MLL 7406

Methods of Teaching Language Arts/English to Second Language Learners Grades K-12

Precise information regarding the textbook(s) for this class, please visit the bookstore website at

Students will participate in in-class and online discussions relating to the literacy topics being addressed. Thought-provoking questions or topics to consider will be posted each week by the instructor.

1. How can we best create a supportive environment that promotes standards-based learning while addressing the needs of the ELL student?
2. What is the relationship between language and culture?
3. How does research explain how L1 literacy development d461.p(. afue)7rsnitercsy develo ent

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promote English language and content learning. Candidates understand the importance of communicating results to

4a	Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.
4b	Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates determine language and content learning goals based on assessment data.
4c	Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments
4d	Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification.

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

5a	Candidates demonstrate knowledge and initiative to plan instruction and assessment collaboratively with other teachers and proactively serve as a resource for EL instruction and support to teachers and school staff.
5b	

The teacher candidate will create and implement four (4) interactive language lessons that address the four (4) domains of language learning (listening, speaking, reading, and writing) and also address socially and culturally appropriate ways to use the English language. Teacher candidate will also integrate technology that facilitates learning in at least two of the lessons. The teacher candidate should identify the specific instructional technologies that will be used during the implementation of the lesson and identify how the use of these instructional technologies has the potential to positively affect student learning. Activities verse lated to literacy development utilizing various materials and addressing appropriate content (including Common a total of six (6) lessons and will conference before and after the lessons with the classroom teacher. The teacher candidate will write self reflections ht Categories of Instructional Consideration, and multiple instructional implications. This Structured External Assignment is to be completed on your E-Folio site under the course MLL7406. Submit verification form separately from the assignment. Label it YourlastnameFirstnameMLL7406SEAA_VF.

1a. Candidates demonstrate knowledge of English language structures in different discourse contexts to promote acquisition reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for ELLs.
1b. Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.
1c. Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor

1d Candidates apply knowledge of English academic language functions, learning domains, content-specific language and discourse c achievement across content areas.

3d Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their of language and literacies in the content areas.

3e Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in content areas.

4a Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.

4b   Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates determines language and content learning goals based on assessment data.

4c   Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.

4d   Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification.

5a Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.

rights in order to advocate for ELLs.

5c Candidates practice self-assessment and reflection, make adjustments for self improvement, and plan for continuous professional development in the field of English language learning and teaching.

5d Candidates engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and supervising faculty.

Design/Report: Four interactive language activities addressing four domains of language learning (listening, speaking, reading, and writing) and including socially and culturally appropriate ways to use the language. List and describe all materials used. TESOL:1.a, 1.b., 3.a., 3.b. DPAS II Teacher Component 1 InTASC 5 ISTE 1,2,3, 4	1 language activity addressing four domains of language learning (listening, speaking, reading, and writing) and including socially and culturally appropriate ways to use the language. Descriptions of varied materials included. Content, Common Core and language standards are referenced.	Two varied language activities addressing four domains of language learning (listening, speaking, reading, and writing) and including socially and culturally appropriate ways to use the language. Activities embed technology in instruction. Descriptions of varied materials included. Content, Common Core and language standards are referenced.	Three varied interactive language activities addressing four domains of language learning (listening, speaking, reading, and writing) and including socially and culturally appropriate ways to use the language. Activities are interactive, student centered, and unique needs related to literacy development needs with descriptions of varied materials included. At least two activities embed technology Content, Common Core and language standards are referenced.	Four or more varied language activities addressing four domains of language learning (listening, speaking, reading, and writing) and including socially and culturally appropriate ways to use the language. Activities are interactive, student centered and unique needs related to literacy development needs with descriptions of varied materials included. At least two activities embed technology Content, Common Core and language standards are referenced.

Evaluative Assessment: Appropriate use of assessment strategies for activity planning purposes evidenced

After reviewing your Supplemental Readings and participating in class discussions, the importance of cultural sensitivity should resonate clearly. Write a 2‑3 page paper reflecting upon your understanding of the importance of culturally sensitive feedback. How can you, as a teacher, ensure for this practice during instruction?
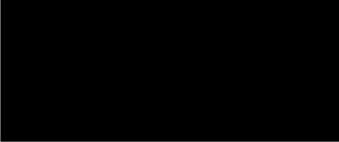
Content	Content is not supported by text and any supplemental reading.	Content is marginally supported by text and any supplemental reading.	Content is supported by text and any supplemental reading.	Content is clearly and consistently supported by text and any assigned supplemental reading.	Content is clearly and consistently supported by text and any assigned supplemental reading. Additionally, outside experiences are drawn upon for support.
Self-reflection and implications TESOL5c	Self-reflection lacks personal connections, application to the classroom and implications.	Self-reflection includes brief personal connections, application to the classroom and 1 implication.	Self-reflection includes personal connections, application to the classroom and 2 implications.	Self-reflection includes personal connections, application to the classroom and 3 implications.	Self-reflection includes personal connections, application to the classroom and 3+ implications.
Written expression usage of Standard English is demonstrated.	Standard English usage is demonstrated with greater than 3 errors.	Standard English usage is demonstrated with 3 errors.	Standard English usage is demonstrated with 2 errors.	Standard English usage is demonstrated with 1 error.	Paper is error free

Philosophy of Teaching ELL

Reflect and form your own philosophy of teaching ELL students. Reflect upon how you have changed as a result of what you have learned in this course.

Content	Content is not supported by course work.	Content is marginally supported by course work.	Content is supported by course work.	Content is clearly and consistently supported by course work.	Content is clearly and consistently supported by course work. Additionally, outside experiences are drawn upon for support.
Self-reflection and implications TESOL: 3.a.2, 5.b.2	Self-reflection lacks personal connections, application to the classroom and implications.	Self-reflection includes brief personal connections, application to the classroom and 1 implication.	Self-reflection includes personal connections, application to the classroom and 2 implications.	Self-reflection includes personal connections, application to the classroom and 3 implications.	Self-reflection includes personal connections, application to the classroom and 3+ implications.
Written expression usage of Standard English is demonstrated.	Standard English usage is demonstrated with greater than 3 errors.	Standard English usage is demonstrated with 3 errors.	Standard English usage is demonstrated with 2 errors.	Standard English usage is demonstrated with 1 error.	Paper is error free

		There is a minimal controlling idea or the controlling idea minimally previews the paper.	Controlling idea is vague or has different logic than parts of the body of the paper.	Controlling idea is somewhat vague or previews only part of the paper.	Controlling idea is well defined and previews most of the paper.	Controlling idea is well- and previews the entire paper.
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TOTAL: _____/30

MECHANICS: Punctuation, capitalization

USAGE: Correct and effective word use, especially homophones

GRAMMAR: Correct subject/verb agreement, syntax, complete sentences

SPELLING: Shows evidence of proofreading for spelling

Developed by Kate Cottle and Revised 9/30/2010 ; adapted by Kathryn Brown 2015

This course aligns with specific DPAS II Components which are included in the syllabus. Before submitting your videos, annotate the evidence of meeting each criteria within this specific course. Provide a Table of Contents that will identify the specific ASHI connections. Instead of a page number, list the time code. You may also use a series of multiple, shorter video clips in some cases, but please check with

www.starfall.com
http://www.seussville.com/university/reading/
http://www.readwritethink.org/
http://www.storylineonline.net/

http://www.readwritethink.org/
http://readwritethink.org/materials/letter_generator/

http://kids.nationalgeographic.com/

General Reference:

Publication of the American Psychological Association [APA Manual], 2010, 6th edition, 7th printing.
Purdue OWL: APA Formatting and Style Guide