###### Teach Arizona_logo_c1.tif University of Arizona

**Department of Teaching, Learning, and Sociocultural Studies**

# LRC 517: Methods of Structured English Immersion

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**(3 credits or 45 hours)**

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Schedule: Saturdays 9:00-11:30 AM and On-line -- (Hybrid)

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**Catalogue Description**

Applied practice in sheltered content instruction for English language learners: lesson plan development, sheltered teaching, first and second language acquisition theory, extended exploration of the Sheltered Instruction Observation Protocol (SIOP) model.

**Extended Description**

The Arizona Board of Education requires all pre-service and in-service teachers to obtain a Structured English Immersion (SEI) endorsement for state certification.[[1]](#footnote-1) This endorsement is the result of a complex convergence of state legislation, case law and continuously evolving language policies implemented for English language learners (ELLs). In 1999, the federal court decision in *Flores v. Arizona* required the State to adequately fund school districts serving high numbers of ELLs. When Arizona voters passed Proposition 203 in November 2000, Structured English Immersion – rather than bilingual education or English as a Second Language approaches – became the default program for all ELLs in the state. In other words, state law requires that all students developing proficiency in English as a second (or third) language be placed in SEI classrooms for a period of one year, or until they have developed enough English proficiency to pass the AZELLA (the state’s English language proficiency test) and be reclassified as “English fluent.”[[2]](#footnote-2) Since 2006, the State legislature has redefined SEI as a four-hour “English Language Development” (ELD) grammar and reading block.

LRC 516 (Foundations of SEI) introduced you to the pedagogical, theoretical, social, cultural, and political issues involved in the education of English language learners. This course considered the historical and political context of education for ELLs and their families, the relationship between national and state education policy mandates and theories of first and second language acquisition, applied research in bilingual education and ESL, and thematic and sheltered instructional approaches to second language teaching in academic settings.

LRC 517 (Methods of SEI) builds upon these foundational issues by helping you identify, and practice using, multiple instructional strategies to improve your instruction with English language learners. The following chart details the principal goals of this course, as well as the corresponding InTASC and ISTE NETS-T standards[[3]](#footnote-3)

**Course Goals**

Corresponding *InTASC* and ISTE NETS-T Standards

(Interstate Teacher Assessment and Support Consortium)

<http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf>

<http://www.iste.org/docs/pdfs/nets-t-standards.pdf?sfvrsn=2>

|  |  |
| --- | --- |
| **The learner will be able to …** | **Standards** |
| Engage in intensive, applied practice in sheltered or “scaffolded” teaching methodologies, including appropriate assessment tools | InTASC Standard #3 (d, e, f, j, p, r)  InTASC Standard #8 (a, c, d, e, h, k, n)  ISTE NETS-T Standard #2 (a, b, c, d) |
| Explore research in second language acquisition theory and socio-cultural theory (and using theory to improve learning) | InTASC Standard #1 (a, b, g)  InTASC Standard #2 (e, f, i, o)  ISTE NETS-T Standard #1 (a, b)  ISTE NETS-T Standard #5 (a, c) |
| Develop a deeper understanding of the role of culture and cultural “funds of knowledge” in teaching and learning | InTASC Standard #1 (c, g, i)  InTASC Standard #2 (a, c, d, j. o)  InTASC Standard #3 (a, f, l, n)  ISTE NETS-T Standard #4 (b, d) |
| Practice teaching content area lessons using the *Sheltered Instruction Observation Protocol* (SIOP) model developed by researchers and teachers affiliated with the Center for Applied Linguistics | InTASC Standard #4 (a, c, f, g, h, k, l)  InTASC Standard #5 (b, d, g, j, p, s)  InTASC Standard #8 (a, b, d, e, h, i, k, l) |
| Use multiple assessment strategies | InTASC Standard #6 (a, b, d, e, f, g, k. n) |
| Plan collaboratively and implement a variety of sheltered teaching strategies that will promote ELLs’ learning of academic content and English language and literacy | InTASC Standard #7 (a, e, m, o)  InTASC Standard #8 (c, n)  ISTE NETS-T Standard #5 ( a, d) |

A secondary goal is to encourage you to make the education of English learners a major focus of your teaching career. Teaching ELLs English and content matter is an enormously rewarding *and* challenging endeavor. It also requires the kind of unique competency and resourcefulness that one finds in the very best teachers in our profession. Therefore, our own personal goal is to motivate your innate creativity and intellectual curiosity -- abilities that will serve you well throughout your teaching career.

**Course Format**

This course will combine lecture, small group and whole-class discussion of readings, individual and collaborative work, student presentations, lesson demonstrations, reflective reading and writing, films, and occasional guest speakers. Our emphasis throughout will be participatory. Please use all of these activities to share your thoughts and reactions, to learn from each other, to grow intellectually and professionally, and to understand the needs of English language learners. Our hope is that you learn something new each and every time you participate in a discussion or activity. Your colleagues will be depending on your insights and encouragement, your questions and suggestions, your ability to make connections and find parallels between and among the issues we consider, your sense of humor, “goofiness,” and your sincerity.

**Course Topics**

*Curriculum and Instruction*

Introduction to Structured English Immersion (SEI)

Introduction to Sheltered English Content Instruction

Adapting Content for English language learners

Instructional Modifications

*Policy and Law*

The Federal Nexus

Arizona ELL Policies

*Flores v. Arizona*

HB 2064 (English Language Development)

*Assessment Issues*

Home Language Survey

AZELLA

Formative and Summative Assessments

Authentic Assessments

*Theory*

First Language Acquisition and Development

Second Language Acquisition and Development

Sociocultural Frameworks

The Role of Culture in the ELL Classroom

*Applied Practice*

Sheltered Instruction Observation Protocol (SIOP)

Other Sheltered Teaching Frameworks (SDAIE, GLAD, CALLA, etc.)

Ethnographic Observation of SEI or ELD Classrooms and Field Notes

Teaching a Sheltered Content Lesson

**Texts**

There is no formal text for this course. Instead, we will use articles, chapters, handouts, and other materials that I have placed on our course D2L site.

**Classroom Rules and Procedures**

**Attendance/Participation Policy (please read carefully).** Participation means coming to class on time, prepared and contributing regularly to class discussions and activities. Attendance literally means “being present” and is critical for two principal reasons. First, this course covers both foundational and applied issues in the field of teaching English language learners. Second, learning is a social endeavor and because each class focuses on teaching strategies and peer interaction, missing a class means that you will miss important interactive experiences.It is my policy to allow one unexcused absence (no questions asked). Because this is a hybrid course and we meet only 5 times during the semester, after that absence, your grade will automatically be reduced by one letter. After two absences, we will drop you from the class. There are only two exceptions to this policy:

1. Holidays or special events observed by organized religions for those students who show affiliation with that particular religion (specific details can be found at the Dean of Students website: [*http://deanofstudents.arizona.edu/e\_newsletter/1009/policyreview*](http://deanofstudents.arizona.edu/e_newsletter/1009/policyreview)*.*
2. Medical or health emergencies (you must provide documentation).

Note to Teach Arizona students: I will hold class during your school district’s spring break unless it coincides with that of the University of Arizona.

**Incompletes and late work.** Incompletes and late work are difficult for me *and* for you. I strongly discourage them and will allow them only for extreme emergencies (with documentation). Students who receive incompletes can expect to earn only a grade of B or below.

**Academic Integrity**. Students are expected to adhere to the Code of Academic Integrity which addresses issues such as: cheating, fabrication, facilitating academic dishonesty, and plagiarism. The Code of Academic Integrity can be found at: [*http://deanofstudents.arizona.edu/codeofacademicintegrity*](http://deanofstudents.arizona.edu/codeofacademicintegrity)*.*

**Codes of Conduct.** Students should be familiar with the UA Code of Conduct. The Dean of Students Office has developed information about policies, procedures, rights and responsibilities that are expected to be followed by students. The UA Code of Conduct can be found at: [*http://deanofstudents.arizona.edu/policiesandcodes*](http://deanofstudents.arizona.edu/policiesandcodes)*.*

**Equity.** The College of Education joins in the University of Arizona’s commitment to an environment free of discrimination, harassment and retaliation based on race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or other protected characteristics. If you have questions or concerns about possible discrimination or harassment, please contact the University’s Office of Institutional Equity, 520-621-9449, [*http://equity.arizona.edu*](http://equity.arizona.edu)*.*

**Students with Disabilities.** If formal, disability-related accommodations are necessary, register with the UA Disability Resource Center (621-3268; <http://drc.arizona.edu/>), so they can notify me of your eligibility for reasonable accommodations.

*Note: Information contained in this syllabus with the exception of the attendance and grading policies may be subject to change with reasonable advanced notice, as deemed appropriate by the instructor.*

**Course Assignments and Requirements**

This course aligns to the 6-unit morning field internship (TTE 593). The Language and Content Objectives, Warm-Up Activities, Graphic Organizer, Academic Text Adaptation, SIOP Lesson and Demonstration should be designed for your school site classroom.

1. **Attendance and participation in class.** Please see attendance policy above. Unless you are sick or have a medical emergency, I expect to see you every week. If you miss a class, you are still responsible for the material covered in that particular session, as well as the reading or activity log due that week. Participation includes regular contributions to class discussions and activities and individual and group sheltered instruction demonstrations throughout the semester. (15% of grade)

***InTASC 3; ISTE NETS-T 5***

1. **Weekly reading logs (before spring break)**: There are three (3) logs. Before spring break, you will keep a reading log of your summaries, comments, questions and ideas about the articles we read and the topics we discuss. Each log should be approximately **2-3 typed pages** and include the following: a *brief summary* of the reading(s), an *intellectual reaction* to the reading(s), that is, conceptual connections between the readings and your own experiences or knowledge base, *unanswered questions* you may have, and finally, *implications* of what you have learned *for pedagogy, policy and practice*. As with other academic writing assignments, I expect you to pay close attention to grammar, style, and punctuation, and provide correct in-text or bibliographic citations for any excerpts from the readings you use. (9% of grade)

***InTASC 1, 5***

1. **Reflection of a sheltered lesson in an unknown language (Guess speaker)**. You will experience a lesson in a language you don’t know. For this assignment you will write a reflection addressing strategies and techniques and what could be improved based on what you have learned about good and effective teaching. Make sure to make connections with what you know about theories of second language acquisition, and include as well a list of strategies used during the lesson. (3% of grade)

***InTASC 1, 2, 3, 4***

1. **Language Profile (In pairs) (10%).** Tucson area schools serve large number of second language learners from many countries. Knowing about their languages may help you and prepare you to work more effectively with them. You (in pairs) will be assigned a language you don't know and will write a background profile about that language in a 3-4 page paper that includes the following:
   * 1. Speakers (worldwide –countries, US, AZ, Tucson), represent them in numbers and percent.
     2. Variations/dialects of the language and linguistic affiliation.
     3. Description of the language (and history if possible)
     4. Geographical center (map of countries where the language is spoken)
     5. Role in Society
     6. Culture around the language
     7. Describe the aspects of literacy of the language (difficulty, pronunciation, grammar, vocabulary, spelling, and transparency) and compare them to English.
     8. Include an individual reflection to the paper of how what you have learned from this assignment would help you as a teacher of a student who speaks this language. What do you think are the challenges for you and for your student(s). Provide any personal experiences with the assigned language (school, while traveling, etc) and what did you know about this language.

Total number of pages including individual reflections should be of up to 6 pages. Prepare a presentation (in a poster format) for the day is due. Languages to be assigned depending on languages in your classroom

1. **Community Map (10%):** The goal of this project is to understand the value of community as a resource for our students. It also provides future teachers an opportunity to explore and make connections with the communities where our students live. You will investigate a total of 5 different community resources and/or community cultural wealth resources available to your student and his/her family within two miles radius from your student’s home (You may find these resources further out the 2 mile radius). Some resources you might include are local churches, non-profit organizations, activist groups, government based institutions, special programs provided in the community, translation services, mom & pop businesses, yard art, gardens, symbolic resources, etc. You will a community map paper that includes the following:
2. Map out the location of the different community resources you identified
3. Describe each resource
4. State the contribution it makes to the community
5. State how you might incorporate this resource into the instruction or the school
6. Include a reflection about what you learned from this project.
7. **Homework tasks (after spring break):** There are four (4) of these. After spring break, you will submit completed homework tasks that correspond to a variety of in-class activities. These include writing language and content objectives for your particular content area, creating “warm up” activities, developing graphic organizers to teach a lesson, adapting academic text for ELLs, and creating an authentic assessment activity. (8% of grade)

***InTASC 1, 4, 5; ISTE NETS-T 2***

1. **Weekly discussion posts on the D2L site:** These boards will serve as interactive spaces in which you can respond to or discuss course readings, share sheltered teaching ideas and activities with your colleagues and report on what is happening in your own classrooms. I will most likely provide a prompt or two to get you started. You should plan to **post at least two discussion** responses every two weeks, and **respond to another’s post**. (5% of grade)

***InTASC 2, 3, 7; ISTE NETS-T 5***

1. **A visit to and written description (field notes) of a local primary, intermediate or secondary SEI/ELD classroom in area school districts.** Because every teacher and pre-service teacher in Arizona is potentially an SEI teacher as well, we would like you to visit and describe an SEI/ELD (English Language Development) classroom in the Tucson metropolitan area. You may select the school district and grade level. We are asking for a minimum of two hours, which you can schedule at your convenience. For this assignment, you will need to record what you see and hear (these are the “field notes”) and write a narrative based on the notes; I will provide you with a template – please use it. Typically, the protocol for school visits is that you contact the school’s principal or instructional coach to ask permission to visit an SEI/ELD classroom; he/she can then recommend a teacher to observe. ***Teach Arizona* students**: It makes the most sense for you to observe an SEI/ELD classroom at your particular assigned school. If there are no ELLs in your school, it is your responsibility to arrange a visit to another school. You will probably have to work out an observation schedule with your cooperating teacher or *Teach Arizona* supervisor. ***College of Education students:*** If you are personally acquainted with a practicing SEI/ELD teacher and wish to observe his or her classroom, securing permission from the teacher may suffice. This visit must take place before the middle of the semester; please attach your hand-written field notes to your description. (12% of grade)

***InTASC 7; ISTE NETS-T 5***

1. **SIOP instruction lesson plan and Final sheltered lesson demonstration. *This is a benchmark assignment for LRC 517. This means you must pass the assignment in order to pass the course. A passing grade is defined as an average score of “2” or above (across all categories) on the grading rubric.*** This assignment has two parts:
   1. **First, you will design one (1) complete SIOP lesson plan in the content area of your choice.** You may rework a lesson plan you already have if you wish, but it should include many sheltered strategies. Your lesson plans should include all eight components of the SIOP model. Specific information about the model and this assignment are provided on page 7. (10% of grade)

***InTASC 3, 4, 5, 6, 7, 8; ISTE NETS-T 1, 2, 4, 5***

* 1. **Second, you will teach a sheltered lesson,** the content of which you may take from your SIOP lesson plan, if you wish (you will not have time to teach the entire lesson). In your lesson, you will need to use a minimum of 12 sheltered strategies, including content and language objectives, warm up activities, graphic organizers, adapted texts, small group activities, appropriate wait time, clearly enunciated speech, first language support, authentic assessment, etc. Lessons typically are 10-15 minutes long, depending on the number of students in our class. These lessons will be scheduled throughout the second part of the semester. A description of the requirements for this assignment and the grading rubric for it are provided on pages 7-8. (16% of grade)

***InTASC 1, 2, 3, 4, 5, 6, 7, 8; ISTE NETS-T 1, 2, 4, 5***

**Developing and Teaching an Effective Sheltered Content Lesson – Benchmark Assignment Guidelines**

**Rationale**

LRC 517 is a methods class, and as such, you must demonstrate your knowledge of and ability to incorporate multiple instructional modifications – or sheltered strategies -- into your content lessons. I will look closely to see how well you adjust your instruction to make it comprehensible for English language learners.

**FOR THE WRITTEN LESSON PLAN**

**Required Contents**

1. Introduction to the lesson (explanation, justification).
2. Content area taught.
3. Description of the students taught (grade, type of ELL class, proficiency levels, language backgrounds, etc.)
4. Arizona State Content Standards, InTASC and ISTE NET-S standards.
5. Content objectives (what students should know and be able to; should be stated simply, orally and in writing, and can be pulled or adapted from grade-level content).
6. Language Objectives (the linguistic features of English students should know and be able to do; should be stated simply, orally and in writing and can be pulled or adapted from state ELL standards). For example, these might include grammar points like capitalization, punctuation, irregular past tense, pluralization, active and passive voice, relative clauses, etc., improving reading comprehension skills, helping students brainstorm or outline, draft, revise, and edit a text.
7. Vocabulary words or academic concepts that you need to pre-teach or explicitly teach in your sheltered lesson. To the extent possible, list these words in English and another language.
8. Supplementary Materials you will be using in the lesson. These include videos, DVDs, CDs, audio-tapes, websites, etc. (provide citations), reference materials, trade books to be read by your students, textbooks, maps, charts, graphs, tables, graphic organizers, note-takers, etc. (if not teacher designed, provide citations), manipulatives or realia, computer software.
9. SIOP Components
   * 1. ***Preparation***: content and language objectives, identification of supplementary teaching materials, content adaptation and meaningful activities;
     2. ***Building Background***: linking concepts to students’ backgrounds and experiences, past learning to new concepts, and emphasizing key vocabulary;
     3. ***Comprehensible Input***: using speech appropriate for students’ proficiency level, clear explanations of academic tasks, and a variety of techniques to make content concepts clear;
     4. ***Effective*** ***Strategies***: e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring, scaffolding techniques, and questioning and/or problem posing to promote higher-order thinking throughout the lesson;
     5. ***Interaction***: opportunities for student interaction, grouping, wait time, student clarification of key concepts in both first and second languages;
     6. ***Practice/Application***: a variety of hands-on materials and activities for students to apply content and language knowledge and to integrate all language skills (reading, writing, listening, speaking);
     7. ***Lesson Delivery***: supporting content and language objectives clearly, engaging students in 90-100% of the lesson period, and pacing the lesson appropriately to the students’ ability levels;
     8. ***Review/Assessment***: reviewing key vocabulary and content concepts, providing regular feedback, and using a variety of assessments of student comprehension and learning throughout lesson.

A final reflection on your lesson demonstration, that is, how effective you believe it was and what you would need to do differently, etc. ***InTASC 3, 4, 5, 6, 7, 8; ISTE NETS-T 1, 2, 4, 5***

**FOR THE LESSON DEMONSTRATION**

**Rationale**

Research on teaching and learning with English language learners has consistently demonstrated a relationship between the effective use of sheltered instruction and improved student comprehension of content material, acquisition of English, and improved academic achievement. Teachers need to become familiar and comfortable using sheltered strategies. LRC 517 will provide you with multiple opportunities to practice sheltered teaching throughout the semester. The final lesson demonstration is an opportunity for you to teach a lesson in your content area using as many sheltered instructional strategies as possible.

**Required Within the Lesson Demonstration**

1. Your lesson should include all 4 language skills/abilities listed below:

* listening
* speaking
* reading
* writing

1. You will need to include at least 12 of the following 21 sheltered strategies:

* Content and language objectives displayed
* Different grouping configurations
* Vocabulary words defined or clarified
* Opportunities for interaction
* Connections to students’ prior knowledge
* Appropriate wait time
* Speech is appropriately controlled (slow, clear)
* Clarification of key concepts
* Step-by-step instructions
* Hands-on activities
* Adapted text
* Use of manipulative or realia
* Modeling, demonstrating of concepts
* Opportunities to apply new knowledge
* Positive feedback or other encouragement
* Repetition
* Graphic organizers
* Gestures, facial expressions, drama, etc.
* Other visual support (photography, posters, etc.)
* L1 support
* Assessment (informal or formal checks for comprehension)

1. You will also be evaluated based on the following questions:
   1. Were your lesson content objectives clear? (That is, did you actually teach your objectives?)
   2. Did you lesson support the language objectives you listed?
   3. Were the students engaged at least 90 percent of the time?
   4. How creative or fun was your lesson?
   5. Was student learning assessed in any way (Formal or informal checks for comprehension)
   6. Did you review your objectives with students upon completion of the lesson?
   7. How academically challenging – and sheltered -- was the lesson?

***InTASC 1, 2, 3, 4, 5, 6, 7, 8; ISTE NETS-T 1, 2, 4, 5***

Lesson Plan and Lesson Demonstration Grading Rubrics

1. Written Lesson Plan Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 pts. Accomplished | 3 pts. Proficient | 2 pts.  Emergent | 1 pt.  Insufficient |
| Initial Material  Introduction to lesson, content area taught, description of students taught  InTASC: 3, 4, 5, 6, 7, 8;  ISTE NETS-T: 1, 2, 4, 5 | Includes a thorough introduction to and justification for the lesson, including descriptions of the students (their grade, the particular ELL class they are in, proficiency levels, and language backgrounds). | Includes a thorough description of all but one of the required and additional items | Includes a thorough description of all but two of the required and additional items | Fails to include a thorough description of three or more items |
| Professional Standards  (Arizona content standards; InTASC teacher assessment standards; ISTE NETS technology standards)  InTASC: 4, 7, 8  ISTE NETS-T: 5 | Includes a thorough description of the standards included in the lesson. The descriptions identify appropriate content standards from the Arizona Department of Education, standards from InTASC and ISTE, and a clear explanation of how the standard is evidenced. | Includes a description of the standards included in the lesson, but the descriptions provide a somewhat limited explanation of how the standard is evidenced. | Includes a description of the standards included in the lesson, but the descriptions simply list the standards without providing an explanation of how the standard is evidenced. | Fails to include a description of the standards included in the lesson. |
| **Language and Content Objectives**  InTASC: 4, 5, 8 | Content objectives are clear and specific. Language objectives include aspects of ESL, and higher order skills. | Content objectives are clear and specific. Language objectives contain either aspects of ESL or higher order skills. | Content objectives are clear but overly broad (i.e., they cannot be taught in a single lesson)  Language objectives do not contain aspects of ESL or higher order skills. | Content and/or language objectives are unclear, overly broad, or are missing completely. |
| **Vocabulary Words and/or Academic Concepts**    InTASC: 3, 8 | Between 6 and 8 vocabulary words or academic concepts listed to introduce or pre-teach.  Between 6 and 8 vocabulary words or academic concepts translated into a second language. | Between 4 and 6 vocabulary words or academic concepts listed to introduce or pre-teach.  Between 4 and 6 vocabulary words or academic concepts translated into a second language. | Fewer than 4 vocabulary words or academic concepts listed to introduce or pre-teach.  Fewer than 4 vocabulary words or academic concepts translated into a second language. | Vocabulary words and academic concepts are missing. |
| **Supplemental Materials**  InTASC: 3, 8  ISTE NETS-T: 2 | List of supplementary materials includes at least 5 items. Citations are provided all non-teacher designed materials. | List of supplementary materials includes at least 4 items. Citations are provided all non-teacher designed materials. | List of supplementary materials includes only 2 or 34 items. Citations are incomplete or unavailable. | List of supplementary materials includes only 1 item (or is the list is missing). Citations are incomplete or unavailable. |
| **SIOP Components**  InTASC: 4, 5, 8 | Contains all 8 SIOP components. Each component is clearly explained and evident in the different instructional activities described in the lesson. | Contains at least 7 of the 8 SIOP components. Components are less clearly explained in the different instructional activities described in the lesson. | Contains fewer than 7SIOP components. Components are not clearly explained and or only sporadically tied to the different instructional activities described in the lesson. | The SIOP components are only listed, incomplete, unexplained, or are simply missing. |
| **Clarity and Professionalism of the Writing Product**  InTASC: 4 | *Meets all the following:*  ∙Neatly organized  ∙No spelling, typing or grammatical errors  ∙all acronyms are spelled out  ∙Correct citations are provided.  ∙Typed in black ink. | *Meets four of the following:*  ∙Neatly organized  ∙No spelling, typing or grammatical errors  ∙all acronyms are spelled out  ∙Correct citations are provided.  ∙Typed in black ink. | *Meets three of the following:*  ∙Neatly organized  ∙No spelling, typing or grammatical errors  ∙all acronyms are spelled out  ∙Correct citations are provided.  ∙Typed in black ink. | *Meets only one or two of the following (or fails to present lesson in a professional manner):*  ∙Neatly organized  ∙No spelling, typing or grammatical errors  ∙all acronyms are spelled out  ∙Correct citations are provided.  ∙Typed in black ink. |

1. Lesson Demonstration Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 pts. Accomplished | 3 pts. Proficient | 2 pts.  Emergent | 1 pt.  Insufficient |
| Language Skills & Abilities  *Listening, Speaking*  *Reading, Writing*  InTASC: 2, 3, 4 | The lesson incorporates activities for all 4 language skills. | The lesson incorporates activities for 3 of the 4 language skills. | The lesson incorporates activities for 2 of the 4 language skills. | The lesson incorporates activities for only 1 of the language skills. |
| Sheltered Strategies  InTASC; 3, 8  ISTE NETS-T: 2 | The lesson incorporates 12 or more sheltered strategies. | The lesson incorporates at least 10 sheltered strategies. | The lesson incorporates at least 8 sheltered strategies. | The lesson incorporates fewer than 8 sheltered strategies. |
| Clarity of Posted Lesson Objectives  InTASC: 1, 2 | Posted lesson objectives were specific and clear and the lesson taught all of them appropriately. | Posted lesson objectives were specific and clear, but the lesson did not teach all objectives appropriately. | Posted lesson objectives were not specific, unclear, and the lesson taught only one or two of the objectives appropriately. | Posted objectives were missing, unclear, the lesson did not teach them appropriately. |
| Student Engagement  InTASC: 3 | Students were on-task and engaged for at least 90% of the lesson. | Students were on-task and engaged for at least 80% of the lesson. | Students were on-task and engaged for less than 80 percent. | Students were off task and unengaged for a significant chunk of the lesson. |
| Creativity or “Performed Goofiness” Level of Lesson  InTASC: 3, 5, 8 | Instruction included at least 3 of the following strategies: humor, exaggerated body language, exaggerated facial expressions, drama or role-playing, a “performance” of some kind. | Instruction included at least 2 of the following strategies: humor, exaggerated body language, exaggerated facial expressions, drama or role-playing, a “performance” of some kind. | Instruction included at least 1 of the following strategies: humor, exaggerated body language, exaggerated facial expressions, drama or role-playing, a “performance” of some kind. | Instruction included none of the following strategies: humor, exaggerated body language, exaggerated facial expressions, drama or role-playing, a “performance” of some kind; was deadpan, lifeless. |
| Formal or Informal Assessment Strategies  InTASC: 6 | Instruction includes at least 4 assessment strategies (formal and informal) (e.g., observation of student work, one-on-one or group check-ins, comprehension questions, comprehension activities, content review, exit cards, etc.) | Instruction includes at least 3 assessment strategies (formal and informal) (e.g., observation of student work, one-on-one or group check-ins, comprehension questions, comprehension activities, content review, exit cards, etc.) | Instruction includes only 1 or 2 assessment strategies (formal and informal) (e.g., observation of student work, one-on-one or group check-ins, comprehension questions, comprehension activities, content review, exit cards, etc.) | Instruction includes no assessment strategies. |
| Academic Rigor  *(and its comprehension through teacher use of sheltered strategies)*  InTASC: 3, 4, 5, 8  ISTE NETS-T: 2 | Lesson was academically challenging; but teacher sheltered the content appropriately to make it comprehensible. | Lesson was academically challenging; but teacher sheltered most of the content appropriately to make it comprehensible to ELLs. | Lesson was somewhat academically challenging; and teacher attempted to shelter the academic content to make it comprehensible to ELLs. | Lesson was not academically challenging (too simplified) and teacher made little or no attempt to shelter it for comprehension. |

Course Grades

|  |  |
| --- | --- |
| Overall Grade | |
| Attendance & participation (15 pts.)  Weekly reading logs (3 @ 3 pts. each)  Homework tasks (4 @ 2 pts. each)  Discussion boards (5 @ 1 pt. each)  Language Profile (Paper and Poster)  Community Map (10 pts.)  Reflection on a Sheltered Lesson in an unknown language (3 pts.)  Classroom observation/field notes (12 pts.)  BENCHMARK ASSIGNMENT (26%, but must pass benchmark to pass the course)   1. Sheltered lesson plan (10 pts.) 2. Sheltered lesson demonstration (16 pts.)   TOTAL | 15 pts.  9 pts.  8 pts.  5 pts.  12 pts.  10 pts.  3 pts.  12 pts.  10 pts.  16 pts.  100 pts. |

 

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**Spring 2014 Course Schedule**

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| **Date** | **Discussion Topics** | | **Required and Optional Reading Assignments (available on D2L)** | | **Assignments Due**  **(and activities to get ready for)** |
| Week 1-  Jan 18 | ■Course overview and expectations | | Course Syllabus  - - - - - | | **Send an email to your instructors with any questions you have about assignments**  **Goals paper due (submit through D2L)** |
| Week 2 –  Face to Face  Jan 25 | ■LRC 517 Bingo  ■What is Structured English Immersion? How is it similar or different to Sheltered English content instruction?  ■Review (and update) of state ELL policy issues: SEI and sheltered English content instruction (PART ONE)  **Sheltered Immersion Lesson Demonstration** | **Required Reading**  ■Adams & Jones, “Unmasking the myths of Structured English Immersion”  ■Clark, “The case for Structured English Immersion”  **Optional Reading**  ■Combs, “Everything on its Head”  ■Saunders, Foorman, Carlson, “Is a separate block of time for oral English language development in programs for English learners needed?” | | Informal presentations and discussions of readings | |
| Week 3 –  Face to Face  Feb 1 | ■Review (and update) of state ELL policy issues: The new English Language Development (ELD) program and other post *Flores* developments  (PART TWO)  ►HB 2064 & the 4 hour ELD block  ►Discrete Skills Inventory  ►Home language survey changes  ►Federal policy nexus | **Required Reading**  ■ Arizona Revised Statutes , Article 3.1, Title 15-751-756 (Proposition 203)  ■Flores v. Arizona, Order “W”  ■HB 2064 (browse)  ■Home Language Survey  ■ Arizona Department of Education 4-hour block research summary  ■Krashen/Rolstad/MacSwan critique of ADE research paper  **Optional Reading**  ■9th Circuit Appellate Decision in *Flores v. Arizona*  ■ Discrete Skills Inventory (browse)  ■Horne v. Flores (Supreme Court)  ■Contested Home Language Survey  ■OCR Letter re HLS  ■OCR Letter re AZELLA | | **Reading log #1 due** (about topics for week 3 – By Saturday 2/1)  Small whole group analysis and discussion of policy documents | |
| Week 4  Feb 8 | ■Review of first and second language acquisition and development: The major theories and their implications for practice | **Required Reading**  ■Goldenberg, “What the research does – and does not – say”  ■Peregoy & Boyle, “Second language acquisition”  ■ Aukerman, “A culpable CALP: Rethinking the conversational-academic language proficiency distinction in early literacy instruction” | | **Reading log #2 due** (about topics for week 4 – By Saturday 2/8)  Small and whole group analysis and discussion | |
| Week 5 – Feb 15 | ■The role of culture in the classroom | **Required Reading**  ■ González, et al, “Funds of knowledge for teaching in Latino households”  ■Yosso, “Whose culture has capital? A critical race theory discussion of community cultural wealth” | | Discussion boards – Post/react to someone else’s post at least twice. Prompts are already posted. | |
| Week 6 – Feb 22 | ■Sociocultural contributions to the education of English language learners: Major theories & theorists  ■The importance of group work in ELL learning and teaching | *(One of the following articles will be assigned to you)*  ■Gutierrez, “Developing a sociocritical literacy in the third space”  ■Hawkins, “Researching English language and literacy development in schools”  ■Lave & Wenger, “Legitimate peripheral participation”  ■Lee, “Gesture and private speech in second language acquisition”  ■Moje, “Working toward third space in content area literacy: An  examination of everyday funds of knowledge and Discourse”  ■Rymes & Pash, “Questioning identity: The case of one second language learner”  ■Vygotsky, “The role of play in development” | | **Reading log #3 due** (about topics for week 6 – By Saturday 2/22) | |
| Week 7 –Mar 1  Face to Face | ■The role of culture (continued): Interpreting student interactions and responses through cultural lenses  **Guess Speaker:**  **Sheltered Lesson in an unknown language**  Vidoe Presentation | **Required Reading**  ■Reiss, “Culture & content instruction” | | **Language Profile Paper and Presentation-Poster (8 minutes max)**  Small and whole group debriefing and identification of sheltered teaching strategies | |
| Week 8 – Mar 8 | ►Frameworks for teaching sheltered content: A rose by any other name…  ►Reviewing and using the SIOP Model to teach content | **Required Reading**  ■Echevarria & Graves, “Sheltered instruction in the content areas” | | **Reflection on a Sheltered Lesson in an unknown language due** | |
| Week 9 – Mar 15 | **U of A Spring Break (March 15-23, 2014) – No Class** | | | | |
| Week 10 – March 22 | Debriefing on classroom observations  ■Introduction to the Sheltered Instruction Observation Protocol (SIOP)  ■SIOP components 1 & 2  ►Lesson Preparation  ►Building Background | **Required Reading**  ■Powerpoint presentations on Components #1-2 (D2L)  ■Echevarría, Vogt & Short, “Lesson preparation”  ■Echevarría, Vogt & Short, “Building background” | | **Field notes of SEI/ELD visit due**  Writing language objectives and creating meaningful anticipatory sets (“warm up” activities) for your content area | |
| Week 11 –  March 29 | ■SIOP components 3 & 4  ►Comprehensible Input  ►Strategies  ■*The importance of and need to be “goofy” in the SEI classroom*  ***Sheltered Immersion Lesson Demonstration*** | Required Reading  ■Powerpoint presentations on Components #3-4 (D2L)  ■Featherstone, et al, “Why isn’t Miguel learning math? Status at work” | | **Evaluation of lessons for components 1 and 2 (Submit for class participation)**  Task #1: Submit content and language objectives for a lesson you have taught or will teach (including materials and vocabulary words/concepts you used)  Practicing wait time, body language, gestures and facial expressions, using graphic organizers | |
| Week 12 –April 5  Face to Face | ■SIOP components 5 & 6  ►Student Interaction  ►Practice & Application | **Required Reading**  ■Powerpoint presentations on Components #5-6 (D2L)  ■Featherstone, et al, “Preparing for group work by teaching norms and rules” | | **Community Map**  **Evaluation of lessons for components3 and 4 (In class participation)**  **Task #2:** Submit a graphic organizer you created for a lesson you have taught (or will teach)  Organizing group interactions in the SEI classroom, using realia, technology and hands-on activities | |
| Week 13 –April 12 | ■SIOP components 7 & 8  ►Lesson Delivery  ►Review & Assessment | **Required Reading**  ■Powerpoint presentations on Components #7-8 (D2L)  ■Echevarría, Vogt & Short, “Lesson delivery” | | **Evaluation of lessons for component5 and 6 (Submit for class participation)**  **Task #3:** Adapt a piece of text from your own content area for ELLs  Supporting language and content objectives , reviewing and assessing what students have learned, adapting text | |
| Week 14 – April 19 | ■ELLs and Assessment (creating authentic assessment activities)  ■Modeling an integrated sheltered unit (science, social studies, English) | **Required Reading**  ■Valdez Pierce, “Assessment” | | **Evaluation of lessons for components 7 and 8 (Submit for class participation)**  **Task #4:** Create an activity to teach the content vocabulary for a particular lesson | |
| Week 15/16 – May 3  Face to Face | **Last Official Day of Class**  Scheduled final presentations:  ■**Sheltered content teaching presentations** | **- - - - -** | | **Sheltered Lessons**  **SIOP Lesson Plans due** | |

1. The SEI endorsement currently consists of 6 credits or 90 hours (2 semester-long courses). [↑](#footnote-ref-1)
2. AZELLA is an acronym for Arizona English Language Learner Assessment. [↑](#footnote-ref-2)
3. InTASC: Interstate Teacher Assessment and Support Consortium; ISTE NETS-T: International Society for Technology in Education National Education Standards for Teachers. [↑](#footnote-ref-3)