

PTED 7281 87
INDEPENDENT PROJECT
TEACHING ELLS IN MAINSTREAM CLASSROOMS

Semester Hours: 3

Semester/Year: Summer 2009

Instructor: Dr. Kathleen Tate

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Office Hours: T & R 10:30-11:00 and 2:30-3:00 and by appointment

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COURSE DESCRIPTION

Preparation of an independent project under the direction of a full-time college faculty member.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education UWG forms the basis upon which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the college assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured. Depending on the specific nature of the independent project, students would address one or more of the NBPTS propositions.

The mission of the College of Education is to develop educators who are prepared to function in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and learned societies standards are identified for each objective. Class activities and assessments that align with course objectives, course

content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Participants will:

1. begin to formulate a personal philosophy with respect to the role of the teacher in serving culturally and linguistically diverse student populations (Baruth & Manning, 1992; Bennett, 2000; Nieto, 2000; Trueba, 1989);

(Lifelong Learners, Culturally Sensitive, Empathetic, Knowledge)

2. identify and discuss characteristics of diverse student groups and effective instructional strategies for culturally and linguistically diverse student groups (Bennett, 2000; Floden, 1991; Ovando & Collier, 1985; Nieto, 2000; Scarcella, 1990; Suarez-Orozco & Suarez-Orozco, 2001);

(Culturally Sensitive, Empathetic, Knowledge, Proactive)

3. design learning activities which, through the use of information on various ethnic and cultural groups in the U.S., help develop academic and interpersonal skills in students (Baruth & Manning, 1992; Bennett, 2000; Kennedy, 1990; Nieto, 2000; Scarcella, 1990; Suarez-Orozco & Suarez-Orozco, 2001);

(Adaptive, Collaborative, Culturally Sensitive, Empathetic; Proactive)

4. describe the teacher's role in working with families and multicultural communities and fostering parent involvement in education (Bennett, 2000; Nieto, 2000; Ovando & Collier, 1985; Suarez-Orozco & Suarez-Orozco, 2001; Violand-Sanchez, Sutton & Ware, 1991);

(Adaptive, Collaborative, Culturally Sensitive, Empathetic; Knowledge, Proactive)

5. evaluate, develop, and adapt curricular materials for use with diverse learners (Bennett, 2000; Dubin & Olshtain, 1986; Nieto, 2000; Scarcella, 1990); and

(Adaptive, Collaborative, Culturally Sensitive, Empathetic; Knowledge, Proactive)

6. describe and integrate the social, cultural, and learner centered aspects of teaching in ESOL classrooms (Bowers & Flinders, 1991; Chamot & O'Malley, 1987; Crandall, Spanos, Christian, Simich, Dudgeon, & Willets, 1987; Mohan, 1986; Ovando & Collier, 1985; Short, 1991);

(Lifelong Learners; Adaptive; Culturally Sensitive; Empathetic; Knowledgeable; Reflective)

7. develop techniques for teaching the four language skills - listening, speaking, reading and writing - within an integrated, content-based approach (Heald-Taylor, 1994; Cornejo, Weinstern, & Najjar, 1983; Crandall, et al., 1987; Gebhard, 1998; Levi, 1992; Ovando & Collier, 1985; TESOL, 1995);

(Lifelong Learners; Adaptive; Empathetic; Knowledgeable; Reflective)

8. be cognizant of the relationship between linguistic schools of thought, methods of teaching second languages, assessment practices, and theories of curriculum development associated with each linguistic theory (Dubin & Olshtain, 1986; Echevarria & Graves, 1998; Harley, et al, 1990; Newnan, 1995; Mohan, 1986; Pierce & O'Malley, 1992; Scarcella, 1990);

(Lifelong Learners; Adaptive; Empathetic; Knowledgeable; Reflective)

9. identify and analyze assessment instruments currently in use for placement, programming, diagnosis, entry exit criteria in Title VII programs, and evaluation (Cohen, 1983; Henning, 1988; Oller, 1983; Ovando & Collier, 1985; Pierce & O'Malley, 1992);

(Lifelong Learners; Adaptive; Empathetic; Knowledgeable; Reflective)

10. be familiar with special issues in the testing of limited English proficient students, including cultural bias in tests, intelligence testing, and testing for placement in special education (O'Malley & Pierce, 1996; Cummins & Swain, 1986; Ovando & Collier, 1985; Scarcella, 1990; Underhill, 1987);

(Lifelong Learners; Adaptive; Culturally Sensitive; Empathetic; Knowledgeable; Reflective)

11. link assessment strategies with programming for limited English proficient students (Harley, et al., 1990; Ovando & Collier, 1985; Amato, 1988; Underhill, 1987); and

(Lifelong Learners; Adaptive; Empathetic; Knowledgeable; Reflective)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Diaz-Rico, L. T. (2004). *Teaching English language learners: Strategies and Methods*. Boston: Pearson Education, Inc.

Texts/handouts provided by the professor

Suggested Additional Text:

Bennett, C. (2006). *Comprehensive multicultural education: Theory and practice* (6th ed.). Needham Heights, MA: Allyn and Bacon.

References:

- Chamot, A. U., & O'Malley, J. M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. Reading, MA: Addison-Wesley.
- Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse society*. CAFE.
- Echevarria, J., & Graves, A. (1998). *Sheltered content instruction*. Boston: Allyn and Bacon.
- Echevarria, J., Vogt, M. and Short, D. J. (2004). *Making content comprehensible for English learners: The SIOP model. 2nd edition*. Boston, MA: Allyn and Bacon.
- Freeman, Y. S., & Freeman, D. (1992). *Whole language for second language learners*. Portsmouth, NH: Heinemann.
- Freeman, Y. S., & Freeman, D. (1994). *Between worlds*. NH: Heinemann.
- Freeman, Y. S., & Freeman, D. (1998). *ESL/EFL Teaching*. NH: Heinemann.
- Gay, G. (2001). *Culturally responsive teaching: Theory, research and practice*. New York: Teachers College Press.
- Harley, B., Allen, P., Cummins, J., & Swain, M. (Eds.). (1990). *The development of Second language proficiency*. Cambridge: Cambridge University Press.
- Lightbown, P., & Spada, N. (1999). *How languages are learned*. Oxford, MS: Oxford University Press.
- Nieto, S. (2000). *Affirming diversity: The sociopolitical context of multicultural education* (3rd ed.). Needham Heights, MA: Longman.
- Richards, J. C., & Renandya, W. A. (Eds.) (2002). *Methodology in language teaching: An anthology of current practice*. NY: Cambridge University Press.
- Scarcella, R. (1990). *Teaching language minority students in the multicultural classroom*. Englewood Cliffs, NJ: Prentice Hall Regents.

LINK TO CONCEPTUAL FRAMEWORK

This course provides an extensive study of the PTED learner, the school curriculum, and selected methods and techniques of instruction and organization appropriate for the selected PTED school setting in light of current trends and issues. The instructor determined assignments will serve as a synthesis for nearly every one of the descriptors found in the COE conceptual framework. Students taking this course are graduate students currently in classroom settings. Field experience related assignments will be drawn from their individual school setting. Assignments and discussion should assist them in internalizing the framework concepts. Collectively, the assignments for this course should allow the students to demonstrate achievement in the areas to be determined by the instructor.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignment 1: Festival Journal Entries (June 3-4)

- Select ideas that impressed you as you attended the Plenary and Concurrent sessions.
- The two journal entries should be a *reflection* of what you have seen and learned each day. The journal is not a log; so do not record only what transpired or said. However, reference the session title/speaker that prompted the thoughts.
- Journals will be evaluated on the depth of reflection. Elaborate on ideas and thoughts in a detailed manner...discuss how the ideas apply to your teaching and your specific teaching context. Reflect upon how ideas can be applied to ELLs you will be teaching or could possibly be teaching in your classroom.
- Each journal entry should be approximately 1 ½ -2 double-spaced typed pages.
- **ASSIGNMENT DUE: Submit through CourseDen by June 8th-midnight**

Assignment 2: Interview (Work on this after the first readings)

- The interview is designed to further your investigation of schools in the U.S. and how particular socio-cultural and political climates may impact upon schooling experiences, perhaps contrasting this with beliefs and practices in the immigrant's country of origin.
- Identify an immigrant family that has been in the US for *less than five years*.
- The family must have at least one child who is in a K-12 school in the US.
- Interview the family in their setting, preferably at their home when all the members of the family are present. This should be done on their 'home ground' to give them the advantage, not on a place of your choice or on 'neutral ground.'
- The interview must last at least 45-60 minutes. Take notes during and immediately after the interview. It is not necessary to tape it.
- Paper length= 5 pages---summarize the interview (2 pages) and critically analyze at least three issues as seen in the interviews. For each of the issues, explain how you could deal with this in your classroom / school setting. Relate the interview to ideas/quotes from the readings. (approximately 3 pages).
- **ASSIGNMENT DUE: Submit through CourseDen any time between June 15 and June 22 (by midnight June 22 at the latest).**

Assignment 3: Reading Reflections (June 8 – July 17)

- Read each weekly assigned text(s) and complete a critical reflection/reflections according to the provided Reading Reflection template.
- **ASSIGNMENT DUE: Submit through CourseDen by midnight each Monday night (See Course Schedule Below)**

Assignment 4: Lesson Plan Unit

- Select a unit with at least 3 related or thematic lessons in it
- Include state or national standards, teaching materials, procedures, etc
- Include language objectives
- Include modifications you would include to address varied levels of language proficiency

- Include technology and multimedia tools and resources that you would incorporate into your instructional activities (consider what specific strategies from the readings will you utilize....)
- Include a rationale for each of your lesson plans. Explain your instructional decisions (significance of the language objectives; your choice of strategies; problems you anticipate; etc)
- You may use any format of lesson plan you like as long as all of the above items are incorporated into it.

ASSIGNMENT DUE: Submit through CourseDen any time between July 17 and July 22 (by midnight July 22 at the latest)

Assignment 5: Personal Belief Statement about Teaching ELLs

- Draft a paper (approximately 3-5 double-spaced, typed pages) that is an articulation of who you are as a teacher of English Language Learners (not necessarily an ESOL teacher) and your philosophy of teaching ELLs. Adhere to scholarly/APA conventions.
- *This should be focused on your teaching of English Language Learners in particular, which may and will extend to all students, but should be specially applicable to English Language Learners.
- *Also include a creative, synthesized product to summarize your beliefs-this may be in the form of a poem, a written skit, a painting or drawing (scan it or hand deliver), a song, cartoon, pictures with captions....any format you wish....
- *Support your statements with a rationale and with references to the readings (include at least 7 text references and include a reference page accordingly) in your paper.
- *Any or all of the following topics could be addressed:
 - Roles and responsibilities of an ESOL teacher
 - Roles and responsibilities of a mainstream teacher
 - Your expectations of English Language Learners
 - The curriculum as it should relate to ELLs
 - Effective teaching approaches, strategies, and methods for ELLs
 - Your expectations of parents of ELLs

ASSIGNMENT DUE: Submit to CourseDen by midnight July 22

Grading Policy

| <u>Assignment</u> | <u>Points</u> | <u>Due Date</u> |
|---|---------------|------------------|
| Festival Journal Entries | | |
| June 3 Journal Entry | 7.5 | June 8-Midnight |
| June 4 Journal Entry | 7.5 | June 8-Midnight |
| Interview | | June 22-Midnight |
| Reading Reflections (6 weeks-13 x3 points) | 39 | See Schedule |
| Lesson Plan Unit | 21 | July 22-Midnight |
| Personal Belief Statement about teaching ELLs | 25 | July 22-Midnight |

- A=90-100 points
- B=80-89 points
- C=75-79 points
- F=0-74 points

Students are expected to adhere to the highest standards of academic honesty. Ideas and assignments must be original and submitted to this class-work from other classes (past or current) are not considered original works. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in The Uncatalog, Undergraduate Catalog, and Graduate Catalog.

COURSE SCHEDULE

| Week | Dates | Content |
|-------------|--------------|--|
| Wk 1 | 6/3-6/4 | Attend LF09 9:00 am – 3:00 pm each day Assignment Due: TWO Festival Journal Entries (due June 8-midnight) |
| Wk 2 | 6/8-6/12 | Topic: Background of ELLs Read: (1) Chapter 1: Who are English Learners and Their Teachers? (p. 1-12) (2) Chapter 13: Building a Community of Learners (p. 363-377) (3) NCSS Chapter 1: Getting to Know the ELL student: What Can I Expect?/Chapter 2: Getting to Know the ELL Student: Focus on Language (p. 9-21) Assignment Due: Reading Reflections for Ch 1, Ch 13, Ch 1/Ch 2 (due June 12-midnight) |
| Wk 3 | 6/15-6/19 | Topic: Teachers, ELLs and Family Read: (1) Chapter 2: Critical Roles for Teachers (p. 21-29) (2) Chapter 3: Views of Teaching and Learning (p. 30-65) Assignment Due: Reading Reflections for Ch 2 and Ch 3 (due June 19-midnight) Assignment Due: Interview (due between June 15 and June 22-due June 22-midnight at the latest) |
| Wk 4 | 6/22-6/26 | Topic: Learning Principles of Second Language Learners Read: Chapter 6: Learning Processes that build on the First Language (p. 143-199) Assignment Due: Reading Reflection for Ch 6 (due June 26-midnight) |
| Wk 5 | 6/29-7/3 | Topic: Effective Teaching Strategies for ELLs Read: (1) Chapter 5: Learner Strategies and Learner-Focused Teaching (p. 101-142) (2) Chapter 9: Culturally Based Language Teaching (p. 266-291) Assignment Due: Reading Reflections for Ch 5, Ch 9 (due July 3-midnight) |

- Wk 6 7/6–7/10 **Topic:** Assessing ELLs in Content Areas
Read: Chapter 4: Performance-Based Learning (p.66-100)
Assignment Due: Reading Reflection for Ch 4 (due July 10-midnight)
- Wk 7 7/13–7/17 **Topics:** (1) Mainstreaming ELLs and (2) ELLs and The Arts
Read: (1) Chapter 7: The Learning Process and the Imaginary (p. 200-238)
(2) Ernst-Slavit, G. & Wenger, K. J. (1998). Using creative drama in the elementary ESL classroom. *TESOL Journal*, 7, 4, 30-33
(3) NCSS Chapter 3: Teaching ELL Students: Where Do I Begin? (p. 23-30)
(4) CHOOSE **ONE** OF THE FOLLOWING OPTIONS FROM MERRLY GOLDBERG's (2006) 3rd ed. BOOK-*Integrating the Arts: An Approach to Teaching and Learning in Multicultural and Multilingual Settings* :
- Option1: Chapter 4-Communication, Expression, and Experience: Literacy and the Arts
 - Option2: Chapter5-The Voices of Humanity: History, Social Studies, Geography, and the Arts
 - Option3: Chapter 6-The Wonder of Discovery: Science and the Arts
 - Option4: Chapter 7-Puzzles of the Mind and Soul: Mathematics and the Arts
- Assignment Due:** Reading Reflections for Ch 7, Article, NCSS Ch 3, and Optional Chapter (due July 17-midnight)
Assignment Due: Lesson Plan Unit (July 22-midnight)
Assignment Due: Personal Belief Statement about teaching ELLs (due July 22-midnight)

NOTE: Whether each reading pertains directly to your particular classroom context should not matter. All readings include ideas, concepts, and approaches that can be adapted to ANY age group and ANY classroom! Please keep that in mind as you complete your readings and reflections for the course.

Reading Reflection Template

Complete a Reading Reflection for EACH assigned reading (e.g. one per article...or per chapter...so, if there are 2 chapters assigned, prepare one of these for each chapter). PLEASE NOTE---that each section (1, 2, and 3) below should contain different ideas/information from the reading. You can not “double dip” and use the same idea or quite for more than one section.

(1) Select two quotes from the reading that interested you.

Quote1 (and page number):

Quote 1 Reflection (Explain why the quote is interesting to you):

Quote 2 (and page number):

Quote 2 Reflection (Explain why the quote is interesting to you):

(2) List one or more new “vocabulary” words...or concepts... that are new to you and would like to remember.

Vocabulary Word or Concept #1:

Vocabulary Word or Concept #1 Definition/Explanation:

(3) List and describe at least one idea or activity that is new to you and that you would like to remember...and explain what you like about it.

Idea/Activity/Approach and Its Description:

What You Like About It: