REFRAIN FROM USING COMPUTERS, TABLETS, OR PHONES IN CLASS THAT ARE NOT FOR IN-CLASS ACTIVITIES AND LEARNING. Using electronic devices for non-class purposes will negatively affect your participation grade.*
- ❖ Two examinations (Exam 1 & Exam 2)
- ❖ The quality of written requirements including the ability to connect readings to the field experiences and discuss the significance of course content to classroom practice
- ❖ The timely completion of all assigned readings and written requirements (papers, modules, etc.), bringing course reading materials to class, and completion of all necessary field experience paperwork

Points	Description
30%	Field Experience with ELs Report (Levy County Classroom)
10%	Field Experience Presentation
20%	Attendance and Class Participation: Contribution to class discussion, regular attendance, timely submission of all written assignment, reading reflection, and professionalism
20%	Exam 1
20%	Exam 2
<b>100</b>	<b>Total Points Possible</b>

### Letter Grades

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

Letter Grade	Percentage	Performance
A	93-100%	Excellent Work
A-	90-92%	Nearly Excellent Work
B+	87-89%	Very Good Work
B	83-86%	Good Work
B-	80-82%	Mostly Good Work
C+	77-79%	Above Average Work
C	73-76%	Average Work
C-	70-72%	Mostly Average Work

<b>Letter Grade</b>	<b>Percentage</b>	<b>Performance</b>
D+	67-69%	Below Average Work
D	60-66%	Poor Work
F	0-59%	Failing Work

*For more information about grading at the University of Florida, visit the academic policies and grading section of the university catalog.*

**Grades in Canvas**

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

**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.

**LiveText Assessments****College of Education LiveText System for Florida Educator Accomplished Practices (FEAPs), Reading Competencies, and ESOL Standards:**

In this course, one or more assignments have been selected as “key tasks” that will assess your mastery of knowledge, skills, and or dispositions that the State of Florida requires of all entry-level educators. These assignments were specifically selected as key tasks because they align with the Florida ESOL Performance Standards and the Florida Reading Competencies. The LiveText tasks for this course are two exams ([Exam 1](#) and [Exam 2](#)) that assess Domains 1 through 5 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.

Agenda for ESOL Performance Indicators

Week	ESOL Course Content	Florida ESOL Standards & Indicators	Florida Reading Indicators
1	Introduction to ESOL		
2	Demographics (national & state), major federal legal cases, Florida Consent Decree, Home Language Survey	3.1c, 5.2a, 5.2b	
3	ESL/Bilingual Education Program Types ( <i>Speaking in Tongues</i> video)	3.1c	
4	Role of culture in ESL, Funds of Knowledge	1.1a, 1.1b, 1.1c, 1.1d, 1.1e	
5	L1 Acquisition, L2 Acquisition, L1 & L2 Similarities and Differences	2.2a, 2.2b, 3.1a, 3.2i, 4.1b	1.B.2, 1.G.1, 4.3
6	Individual variables in SLA	1.1b, 1.1e, 2.2c, 2.2d	
7	Exam 1 (in class)		
8	Structure of Language I Linguistic subsystems: phonology, morphology, syntax <i>Students will view and hear samples of ELs' language (oral and written) and analyze using the linguistic subsystems</i>	2.1a, 2.1e	
9	Structure of Language II Linguistic subsystems: semantics, rhetorical structure	2.1a, 2.1b, 3.2j	1.A.2, 1.G.2, 2C.3
10	Assessment I: What is WIDA? Standardize testing and ELS; Language proficiency levels (WIDA) and	5.1a, 5.1b, 5.1d, 5.2b, 5.2c	

	“Can Do” Descriptors; Oral language development (SOLOM) <i>Students will review and analyze oral language samples of EL students using the SOLOM</i>		
11	Oral language development strategies, TPR and LEA <i>Students will tie SOLOM data to instructional strategies in class</i>	2.2c, 3.1b, 3.2b, 3.2c, 3.2j, 4.1c	2.B.3
12	ESOL Reading development	3.2i, 3.2j	
13	Introduction to strategies and styles, Language difference versus disability; ‘error’ correction.	3.2.h	
14	Field Experience Culminating Event; ESOL student presentations in class		
15	Exam 2 (in class)		

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 can be 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**

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.

<b>Reading Competencies in TSL3520</b>	<b>Task</b>
1.A.1. Understand that building oral and written language facilitates comprehension.	Exam 2
1.B.2. Understand the differences between social and academic language.	Exam 1
<b>Reading Competencies in TSL3520</b>	<b>Task</b>
1.G.1. Identify language characteristics related to social and academic language.	Exam 1
1.G.2. Identify phonemic, semantic, and syntactic variability between English and other languages.	Exam 2
2.B.3. Recognize and apply an English language learner’s home language proficiency as a foundation and strength to support the development of oral	Exam 2

language in English.	
2.C.3. Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.	Exam 2
4.3. Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.	Exam 2

### 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; 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/](http://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, 6C1-4.017 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>.

**Health and Wellness: U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352.392.1575 so that a team member can reach out to the student.

Website for the **Counseling and Wellness Center** can be found at

<http://www.counseling.ufl.edu/cwc>.

### Other Important Information

University Police Department, 392-1111 (or 9-1-1 for emergencies).  
<http://www.police.ufl.edu/>

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.

### Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.  
<http://www.crc.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources. Policy on Course Syllabi *UF, Academic Affairs, February 8, 2016*

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.  
<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints Campus:  
[https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>

## TEACHER PREPARATION STANDARDS

### Florida ESOL Performance Standards

This course will address the following performance standards identified for teachers of ESOL students in Florida.

#### **Domain 1: Culture (Cross-Cultural Communications)**

##### Standard 1: Culture as a Factor in ELL's 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 at varying English proficiency levels.

1.1.b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students 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.d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.

1.1.e. Understand and apply knowledge about home/school connections to build partnerships with ELLs' families {e.g., Parent Leadership Councils (PLCs)}

## **Domain 2: Language and literacy (Applied Linguistics)**

### Standard 1: Language as a System

Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics, and pragmatics; support ELLs' acquisition of English in order to learn to read, write, and communicate orally in English.

#### *Performance Indicators:*

2.1.a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system

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.

### 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.a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.

2.2.b. Recognize the importance of ELLs' home languages and language varieties, and build on these skills as a foundation for learning English.

2.2.c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English.

2.2.d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.

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

### Standard 1: ESL/ESOL Research and History

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 to read, write, and communicate orally in English.

#### *Performance Indicators:*

3.1.a. Demonstrate knowledge of L2 teaching methods in their historical context.

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: Standard-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.b. Develop ELLs' L2 listening skills for a variety of academic and social purposes.
- 3.2.c. Develop ELLs' L2 speaking skills for a variety of academic and social purposes.
- 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.

#### **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 evidence-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.b. Create supportive, accepting, student-centered classroom environments.
- 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.

#### **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. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

*Performance Indicators:*

- 5.1.a. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
- 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.

##### 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 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.a. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs; including requirements of the LULAC Consent Decree.

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.