Content-Based Instruction for Emergent Bilinguals

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University of New Mexico

Mary Frances Rice is an assistant professor of literacy at the University of New Mexico. She teaches writing pedagogy and digital composition. Her scholarship uses interdisciplinary approaches to study the literacies and identities of online teachers and learners. Mary was a postdoctoral researcher at the University of Kansas Center on Online Learning and Students with Disabilities. She is also an Online Learning Consortium Emerging Scholar and a Michigan Virtual Learning Research Institute fellow. Mary taught junior high English language arts, ESL, and reading support classes. She was also a Teaching English Language Learner (TELL) program instructor.

Annela Teemant

Indiana University/Purdue University, Indianapolis (IUPUI)

Annela Teemant is Professor of Second Language Education (Ph.D., Ohio State University, 1997) at Indiana University-Purdue University Indianapolis. Her scholarship focuses on developing, implementing, and researching applications of critical sociocultural theory and practices to the preparation of K-12 teachers of English Language Learners. Specifically, she has collaboratively developed and researched the Six Standards Instructional Coaching Model and pedagogy. She has been awarded five U.S. Department of Education grants focused on ESL teacher quality. She has authored more than 30 multimedia teacher education curricula and video ethnographies of practice and published in Teaching and Teacher Education, Urban Education, Teachers College Record, and Language Teaching Research. Her work describes how to use pedagogical coaching to radically improve the conditions of learning needed for multilingual learners. She has also taught adult intensive English in the United States, Finland, and Hungary.

Stefinee E. Pinnegar

Brigham Young University

A St. George native, Dr. Pinnegar graduated from Dixie College (now DSU) and Southern Utah State (now SUU). She taught on the Navajo Reservation then completed an M.A. in English at BYU. She taught for 5 years in Crawfordsville, Indiana. She then completed a PhD in Educational Psychology at the University of Arizona (1989). She was faculty at Western Michigan University in Kalamazoo, before coming to BYU. She helped develop and now directs the TELL program. She is Acting Dean of Invisible College for Research on Teaching, a research organization that meets yearly in conjunction with AERA. She is a specialty editor of Frontiers in Education's Teacher Education strand with Ramona Cutri. She is editor of the series Advancements in Research on Teaching published by Emerald Insight. She has received the Benjamin Cluff Jr. award for research and the Sponsored Research Award from ORCA at BYU. She is a founder of the Self-Study of Teacher Education Practices research methdology. She has published in the Journal of Teacher Education, Ed Researcher, Teachers and Teaching: Theory and Practice and has contributed to the handbook of narrative inquiry, two international handbooks of teacher education and two Self-Study of Teaching and Teacher Education Practices handbooks. She reviews for numerous journals and presents regularly at the American Educational Research Association, ISATT, and the Castle Conference sponsored by S-STTEP.

Celina Lay

Brigham Young University

Lauren Hutchings

In preparation for becoming a future educator, Lauren Hutchings has dedicated her time to serving at schools in the community, advocated for students with learning disabilities, and has conducted research on student and school inclusion. Lauren is currently working on her bachelor's degree in Elementary Education at Brigham Young University. She is also an assistant for the TESOL program in the BYU McKay School of Education. After graduating from BYU Lauren is planning to teach in her community to touch the young minds of the rising generation. She also plans to pursue an advanced degree to further her skills as an educator.

Pat Draper

Brigham Young University

Pat Draper is currently responsible for the TELL practicum for the pre-service teahcers. She has a master's degree in linguistics from the University of Utah. She has been an active participant in the design and implementation of the TELL courses from the beginning. She taught TELL courses in the Salt Lake City School District from 1997 through her retirement for SLCSD contributing to the endorsement of 1200 teachers. Across these years, she has regularly prepared facilitators for the Foundations and Family courses. In 2017, after 40 years in the classroom, she retired from teaching. From 2013 to 2017, she mentored new teachers in SLCSD through their first year of teaching. Most recently, she has been actively involved in redesigning the TELL courses and producing the instructional guides used in teaching them.

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Welcome to TELL

Welcome to theTeaching English Language Learners (TELL) Program or the K-12 TESOL Minor. In each course, participants learn key theories, principles and research-based best practices for teaching English Learners (ELs-- sometimes called Emergent Bilinguals, EBs). The course readings and assignments support participants in achieving the program's overarching purpose which is is to advance the education of language minority students through teacher education. The program meets this purpose by educating teachers so that they know how to a differentiate instruction and transform their teaching and maximize the learning of the ELs they teach. As a result of this program, teacher candidates are prepared to work with linguistically and culturally diverse learners in their regular classroom in ways that reflect pedagogic practices that are inclusive of all learners.The completion of the entire TELL Program results not only in teachers being able to adjust curriculum to develop the academic landuage and literacy of ESLs in their regluar classroom, but also results in an ESL Endorsement. The course supports teachers in developing a series of conceputal tools that can guide their thinking and practice.

Inclusive Pedagogy Conceptual Framework

The Inclusive Pedagogy Framework was central in guiding the design of the program and is a way of learning about language minority students. Inclusive Pedagogy is a conceptual framework for professional growth that enables educators to respond in educationally appropriate ways to the linguistic, cultural, and learning diversity of students in their classrooms. It serves as the lens through which we examine factors impacting the school experience of language minority students in the United States.

Inclusive Pedagogy consists of a series of five questions that can guide teachers in developing understandings of students within the context of their teaching and thus provides guidance to teachers in planning a response that will promote learning. It begins with the question: *Who is this child*? Notice this question is at the center of the framework and is surrounded by the statement *collaboration for common understanding and united advocacy*. The next question, *What are this child's strengths?*, asks teacher to explore what knowledge and skills the child already has. The third question is *What progrrams and practices are available to support this child in this school setting?*. This question guides teachers to uncover school, community, and district programs, policies and legal requirements that can be used in the advocacy for and education of this child. The fourth question, *How can I collaborate to support this child's learning?*, asks teachers to consider what they know about teaching (their content, the school game, language and literacy, participation in a democracy) and apply it as they teach this child. The last question asks *How can I position this child for success in my classroom?* This reminds teachers that the curriculum constructed, the opportunities to perform, and the classroom support of materials, students, and other addults can be orchestrated, designed and implemented by the teacher with the focus being the learning of the child. While in the TELL Program our focus is on ESL students, the Inclusive Pedagogy Framework can be used to address the needs of all special population students: ESL, multicultural, learning disabled, and gifted/talented.

Each question is related to one of five characteristics of Inclusive Pedagogy are as follows:

- **Collaboration**: Meeting the needs of today's language minority students demands collaboration across academic disciplines, institutions, and school-home cultures.
- **Critical Learning Domains:** Learning involves development in cognitive, social/affective, and linguistic domains.
- **Essential Policy:** Essential policy, including standards, classification issues, and legalities, must be an integral part of advocacy for language minority students.
- **Guiding Principles:** Effective instruction for language minority students must be guided by theoretical and moral principles.
- **Classroom Strategies:** Teachers must understand the what and the why of effective classroom strategies for language minority students.

In this course, you will learn about SIOP, Standards for Effective Pedagogy, and learn to integrate what you know about language and literacy development and content instruction in designing a Multiple Simultaneous Diverse Learning activity. Developing an MSDLA requires that you integrate and plan for the use of best practices for educating ELs in your classroom. This, as well as other class activities, allows you to demonstrate your understanding of language minority students through completion and presentation of a major project that communicates your knowledge of course content and your deepend understanding of Inclusive Pedagogy.

Sociocultural Theory

A sociocultural theory of learning undergirds all of our TELL coursework. From the first session of the first course, participants are engaged in a learning community designed using the principles of sociocultural theory. We believe that learning occurs best in social activity in which both teachers and learners participate. In these courses, each facilitator develops a community of learners who focus on learning about culturally and linguistically diverse students and altering, improving, adjusting their practice to better meet the needs of ELs and promote the development of language and literacy (particularly academic literacy) in a second language. The courses take an asset-based orientation supporting teachers in building on learners strength as they promote their language and literacy development.

Although video segments and CD-ROMs provide interesting and provocative content, most of the learning occurs in course activities and discussions in which teachers try out and apply the things we teach.The activities teachers enagage in are immediatly transferable to their own teaching with ELs.The videos and readings provide scientific conceptions for the ideas, while the activities cause participants to confront how whey might adjust their teaching in relationship to what they learn. The learning activities and assignment help participants' knowledge, images, and conceptions of themselves as asset-based teachers emerge regularly as they apply theim inm their teaching and thinking. The facilitator's interactions and the design of the course materials support cognitive, social, and linguistic development, modeling what is needed in teaching culturally and linguistically diverse students. We ask participants to work together because we respect their quality and depth of knowledge about teaching and know they can scaffold each others' learning. Most importantly, we believe that the best opportunities to learn involve opportunities to integrate new learning with prior knowledge. The TELL courses consistently ask participants to take responsibility for learning in environments that provide access to new information and the tools to learn and apply it.

In this course, we emphasize the [Standards for Effective Pedagogy](#) for teaching culturally and linguistically diverse students. These five standards have emerged from research on teaching and learning based in sociocultural theory. These standards are:

- **Joint Productive Activity:** Teacher and students producing together
- **Language and Literacy Development:** Developing language and literacy across the curriculum
- **Contextualization:** Making meaning: Connecting school to students' lives
- **Challenging Activities:** Teaching complex thinking
- **Instructional Conversation:** Teaching through conversation

By [using these standards](#) to create a model for teaching, we engage teachers in environments that orchestrate their productive participation in a variety of activities that produce meaningful learning and enable them to provide more

productive learning environments for their ELs.

Syllabus: Content-Based Instruction for Emergent Bilinguals

Teaching Philosophy

As a teacher educator, I try to enact with my students the same kinds of teaching strategies and methods I want them to use with their students. Thus, we will use the best practices for guiding the learning of English Language Learners (ELLs) to teach you about how to develop both content and language knowledge and skills at the same time. I believe that concepts for teaching are the tools that guide our teaching. (A [link to the tools](#) we will use in this course and their explanations can be found here.)The concepts we teach in this class can be used to guide your teaching. Finally, teaching is fundamentally relational. This means that it is important that we have open, honest relationships with each other wherein you can reveal difficulties in understanding you have and I can be open with you about the things you need to learn to be the good teacher you have the potential to become.

Course Description

This course provides you as a preservice teacher with learning experiences that allow you to apply all the things you have learned about cultural difference, legalities, second language acquisition, developing second language literacy to teaching English Learners (ELs) content and language together, and assessing both the language development and learning of the ELs you are teaching. You will learn Instructional methods, strategies, and materials for integrating curriculum content and language instruction. The assignments and activities in the class allow you opportunities for teaching, creating, and adapting lesson materials to meet the needs of in a multicultural context.Students will learn to develop activity centers that engage ELs in learning vocabulary and concepts
within various disciplines. Students will practice and design strategies for teaching content and language. Students will learn about SIOP and the Five Standards for Effective Pedagogy in order to develop stronger content instruction.In TELL 440, teacher candidates develop the skill to build second language learners academic prowess in a second language by attending to the development of subject matter learning and language and literacy development simultaneously. During this course, teacher candidates will draw on all the skills they have learned about promoting language and literacy development in a second language by building Multiple Simultaneous Diverse Learning Activities (MSDLAs) for K-12 teachers to use in their regular classrooms. It is the responsibility of the teacher candidates to find materials and modify them in ways that will provide general learning support for students. The teacher candidates will use TELL tools particularly the Standards for Effective Pedagogy to support them in constructing MSDLAs

At the end of this course, teacher candidates will have studied methods for creating culturally responsive curriculum, including Multiple Simultaneous Diversified Learning Activities (MSDLAs) and Text Modification. MSDLAs are also called activity centers in some of the professional literature, although they are technically two distinct concepts. They will also have created curriculum according to the specifications they studied. In addition, they will have studied the Sheltered Instruction Observation Protocol (SIOP) and presented material to class members using principles of SIOP.

Prerequisites

 At this point, you should have completed all TELL courses and requirements except TELL 450 and TELL442R (the practicum).

Materials

Item	Price (new)	Price (used)

[PACKET--TELL TOOLS](#) Author is TELL: *Required*

(These can also be accessed at this [link](#)).

Making Content Comprehensible, Jana Echevarría, MaryEllen Vogt, Deborah J. Short (Required but you can use any edition after the 2nd).

Grading Scale

Grades Percent

A   94%

A-   90%

B+   87%

B   84%

B-   80%

C+   77%

C   74%

C-   70%

D+   67%

D   64%

D-   60%

E   0%

Participation & Attendance Policy

Each week you will receive participation points. These points cannot be made up. Further some additional activities will be completed in each session and these also cannot be made up except through arrangement with the course instructor.

Alert: You cannot make up participation points if you miss class and you cannot, except under certain conditions, get partial credit for assignments completed during class time. Finally, since there are ten sessions, each class missed usually reduces your grade by 10%.

Essentially we are saying:

Be here. Be prepared. Engage.

Classroom Procedures

In this course, we use socio-cultural theory as our theory of instruction. We use the format we do for two reasons. First, we think this theory reflects how we learn best. We, in fact, fundamentally believe that learning is socially constructed.

Second, in this course, every activity we engage you in provides the model for an activity structure, strategy, or pedagogy that will best support your second language learners. Thus, we use the activities, strategies and structures we believe best support the learning of the ELs or Emergent Bilinguals you will teach in becoming literate and in enabling them to reach their potential and achieve their life dreams.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at https://titleix.byu.edu/report or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at http://titleix.byu.edu or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Session 1: Positioning Myself to Integrate Content and Promote Academic Language

Integrating TELL Tools For Teaching ELs

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate Knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources.	Articulating their knowledge supports students in developing understandings they will need in successfully creating MSDLAs and implement the principles that guide best practices in regular, day-to-day teaching with ELs.	Students have been introduced to TELL Tools in prerequisite courses. They will now review their knowledge of three tools used in the current course by participating in MSDLAs focused on developing and deepening their knowledge of these tools.

Assessment: 100 pts.

TA: Full Session

Instructions:

For this class there are several major assignments.

- The first assignment will use the *Making Content Comprehensible.* The first assignment each week for the next five weeks will be chapters from this book. You will complete and submit the reading guide. This week you learn about Sheltered Instruction & Lesson Preparation.
- The second assignment for the next five week is watching a media case, filling in an observation chart based on the case. (Buy access at this [link to creative works)](link) These are listed each week as the second homework assignment. This week that is Homework 1.2.
- Based on the second assignment, each of you will work in a group and present to the class one of the five standards. We need to talk about this today since one group will present next week. From session 2 through 6, we will begin each session with one of these presentations. The guidelines for this presentation are found in homework 1.5. The assignment for this presentation is linked here.
  - Review the assignment with the class found in this book under Homework 1.3.
  - The contextualization group will need to stay for a minute to discuss the presentation for next week.
- The third homework asks that you read about MSDLAs (or Activity Centers) The pamphlet and the reading guide are linked in Homework 1.3.
- The fourth homework asks you to look at developmental benchmarks that are relevant to the ages of students you are preparing MSDLAs for this semester. You will probably want to take notes for your Works in Progress Document (WIP) which is linked with the other MSDLA assignment documents.
- The sixth homework outlines and explains the MSDLA assignment which is the next assignment for this course.

Each class member now needs to post one idea about second language acquisition, supporting ELs in being literate, or attending to culturally and linguistically diverse students. (The teacher will scan the chat and share two or three ideas).

For this class session, you will work with your groups in breakout rooms to complete each of the 5 centers. First, each individual person needs to download the Tell Tools Worksheet using this link. (TELL TOOLs Discovery Sheets.docx [linked here](link).)

Along with your individual worksheet, some of the centers will have additional group worksheets, discussions, and tasks that you will complete as directed, as a whole group. **REMEMBER,** your group only has to fill out and submit **ONE** copy of the group worksheet with everyones' names on it.

In your group, start with center 1 and work your way through to center 5. The directions will walk you completely through what you need to do and what you need to turn in. If you have any questions, the instructor will be hopping around the breakout rooms.

Center 1-

Directions: TELL TOOLS- CENTER 1.docx [Download](link)

Center 2-

Directions: TELL TOOLS- CENTER 2.docx [Download](link)

Additional Materials: Literacy Market Place .pdf [Download](link)

Center 3-

Directions: TELL TOOLS- CENTER 3.docx [Download](link)

Additional Materials:

 Makoto Critical Incident (1).pdf [Download](link)

Makoto Writing Sample (1).docx [Download](link)
WIDAFeatures_ofAcademic_Language-1 copy (1).pdf [Download](link)
WIDA_Performance Definitions_SpeakingWriting copy (1).pdf [Download](link)

Center 4-

Directions: TELL TOOLS CENTER 4.docx Download

Additional Materials: RSQC2 (1).docx Download   Minute Paper (1).docx Download

Center 5-

Directions: TELL TOOLS CENTER 5.docx Download

SUBMISSION INSTRUCTIONS FOR PARTICIPATION CREDIT:

Once you are finished with center 5, make sure your group has submitted the report form for each center. You will keep the Individual TELL Discovery Sheets to use when you build your final MSDLA.

Each group should bring something they learned or a question they still have to the session debrief.

The Contextualization group will meet with the instructor after class today for about 10 minutes

Homework 1.1: Beginning with SIOP--Sheltered Instruction & Lesson Preparation
Homework 1.2: Observing Standards for Effective Pedagogy Teaching (Contextualization)
Homework 1.3: Understanding Activity Centers
Homework 1.4 Review Developmental Benchmarks
Homework 1.5: Guidelines for Presentation on Standards for Effective Pedagogy
Homework 1.6 MSDLA Documents

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Homework 1.1: Beginning with SIOP--Sheltered Instruction & Lesson Preparation

Reading Guides for Chapters 1 and 2

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate Knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources **Assessment: 50 pts.**	Pre-service teachers will acquire knowledge of how to develop Sheltered Instruction for ELs (commonly called SIOP).	Students have been introduced to theories and practices that support ELs in acquiring English. They are prepared to learn principles and tools that guide them in teaching content and language together.

Directions:

1. For this assignment you will read the first two chapters from Making Content Comprehensible: Sheltered Instruction and Lesson Preparation.

2. Reading guides help students navigate what they are reading by helping them find the main ideas and organize the information in a way to help them better remember the it. You should use reading guides when you assign readings to your students. We believe that when you ask students to read, you should routinely provide them guidance. To model this strategy and to help you remember what you have read,we are asking you to complete the reading guides we have provided for each chapter.

3. Before you read, pull up the reading guide, use the questions to focus your reading.

4. After you complete the guide, submit it to your instructor through the course management system (Learning Suite at BYU).

Reading Guides for Chapters 1 and 2 are linked here.

Homework 1.2: Observing Standards for Effective Pedagogy Teaching (Contextualization)

Virtual Observation of a Teacher through a VideoEthnography Study

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate Knowledge of and Use the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Through watching media cases that focus on a particulat Standard for Effective Pedagogy, participants will be ready to enact best practices as they begin teaching.	Students have learned about cultural differences, laws and policy, and literacy development. They are now ready to observe teachers in practice and identify how they respond to ELs.

Assessment: 50 pts.

Directions:

1. During the course you are going observe and create notes on a media case of one of four teachers. First, you will need to choose the teacher you will watch throughout the semester and then purchase ONLY that VideoEthnography at cwo.byu.edu/TELL/materials. Here are the teachers:

- Shari Galarza: Pre-school teacher
- Lucia Villerrela: Dual Immersion Spanish grade 2
- Craig Cleveland: Sheltered instruction social studies high school
- Mara Mills: High school biology

2. For this week you will observe the Contextualization (CTX) study. We have linked two documents for each media case. The first link is to eh outline of the case and the other is a worksheet to record your observation notes.

- Shari Galarza: [The outline is linked here]. [The worksheet is linked here.]
- Lucia Villerrela: [The outline is linked here.] [The worksheet is linked here.]
- Craig Cleveland: [The outline is linked here.] [The worksheet is linked here.]
- Mara Mills: [The outline is linked here]. [The worksheet is linked here.]

3. Begin watching by clicking on the Contextualization study on the second prompt. Record your observations on the worksheet.

4. Then listen to each of the perspectives that are listed at the top of the screen. Make comments about what you learned from the perspectives in third column on the worksheet.

5. At the bottom, after watching all the clips and reading all the perspectives list three Aha's (insights) you reached from engaging with the media case.

Homework 1.3: Understanding Activity Centers

Reading about Multiple Simultaneous Learning Activities (MSDLAs)

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources **Assessment: 50 pts.**	Teachers gain knowledge of designing MSDLAs through reading about their characteristics and how to implement them in their teaching.	Students have been introduced to best practices for teaching ELs and are now ready to learn how they can design curriculum that will build language and literacy through content instruction.

Directions:

1. We will begin by reading a booklet labeled *Designing Activity Centers.* This booklet defines and describes MSDLAs (or activity centers). The booklet is divided into four sections.

Section one *defines and describes MSDLAs based on the Five Standards for Effective Pedagogy and distinguishes them from more typical activity centers.*

Section two *describes how to implement activity centers and indicates the five phases a teacher can employ to educate their students in how to participate in activity centers. You only need to skim read the five phases since you will not be phasing your students into engaging in MSDLAs until you are in your own classroom (but you may want to return to this when you decide to use them as a classroom teacher).The last element of this section beginning with page 39 provides information about "designing instruction units using activity centers". You will want to read this section carefully.*

Section 3 *contains sample materials which you may want to review for ideas: task cards, assessments, classroom management,*

Section 4 *provides resources for creating activity centers. The topics include Bloom's Taxonomy, Activity Center Assessment, Instructional Conversation Guide and Do's and Don'ts for Activity Centers.*

2. As you read the booklet fill out the accompanying reading guide. The reading guide identifies the sections or topics
 you need to read for the assignment. If the title of a section or topic is listed on the reading guide, then read or skim that section and take notes on what you find important.

3. You may want to write some of the things you come to understand into the Works In Progress (WIP) document you are taking notes in for you MSDLA assignment.

4. Links for reading and homework: *Designing Activity Centers* and Reading Guide for *Designing Activity Center*

5. Answer the questions on the reading guide. Then submit a sentence on learning suite that says you have completed the guide. You will need the guide as you work on your MSDLA.

Homework 1.4 Review Developmental Benchmarks

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Learning about developmental benchmarks of elementary and secondary aged students will enable teacher candidates to design centers that are responsive to children's levels of development.	Students have learned about child and adolescent development as part of teacher preparation. They will review developmental benchmarks to guide them in designing the activity centers.

Assessment: 50 pts.

Directions:

1. Remember when you are building your MSDLA it is for youth of a particular age. As they grow they will develop new cognitive, social, and linguistic skills and as you build your MSDLAs you should be aware of their developmental levels.
2. To Learn about developmental benchmarks for preschool and elementary children or for secondary students based on the MSDLA age group we are working with we have identified websites that will give you information about the developmental bencmarks.
3. Take notes about what you read that is relevant to the centers you are creating and the age group of the students you are building your MSDLA for. Add your notes to your WIP document.
4. Link to this website for preschool through first grade: https://edtechbooks.org/-CMaX
5. Use this site for information about 6-8 year olds: https://edtechbooks.org/-SVvv
6. Use this site for 9-11 year olds: https://edtechbooks.org/-nDFR
7. These two links provide information about 12 to 17 year olds: https://edtechbooks.org/-RdL
 https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/adolescence2.html
8. *On Learning Suite:* Submit 1-2 sentences about what you learned from these resources.

Homework 1.5: Guidelines for Presentation on Standards for Effective Pedagogy

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources **Assessment: 50 pts.**	Teacher candidates in a group prepare and teach one of the Standards for Effective Pedagogy to their classmates.	Students have been introduced to the Standards for Effective Pedagogy in previous courses in the TELL program. They now peruse the instructions for creating a presentation to teach to their fellow classmates.

Directions:

1. Review the instructions to guide you in creating a presentation to your classmatesabout one of the Standards for Effecitve Pedagogy here. You may also want to review the Standards for Effective Pedagogy Indicators linke here.

2. After viewing the information in the link above, consider the scoring guide for this assignment linked here. The Tharp article needed for the scoring guide is linked here.

3. After perusing these documents, note questions you may have about how to complete this assignment with your group. Bring your questions to session 2 so they can be resolved.

4. You will need to watch the Standards for Effective Pedagogy video found here.

5. **The week before your group teaches you will need to meet with the instructor for about 10 minutes after class.**

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Homework 1.6 MSDLA Documents

Assignment Description, Rubric, & Works in Progress (WIP) Documents

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources.	Teacher candidate will be able to both design an MSDLA and articulate their knowledge of why the design represents best practices for teaching ELs.	Students have been introduced to TELL Tools in prerequisite courses. They will now review their knowledge of three tools used in the current course by participating in MSDLAs, which they will create as the major project of the course.

Assessment: 50 pts.

Directions;

1. The major assignment of this course is the completion of the construciton of a Multiple Simultaneous Learning Activities (MSDLAs) project. A classroom teacher who works with ELs will come to class next week and identify a standard from the core in math, science, or history or other content s/he would like to have an MSDLA developed for.
2. You will work in small groups and construct this together. (Your group will produce 5 Centers. One of them will be a teacher center.)
3. Please review the documents below and come to class with questions about the assignment.
4. Each of the items below is linked and when you click on it, it will take you to the document.
5. As you look through the documents, do not panic. We will work on this across the semester with lots of opportunities for questions and guidance.
6. This assignment asks you bring together and integrate everything you have learned about teaching ELs and promoting their language and content learning.

The MSDLA Assignment: This document has two parts. First a description of the assignment and then a checklist for you to use when you submit the final document.

The MSDLA Template: You do not need to use this a a template, but put your document together following the structure of the form provided in the template. The first column indicates the details and the points for each.

The MSDLA Rubric: This is rubric that will be used to evaluate your MSDLA project.

The Works-in-Progress (WIP) Document: Download this document to google docs and share with your group. Group members will add explanatory notes about the things you learn that can be used to explain why you did what you did in

your MSDLA.

Resource Documents you can use when you finally put your document together.

Rotation Schedule: You will download this and added it to your final document.

Assessment Market Place: This is a compilation of informal assessment strategies that you might use for your activity centers in this assignment.

Comprehension Market Place These are descriptions of strategies you might use in your activity centers to promote comprehension.

Writing a content and language objective : This sheet gives you simply guideance for writing content and language objectives. Additional help can be found at this web site: https://equitypress.org/-HJgH

In order to support you in constructing your MSDLA assignment, we have link examples that might help you with yours.

Teacher Task Card Examples:

- This teacher task card is for a vocabulary center where the students will act out vocabulary words.
- These teacher task cards are for an MSDLA on brown and black bears.
- This teacher task card is a secondary example of a math unit with an empahsis on word problems.

Student Task Card Examples:

- These task cards are for the brown and black bear unit.
- This task card is for a 5th Grade Social Studies Unit.
- This task card is a secondary example of a math unit with an empahsis on word problems.

Student and Teacher Task Card Examples:

- These task cards are for a 5th grade science unit on states of matter.
- These task cards are for a 4th grade science unit on rocks and erosion

Planning web example located here.

MSDLA Examples: These are MSDLAs produced by past students.

- This MSDLA is on determining unknown numbers in addition and subtraction equations (First Grade).
- This MSDLA focuses on the equal sign (First Grade).
- This MSDLA focuses on Wild Life Adventures (Second Grade).

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Session 2: Deepening Understanding of TELL Conceptual Tools

Participating in Activity Centers

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Students will select standards and begin to design MSDLAs that attend to ELL's learning needs and implement the principles that guide best practices in regular, day-to-day teaching with ELs.	Students have reviewed the relevant TELL Tools. They have learned about MSDLAs. They are ready to enage in designing curriculu

Assessment: 100 pts.

TA: Class Session

In-class activities:

1. (10 minutes) Share what you learned from the **Homework.**

2. (10 minutes)**MSDLA Assignment:** Through the chat, post any questions you have about the MSDLA assignment, so that we can answer your questions as we review the assignment.

- We will discuss how the course is organized around the MSDLA project. We will review or learn about each segment and develop the whole MSDLA across time over the sessions.
- We will talk about the critical elements of the MSDLAs?
- We will discuss how MSDLA activity centers differ from others. How do centers (ECE/Elementary)

3. (30 minutes). The Contextualization Group Presentation.

4. Bible Story activity: Using a Bible Story or Fairy Tale talk about how to build an initial overview of your MSDLA using the **Activity Center Planning Web.**

5. **Meeting with our mentor teacher:** We have partnered with a mentor teacher from one of the partnership districts. You will need your WIP to take notes as s/he talks to you. S/he will talk about her class and will introduce the standards you will be designing your MSDLA's around. Students may ask questions that may help in developing MSDLA curriculum.

6. **Choose a standard** from those that the teacher proposed.

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7. **In break out groups,** you will work together on the student position which are the details the teacher revealed in presenting her class. (use the MSDLA WIP and fill in the details she shares about her students and also use what you learned studying developmental benchmarks in last week's homework to fill out these elements of the student position).

8. Return to main session to debrief and review homework for next time.

- Homework 2.1--read the next two chapters (3 Building Background & 4 Comprehensible Input) from *Making Content Comprehensible* and respond to the reading guide.
- Homework 2.2--review the language and literacy development study on your media case--use the same teacher you did last week.
- Homework 2.3 Watch the video's on funds of knowledge (details in homework due next time). Construct a graphic that represents your understanding of funds of knowledge. As you watch the video, consider your own homes and the funds of knowledge they brought to school.
- Homework 2.4 Watch the video on Inclusive Pedagogy as a tool and review the documents from the TELL TOOLS book (the Inclusive Pedagogy Framework and the Explanation document)
- Homework 2.5 Creating a language objective readings from Colorin Colorado
- The Language and Learning Development Group needs to meet with the teachers for 10 minutes at the end of class.

Homework 2.1: SIOP Charateristics: Building Background and Comprehensible Input
Homework 2.2: Observing Standards for Effective Pedagogy Teaching (Language & Literacy Development)
Homework 2.3 Learning about Funds of Knowledge
Homework 2.4 Inclusive Pedagogy as a Tool Video
Homework 2.5 Creating Content and Language Objectives

Homework 2.1: SIOP Charateristics: Building Background and Comprehensible Input

Reading Guide Questions for Chapter 3 & 4

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources **Assessment: 50 pts.**	Pre-service teachers will acquire knowledge of how to develop Sheltered Instruction for ELs (commonly called SIOP).	Students have been introduced to theories and practices that support ELs in acquiring English. They are prepared to learn principles and tools that guide them in teaching content and language together.

Directions

1. For this assignment you will read chapters 3 and 4 from Making Content Comprehensible.

2. Reading guides help students navigate what they are reading by helping them find the main ideas and organize the information in a way to help them better remember the it. You should use reading guides when you assign readings to your students. We believe that when you ask students to read, you should routinely provide them guidance. To model this strategy and to help you remember what you have read,we are asking you to complete the reading guides we have provided for each chapter.

3. Before you read, pull up the reading guide, use the questions to focus your reading.

4. After you complete the guide, submit it to your instructor through the course management system (Learning Suite at BYU).

Chapters 3 and 4 are linked here.

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Homework 2.2: Observing Standards for Effective Pedagogy Teaching (Language & Literacy Development)

Virtual Observation of a Teacher through a VideoEthnography Study

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Through watching media cases that focus on a particulat Standard for Effective Pedagogy, participants will be ready to enact best practices as they begin teaching.	Students have been introduced to theories and practices that support ELs in acquiring English. They are prepared to learn principles and tools that guide them in teaching content and language together.

Assessment: 50 pts.

Directions:

1. For this week you will observe the Language and Literacy Development (LLD) study. We have linked two documents for each media case. The first link is to eh outline of the case and the other is a worksheet to record your observation notes.

- Shari Galarza: The outline is linked here. The worksheet is linked here.
- Lucia Villerrela: The outline is linked here. The worksheet is linked here.
- Craig Cleveland: The outline is linked here. The worksheet is linked here.
- Mara Mills: The outline is linked here. The worksheet is linked here.

2. Begin watching by clicking on the Language and Literacy Development (LLD) study on the second prompt. Record your observations on the worksheet.

3. Then listen to each of the perspectives that are listed at the top of the screen. Make comments about what you learned from the perspectives in third column on the worksheet.

4. At the bottom, after watching all the clips and reading all the perspectives list three Aha's (insights) you reached from engaging with the media case.

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Homework 2.3 Learning about Funds of Knowledge

Learning from Media

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Preservice teachers can identify and utilize the funds of knowled of their students in the curriculum they develop as teachers.	Students have developed knowledge of the concept of funds of knowledge and the practices for identifying it.

Assessment: 50 pts.

Instructions:

1. In order to learn about Funds of Knowledge, you will watch a video that informs you about it. This link will take you to the site of the video. Watch up to 7:19 after Ron Gallimore talks about Good Person.

2. Then follow this link that provides further information about funds of knowledge as text.

3. Creat a definition for funds of knowledge, submit it and bring it to class next time.

Homework 2.4 Inclusive Pedagogy as a Tool Video

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Preservice teachers will be able to use the Inclusive Pedagogy Framework to learn about their own students and develop responses that will build on their strengths and develop language and literacy.	Students have been introduced to the Inclusive Pedagogy Framework and using digital media they will increase their knowledge of it.

Assessment: 50 pts

1. To develop stronger understanding of the Inclusive Pedagogy Framework, begin by reviewing the framework in TELL Tools at this link. Review both pages. Select the Inclusive Pedagogy Framework chapter and then read the Inclusive Pedagogy Framework Explanation.

2. Record your understanding about the Inclusive Pedagogy Framework on this worksheet.

3. Then go to the website linked here. This video is titled "What Child is This?". Watch the entire video as it will answer the Inclusive Pedagogy Framework questions.

4. Add details about the framework to your work sheet.

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Homework 2.5 Creating Content and Language Objectives

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Preservice teachers will be able to create content and language objectives taking into account the language skill and development of their students.	Students have learned about principles, practices and standards for teaching ELLs. They now learn how to develop content and language objectives to guide their curriculum making.

Assessment: 50 pts.

1. Look at the standard you chose to teach in class today.

2. Analyze it in terms of the content that will need to be taught and think about how you will display your knowledge and what kinds of language activities might accompany it.

3. Read the following article about writing language objectives*.

Add notes about writing language objectives to your WIP and submit a statement through LearningSuite that you did so.

*colorincolorado has lots of resources for teaching EL's. So you may want to explore.

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Session 3: Beginning to Develop an MSDLA

Identifying Funds of Knowledge

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Preservice teachers will be able to develop initial designs for their MSDLAs and draw on student funds of knowledge and strategies and techniques to begin to create MSDLAs.	Students have learned about MSDLAs and funds of knowledge, selected content standards, developed content and language objectives. They are ready to consider strategies and techniques for developing comprehension and guiding assessment .

Class Session

Assessment: 100 pts.

In-class activities

All together:

1. (10 minutes) Share your favorite thing or something interesting/new you learned from the homework.

2. (30-40 minutes) Group SEP Presentation. Group assigned to Language & Learning Development (LLD) will present.

3. (80 minutes)Break out Room Activities:

- As you work add details to your WIP.
  - Begin by sharing your graphic representations of Funds of Knowledge--construct a shared one or select one constructed by a group member to share in the debrief at the end of class. Develop a shared definition of funds of knowledge and identify funds of knowledge members of your group have.
  - Build your Activity Web linked here for your MSDLA.
  - Review the Literacy and Assessment Marketplaces for Activity Ideas. Divide the lists equally among group members. Literacy market place and the Assessment Marketplace . Each member of the group share your favorite activities that you think might work for your centers. Make notes on your WIP which look the most promising.
  - Share what you learned about developing content and language objectives. Try to build a language objective for one of your centers if you have time.

4. (30 minutes) Closing: have students share definitions and graphics of fund of knowledge.

- The teacher will share a segment of the [Xuan Video](#) and student will identify potential funds of knowledge. Login in with the username: tellcases and the password: videos . Then scroll down to TELL 450, and click on Second Language Parent and Family Involvement Case. Scroll down to Xuan, and choose the two videos.
- Share their own funds of knowledge and ideas about funds of knowledge the students they are building MSDLAs might have.
- Review homework.
  - Homework 3.1 SIOP Chapters 5 Strategies & 6 Interaction
  - Homework 3.2 VideoEthnography Challenging Activity Study
  - Homework 3.3 Looking for Resources for the MSDLA
  - Homework 3.4 Developing Understanding for Vocabularly Teaching
  - The Challenging Activity Group meets with the teacher after class for fifteen minutes.

| Homework 3.1: SIOP Charateristics: Strategies and Interaction |
| Homework 3.2: Observing Standards for Effective Pedagogy Teaching (Challenging Activities) |
| Homework 3.3 Looking for Resources For Activity Centers |
| Homework 3.4 Developing Understanding for Vocabulary Teaching |

Homework 3.1: SIOP Charateristics: Strategies and Interaction

Reading Guides for Chapters 5 and 6

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources **Assessment: 50 pts.**	Preservice teachers will acquire knowledge of how to develop Sheltered Instruction for ELs (commonly called SIOP).	Students have been introduced to theories and practices that support ELs in acquiring English. They are prepared to learn principles and tools that guide them in teaching content and language together.

Directions:

1. For this assignment you will read chapters 5 and 6 from Making Content Comprehensible.

2. Reading guides help students navigate what they are reading by helping them find the main ideas and organize the information in a way to help them better remember the it. You should use reading guides when you assign readings to your students. We believe that when you ask students to read, you should routinely provide them guidance. To model this strategy and to help you remember what you have read,we are asking you to complete the reading guides we have provided for each chapter.

3. Before you read, pull up the reading guide, use the questions to focus your reading.

4. After you complete the guide, submit it to your instructor through the course management system (Learning Suite at BYU).

Find the reading guides for Chapters 5 and 6 here.

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Homework 3.2: Observing Standards for Effective Pedagogy Teaching (Challenging Activities)

Virtual Observation of a Teacher through a VideoEthnography Study

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Through watching media cases that focus on a particulat Standard for Effective Pedagogy, participants will be ready to enact best practices as they begin teaching.	Students have learned about cultural differences, laws and policy, and literacy development. They are now ready to observe teachers in practice and identify how they respond to ELs.

Assessment: 50 pts

Directions:

1. For this week you will observe the Challenging Activity (CA) study. We have linked two documents for each media case. The first link is to eh outline of the case and the other is a worksheet to record your observation notes.

- Shari Galarza: The outline is linked here. The worksheet is linked here.
- Lucia Villerrela: The outline is linked here. The worksheet is linked here.
- Craig Cleveland: The outline is linked here. The worksheet is linked here.
- Mara Mills: The outline is linked here. The worksheet is linked here.

2. Begin watching by clicking on the Challenging Activity (CA) study on the second prompt. Record your observations on the worksheet.

3. Then listen to each of the perspectives that are listed at the top of the screen. Make comments about what you learned from the perspectives in third column on the worksheet.

4. At the bottom, after watching all the clips and reading all the perspectives list three Aha's (insights) you reached from engaging with the media case.

Homework 3.3 Looking for Resources For Activity Centers

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Preservice teachers can seek out and utilize resources that will enable ELLS to meet content and language objectives through engaging in curriculum.	Students have developed knowledge that guides curriculum making that supports ELLs in developing language and literacy skills. They have begun development of their MSDLAs and are ready to seek resources.

Assessment:50 pts

1. Do a search online and elsewhere to locate resources you could use in your activity centers. Gather the ones you think will work for the grade level you are creating the activity centers.

- ColorinColorado: A site maintained by the University of Colorado Boulder--links for grade level suggestions;links for special education resources; and links for literature suggestions.
- Search on the content standard topic.
- Search on online games by content, objective specifics, grade level etc.
- Search on graphic organizers
- CREDE website at Hawaii: check out the resources link and the curriculum links.
- ETC

2. Search for articles, games, images, supporting materials that would be appropriate for your centers.

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Homework 3.4 Developing Understanding for Vocabulary Teaching

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Preservice teachers will be able to make decisions about which vocabulary is essential for learning the content: which to teach directly and which to support during learning.	Students have learned about MSDLAs and funds of knowledge, selected content standards, developed content and language objectives and begun to design curriculum to meet standards. They are ready to consider how they will select and support the vocabulary development in their MSDLA.

Assessment: 50 pts.

Directions:

1. First, watch the vocabulary video that is linked [here.](#) Click on the link. Scroll down to 7.1. Click on it and scroll up to see the video. Take notes on your WIP as you watch about teaching vocabulary.

2. Next, You are going to read the article linked below. As you read, add notes to your WIP.

Overview of Academic Vocabulary Research.pdf [download](#)

Submit 1 new understanding after finishing this assignment.

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Session 4: Strengthening Curriculum by Adjusting For ELs

Corpus Studies

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources **Assessment: 100 pts.** **TA: Class Session**	Preservice teachers will be able to make decisions about which vocabulary is essential for learning the content: which to teach directly and which to support during learning.	Students have learned about MSDLAs and funds of knowledge, selected content standards, developed content and language objectives and begun to design curriculum to meet standards. They are ready to consider how they will select and support the vocabulary development in their MSDLA.

In-class Activities

1. (10 minutes) Share something new or interesting from homework. (CA video ethnography)

2. (30-40 minutes) SEP Group Presentation: The Challenging Activities (CA) Group will present.

3. (10 minutes) Vocabulary Findings discussion: In break out rooms, you will discuss what you know about vocabulary and how it relates to building curriculum. Questions and Facts linked here, to guide your discussion.

4. (40 minutes) Corpus Study Activity: In break out rooms, review the Directions found in the Social Science Corpus Study, linked here.

5. (40 minutes) MSDLA Tasks: One of the important researchers says what teachers get paid for is their judgment. This is what you have to determine. In break out rooms, you will discuss how are you going to help the ELs develop literacy and academic vocabulary. Remember to take notes on your WIP to help guide your thought process. The focus today is on considering what vocabular you will focus on in your MSDLA and how you will attend to each. Remember a list of 20 vocabulary words to learn is not helpful. Students need to meaningfully use a word a minimum of 8 times to own it.

- Begin by reviewing what you have learned today including this sheet that describes Second Language Acquisition vocabulary, linked here.
- Review the content of your MSDLA and the objectives (content and language) and make your vocabulary list, and think about which centers will attend to this vocabulary.
- As you think about how you will teach vocabulary, consider:
  - How are you going to get them to say the words?
  - Which words need to be explicitly taught?
  - Which words can you just provide definitions for?
  - How might you use visuals to support vocabulary development?
  - What texts will you use in each center and how do they relate to the vocabulary you will focus on in your MSDLA?
  - How will you modify the texts you present to make certain they are accessible?
  - As you think about directions, consider how you will simplify them and yet enable students in following them.

6. As you're wrapping up the breakout rooms, take a few minutes to make assignments for your colleagues about which vocabulary support they will attend to:

- Develop materials for a vocabulary center,
- Develop a glossary for words in a text that you are not going to directly teach,
- Develop a word list support worksheet,
- Construct task cards or modify readings with visuals or other vocabulary support, or etc.

Closing: Debrief about vocabulary teaching: What questions do you have about teaching vocabulary in your MSDLAs?

- Homework 4.1 *Making Content Comprehensible*–Read Chapters 7 Practice/Application & 8 Lesson Delivery and answer the questions
- Homework 4.2 Compete the VideoEthnography Assignment: Joint Productive Activity (JPA)
- Homework 4.3 Locate Resources for the MSDLA
- Homework 4.4 Attending to Vocabulary
- Homework 4.5 Strategies for Making Text Comprehensible

Homework 4.1: SIOP Charateristics: Practice/Application and Lesson Delivery
Homework 4.2: Observing Standards for Effective Pedagogy Teaching (Joint Productive Activitiy)
Homework 4.3 Learning to Differentiate Accomodations and Modifications
Homework 4.4 Attending to Vocabulary
Homework 4.5 Strategies for Making Text Comprehensible

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Homework 4.1: SIOP Charateristics: Practice/Application and Lesson Delivery

Reading Guides for Chapters 7 and 8

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Pre-service teachers will acquire knowledge of how to develop Sheltered Instruction for ELs (commonly called SIOP).	Students have been introduced to theories and practices that support ELs in acquiring English. They are prepared to learn principles and tools that guide them in teaching content and language together.

Assessment: 50 pts

Directions:

1. For this assignment you will read the chapters 7 and 8 from Making Content Comprehensible.

2. Reading guides help students navigate what they are reading by helping them find the main ideas and organize the information in a way to help them better remember the it. You should use reading guides when you assign readings to your students. We believe that when you ask students to read, you should routinely provide them guidance. To model this strategy and to help you remember what you have read,we are asking you to complete the reading guides we have provided for each chapter.

3. Before you read, pull up the reading guide, use the questions to focus your reading.

4. After you complete the guide, submit it to your instructor through the course management system (Learning Suite at BYU).

Find the reading guides for Chapters 7 and 8 here.

Homework 4.2: Observing Standards for Effective Pedagogy Teaching (Joint Productive Activitiy)

Virtual Observation of a Teacher through a VideoEthnography Study

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Through watching media cases that focus on a particulat Standard for Effective Pedagogy, participants will be ready to enact best practices as they begin teaching.	Students have learned about cultural differences, laws and policy, and literacy development. They are now ready to observe teachers in practice and identify how they respond to ELs.

Assessment:50 pts.

Directions:

1. For this week you will observe the Joint Productive Activity (JPA) study. We have linked two documents for each media case. The first link is to eh outline of the case and the other is a worksheet to record your observation notes.

- Shari Galarza: The outline is linked here. The worksheet is linked here.
- Lucia Villerrela: The outline is linked here. The worksheet is linked here.
- Craig Cleveland: The outline is linked here. The worksheet is linked here.
- Mara Mills: The outline is linked here. The worksheet is linked here.

2. Begin watching by clicking on the Joint Productive Activity study on the second prompt. Record your observations on the worksheet.

3. Then listen to each of the perspectives that are listed at the top of the screen. Make comments about what you learned from the perspectives in third column on the worksheet.

4. At the bottom, after watching all the clips and reading all the perspectives list three Aha's (insights) you reached from engaging with the media case.

Homework 4.3 Learning to Differentiate Accomodations and Modifications

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Preservice teachers will be able to distinguish when to accomodate and when to modify teaching practices and curriculum to meet the needs of ELLs.	Students have developed knowledge of how to modify curriculum to attend to student language and literacy development and teach to student strengths.

Assessment: 50 pts.

Instructions:

1. For this activity, you will learn the difference between accommodations and modifications by reviewing the definitions and applying them to scenarios.

2. You will need two documents: the form to report your answers with the scenarios linked here and the document with the definitions in this link.

3. Review the definitions and then as you read a case, determine whether it describes an accommodation or an modification.

4. Write your answer in the report form.

5. Use the answer key linked here to check your answer. If your answer was wrong, explain your thinking in mislabeling it. Then, explain why the correct answer is the correct answer.

6. Submit your report form.

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Homework 4.4 Attending to Vocabulary

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Preservice teachers can select vocabulary and determine how they will support its development within curriculum they utilize or create.	Students have developed language and content objectives and learned to select vocabulary, support it, and teach it. They will now apply that learning to the language and content objectives for the curriculum they are developing.

Assessment: 50 pts.

Instructions:

1. In your group you considered the standard(s) and objectives that your MSDLAs are focused on, made a list of the concepts (and the vocabularly that represents those concepts) that will be needed for ELs to complete the learning activities, and identified additional vocabulary supports to be developed, including how you would attend to issues of vocabulary in your task cards.

2. Each of you were given assignments concerning how you would attend to vocabulary in your MSDLA. For this homework, you will work on your assignment and develop the vocabulary support you were assigned.

Submit a one sentence statement of your assignment and what you did to respond.

Homework 4.5 Strategies for Making Text Comprehensible

Modifying Texts and Attending to Text Variety

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Preservice teachers who understand EL students' difficulty with academic vocabulary and comprehending texts can make text modifications and teach vocabulary in ways that assist student learning.	Students have been introduced to vocabulary issues and how to support ELs in learning content and language together. They are prepared to learn how to modify texts to support EL's learning of content and engaging in learning activities.

Assessment: 50

Instructions:

1. Read the article on Text Modifications linked [here](#).

2. Make a list of the five kinds of Text Modifications and identify what they require of the teacher and how they will help students gain access to texts.

3. Be prepared to answer these questions, as we discuss text modification in class next time.

4. Watch the a video about texts (20 minutes). Click on this [link](#) to get to this video. Scroll down and click on 8.1: Role and Variety of Text. As you watch the video, add notes to your WIP document.

- What is a text modification?
- What is the purpose of a text modification and what might count as one?
- When would you use them?
- What text modifications have we used in class or what examples have you seen others use?

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Session 5: Learning to Develop Text Modifications

Modifying Texts

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Preservice teachers who understand EL students' difficulty with academic vocabulary and comprehending texts can make text modifications and teach vocabulary in ways that assist student learning.	Students have learned about MSDLAs and funds of knowledge, selected content standards, developed content and language objectives and begun to design curriculum to meet standards. They are ready to consider how they can modify texts to support ELLs in learning content and language together.

Assessment: 100pts

TA: class session

In-class activities:

1. (10 minutes) Share something you learned from the homework.

2. (30-50 minutes) Group SEP Presentations. The Joint Productive Activity (JPA) group will present.

- What JPA are you thinking of using? How are you planning by design to get kids talking?
- How have you attended to one of the other five standards in one of your activity centers?

4. (20 minutes) Text Modification Mini Lecture: Cummins Coercive and Collaborative Relationships Model.docx Download

- What is a text modification?
- How does the chart in the Cummins article represent a text modification?
- When will you use a text modification in your activity centers?
- What counts as one?
- What text modifications have we used?

5. (70 Minutes) BREAK OUT GROUPS: Focus on task cards, texts and any modifications of them. Instructors will circulate to help and answer questions.

Closing: Review Homework

1. Homework 5.1 SIOP Chapter 9: Review

2 Homework 5.2 Observation for Instructional Conversation (IC)

3. Homework 5.3 MSDLA Self-Assessment. Next week the teacher we are working with will meet with you during the time you are working you your breakout rooms. You will review your centers and get feedback and guidance so be prepared to share documents.

4. Homework 5.4 Since you need to have students produce something that the teacher can have evidence of the student's work and since at least one center needs to have a specified assessment. We are asking you to watch a short YouTube Video on creating rubrics.

Homework 5.1: SIOP Characteristics: Review and Assessment
Homework 5.2: Observing Standards for Effective Pedagogy Teaching (Instructional Conversation)
Homework 5.3 Engaging in Self-Assessment
Homework 5.4 Creating Rubrics

Homework 5.1: SIOP Characteristics: Review and Assessment

Reading Guide Questions Chapter 9

Demonstrate knowledge and use of the Utah English Language Proficiency Standards

Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources.	Pre-service teachers will acquire knowledge of how to develop Sheltered Instruction for ELs (commonly called SIOP).	Students have been introduced to theories and practices that support ELs in acquiring English. They are prepared to learn principles and tools that guide them in teaching content and language together.

Assessment: 50 pts

Directions:

1. For this assignment you will read chapter 9 from Making Content Comprehensible.

2. Reading guides help students navigate what they are reading by helping them find the main ideas and organize the information in a way to help them better remember the it. You should use reading guides when you assign readings to your students. We believe that when you ask students to read, you should routinely provide them guidance. To model this strategy and to help you remember what you have read,we are asking you to complete the reading guides we have provided for each chapter.

3. Before you read, pull up the reading guide, use the questions to focus your reading.

4. After you complete the guide, submit it to your instructor through the course management system (Learning Suite at BYU).

Find the reading guides for Chapter 9 [here](#).

Homework 5.2: Observing Standards for Effective Pedagogy Teaching (Instructional Conversation)

Virtual Observation of a Teacher through a VideoEthnography Study

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Assessment: 50 pts.

Directions:

1. For this week you will observe the Instructional Conversation (IC) study. We have linked two documents for each media case. The first link is to eh outline of the case and the other is a worksheet to record your observation notes.

- Shari Galarza: The outline is linked here. The worksheet is linked here.
- Lucia Villerrela: The outline is linked here. The worksheet is linked here.
- Craig Cleveland: The outline is linked here. The worksheet is linked here.
- Mara Mills: The outline is linked here. The worksheet is linked here.

2. Begin watching by clicking on the Instructional Conversation (IC) study on the second prompt. Record your observations on the worksheet.

3. Then listen to each of the perspectives that are listed at the top of the screen. Make comments about what you learned from the perspectives in third column on the worksheet.

4. At the bottom, after watching all the clips and reading all the perspectives list three Aha's (insights) you reached from engaging with the media case.

Homework 5.3 Engaging in Self-Assessment

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources **Assessment: 50 pts.**	Preservice teachers can evaluate their work and respond to the evaluation to improve and strengthen their work. They are prepared to receive and respond to critique.	Students have learned about MSDLAs and funds of knowledge, selected content standards, developed content and language objectives and designed curriculum to meet standards. They have learned to select and support academic language development, modify texts to increase student understanding and language development. They are ready to consider and assess their work.

Instructions:

1. The teacher you are constructing the MSDLA for will be in class to review your work during the next class session and will provide suggestions. In preparation, each member of your group should review your MSDLAs in their current state.

2. Use the rubric for the MSDLA and the Checklist found in HW1.6. You will want to download the assignment since the checklist is attached and the rubric. You might also want to download the appropriate rotation chart and add it to your MSDLA now.

3. Using the rubric, identify weaknesses in your project and make a list of suggestions for meeting them you can provide your group members. Rather than the rubric it is this list of suggestions that you submit for a grade.

4. You should also add details about your understanding of the Five Standards for Effective Pedagogy, vocabulary teaching and learning, and literacy and language development to your WIP.

5. Submit your list of fixes to Learning Suite.

Homework 5.4 Creating Rubrics

Learning from Video Texts

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Preservice teachers can integrate informal, ongoing assessment strategies into their teaching and create rubrics that both they and their students can use to evaluate student work.	Students have learned to build assessment into the curriculum they are making. They are prepared to review knowlede of making rubrics to create stronger rubrics for their learning activities.

Assessment: 50 pts.

Instructions:

1. One of the premises of teaching ELs is that each one has an individual trajectory of learning. They have arrived in your classroom from different educational backgrounds.

2. You, as a teacher, need to monitor their growth in language and literacy development. The best way to do this is to keep a record of their learning and use daily assignment results to chart their growth and learning.

3. As you learned in the formative assessment part of your Assessment Course, any assignment if you use a rubric to evaluate and if you note their language and literacy development can be treated as an assessment of their learning.

4. In your MSDLA project you are required to have at least one rubric (you can of course include more). Your teachers in other courses have taught you or will teach you to construct rubrics. As a review or an introduction, please watch and take notes in your WIP on this very short instruction for creating rubrics. The link to this video is here.

5. You could also watch a video on developing tools for alternative assessments linked here. You will need to scroll down to session six, click on the video and then scroll up to watch it.

6. Submit a statement to Learning Suite of why rubrics are important for student assessment and how you plan to incporprate it in your MSDLA. If you have any questions about the assignment, please submit those also.

Session 6: Practicing Developing MSDLAs

Stepping Into a Teacher's World

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Preservice teachers can respond positively to critique using it to strengthen their curriculum making.	Students have been introduced to the content needed to design curriculum for ELs that will develop their academic language and content knowledge. They have created MSDLAs to demonstrate their knowledge they are ready to receive feedback.

Assessment: 100 pts

TA: Class Session

In-Class Activities

1. (10 minutes) Share something you learned from your homework

2. (30-40 minuts) SEP group presentation. The group will be presenting on Instructional Conversation (IC).

3.(20 minutes) We will review the requirements for the first 3 segments of the MSDLA rubric and answer any questions. The teacher you are designing your MSDLAs for will review expectations and answer questions

4. (90 minutes) BREAKOUT ROOMS:

- The teacher will move from breakout room to break out room. S/He will review your work and provide suggestions and guidance.
- You should have individually engaged in a self-assessment of your MSDLA share results.
- Go to the bottom of your WIP and begin explaining how each center attends to Language and Literacy Development (LLD) and how each center meets one or more of the other Standards for Effective Pedagogy (SEP): CTX, CA, JPA, or IC.
- Keep working on your MSDLA assignment.

5. Closing:

- Share an insight about developing MSDLAs or adjusting your activities that you learned from the teacher's feedback.
- Homework Review:
  - Homework 6.1 Review SIOP and prepare for Group Quiz
  - Homework 6.2 Work on MSDLA

Homework 6.1: Review Making Text Comprehensible Chapter Notes
Homework 6.2: Responding to Feedback
Homework 6.3: Learning the Nomenclature for ELs

Homework 6.1: Review Making Text Comprehensible Chapter Notes

Prepare for a lecture on SIOP

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Preservice teachers can deepen and demonstrate their knowledge of SIOP.	Students have studied the characteristics of sheltered instruction particularly steps outlined by SIOP for developing sheltered instruction. They are ready to deepen and demonstrate their knowledge.

Assessment: 50 pts.

Instructions:

1. Review the reading guides you have completed for the other sessions.

2. Next week we will have a guest lecturer on SIOP.

3. After the lecture, we will have a group quiz on Making Text Comprehensible.

Homework 6.2: Responding to Feedback

Using Feedback to Improve

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Preservice teachers can receive and act on analysis and critique of their work. They can strengthen learning activities based on evaluation.	Students have learned about MSDLAs and funds of knowledge, selected content standards, developed content and language objectives and designed curriculum to meet standards. They have learned to select and support academic language development, modify texts to increase student understanding and language development. They are ready to use what they know to respond to critique of their work.
Assessment: 50 pts		

Instructions:

1. Respond to the teacher's critique and your own assessment.

2. Improve the quality of your MSDLA: including materials and resources, task cards, and explanations.

3. Write a paragraph explaining what changes need to be made to your MSDLA as recommended by your guest teacher.

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Homework 6.3: Learning the Nomenclature for ELs

Creating a Teaching Vocabulary

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Preservice teachers will be able to identify the names and purposes of regularly used acronyms in public education.	Students are preparing to work as teachers. There are a wide range of acronyms that will need to be aware of as they begin their teaching.

Assessment: 50 pts

Instructions:

1. You will find a list of educational acronyms dealing with classifications of special populations linked here. Most are for Special Education. Remember second language learners are not always special education, so do not over- or under-identify your second language learners for special education services.

2. The list is accompanied by another sheet showing the names of the acronyms. First, look at the acronym and then look at the attached sheet to see the phrase that belongs in the second column to name the acronym.

3. Then look in the definition box for a web link to go to that will explain more about what the acronym means. In each definition column, write a definition for this acronym.

4. You can work with a colleague on this assignment, but be sure each of you needs to submit in your own individual work.

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Session 7: Reviewing Making Text Comprehensible

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Preservice teachers can deepen and demonstrate their knowledge of SIOP.	Students have studied the characteristics of sheltered instruction particularly steps outlined by SIOP for developing sheltered instruction. They are ready to deepen and demonstrate their knowledge.

Assessment: 100 pts.

TA: Class Session

In-class Assignments

1. (10 minutes) Share any new understandings you've gained from any of your SIOP readings

2. (40 minutes) Guest Lecturer: Linda Turner

3. (20 minutes) Group Quiz Question: You have a colleague who did not complete the ESL Endorsement but has several ELs in her classroom. She asks for advice on teaching ELs in her regular classroom.

- What are the SIOP ideas you will share?

4. (90 minutes) BREAKOUT GROUPS: Finalize your MSDLA for critique next time from 2 teachers and 2 groups of children.

5. (10 minutes) Review plan for next week and answer questions.

6. Finalize MSDLA: Prepare for Review of your final document by the Teacher, other teachers, and children.

> Homework 7.1 Refine and Complete you MSDLA

Homework 7.1 Refine and Complete you MSDLA

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge use the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources **Assessment: 50 pts.**	Preservice teachers can evaluate their MSDLAs in terms of developing the academic language and content knowledge of ELLs and finalize them.	Students have learned about MSDLAs and funds of knowledge, selected content standards, developed content and language objectives and designed curriculum to meet standards. They have learned to select and support academic language development, modify texts to increase student understanding and language development. They are ready to finalize their MSDLAs

Instructions

1. Finalize your MSDLA. This checklist will guide you in making sure you have included all necessary information.

2. The Rubric and Guidelines are found in Homework 1.6.

3. Submit a sentence about what you did to finalize your MSDLA and prepare for the children's and teachers' review of it.

Session 8: Feedback for the MSDLA

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Preservice teachers can receive and act on analysis and critique of their work. They can strengthen learning activities based on evaluation.	Students have learned about MSDLAs and funds of knowledge, selected content standards, developed content and language objectives and designed curriculum to meet standards. They have learned to select and support academic language development, modify texts to increase student understanding and language development. They are ready to use what they know to respond to critique of their work.

Assessment: 100

TA: Class Session

In class Activities

1. (15 minutes) Welcome and Introduction of Expert Students and Teachers

2.(130 minutes) BREAKOUT ROOMS Rotations to receive feedback on MSDLAs. It is especially helpful to ask students to test out your task card directions.

- Gather feedback from the rotations.
- Prepare for your presentation of your MSDLA to the class for next week. You will have 10-15 minutes to present.Work to finalize your MSDLA based on feedback received. MSDLA Checklist.
- This was also posted in your This lists all the details you need to include in the MSDLA you turn in.docx Download.

3. (15 minutes) Review guidelines and processes for Session 9

Homework 8.1: Polishing the Final MSDLA

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Homework 8.1: Polishing the Final MSDLA

Responding to Critique

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources **Assessment: 50 pts.**	Preservice teachers can receive and act on analysis and critique of their work. They can strengthen learning activities based on evaluation. They teach others about their work.	Students have learned about MSDLAs and funds of knowledge, selected content standards, developed content and language objectives and designed curriculum to meet standards. They have learned to select and support academic language development, modify texts to increase student understanding and language development. They are ready to use what they know to respond to critique of their work.

1. Finalize your MSDLA. This checklist will guide you in making sure you have included all necessary information.

2. As a group you should have given each other assignments of adjustments to be made. The Rubric and Guidelines are found in Homework 1.6.

3. Prepare for Presentation of your MSDLA to classmates.

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Session 9: Presenting Our MSDLAs

Reporting on Our Learning

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources **Assessment: 100 pts.** **TA: Class Session**	Preservice teachers can evaluate their work and respond to the evaluation to improve and strengthen their work. They are prepared to present their work to their peers.	Students have learned about MSDLAs and funds of knowledge, selected content standards, developed content and language objectives and designed curriculum to meet standards. They have learned to select and support academic language development, modify texts to increase student understanding and language development. They can present and explain their work.

Instructions:

1. (120 minutes) Each group will present their MSDLA. (15 minutes per group).

- Be prepared to identify 2 key strengths you observed in the MSDLA of your peers or how you might use it in your teaching.

2. (20 minutes) Each person will make a commitment statement: What will you always do in your teaching of ELs?

Closing:

- Homework 9.1 Submit MSDLA (for the teacher and for your peers)
- Homework 9.2 Individual Final Reflection on your learning.
- Schedule group meeting with teacher for session 10.

Homework 9.1: Submit MSDLA
Homework 9.2: Reflecting on My Learning
Homework 9.3: Schedule a Final Interview

Homework 9.1: Submit MSDLA

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Preservice teachers can use their MSDLA projects to demonstrate on their knowledge for teaching academic language and content simultaneously.	Students have learned to teaching academic language and content together. They have constructed MSDLAs to demonstrate their knowledge. They can create a project that not only demonstrates their knowledge but also articualtes how the project represents their knowledge.

Assessment: 100 pts

Instructions:

1. Submit MSDLA to Digital Dialog in Learning Suite to share with classmates.

2. Submit MSDLA to the Teacher through e-mail or google doc.

Homework 9.2: Reflecting on My Learning

Sharing My Learning

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate Knowledge of and Use the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Articulating their knowledge prepares students to be able to MSDLAs as they implement the principles that guide best practices in regular, day-to-day teaching with ELs.	Students have been introduced to TELL Tools in prerequisite courses. They will now review their knowledge of three tools used in the current course by participating in MSDLAs, which they will create as the major project of the course.

Assessment: 50 pts.

Instructions:

1. For this homework assignment, you will complete an individual final reflection on your learning from this semester. The assignment is linked here.

2. To support you in completing the assignment, the rubric for evaluating it is at this link and the graphic and explanation of the reflection model is found here.

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Homework 9.3: Schedule a Final Interview

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate Knowledge of and Use the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Articulating their knowledge prepares students to be able to MSDLAs as they implement the principles that guide best practices in regular, day-to-day teaching with ELs.	Students have been introduced to TELL Tools in prerequisite courses. They will now review their knowledge of three tools used in the current course by participating in MSDLAs, which they will create as the major project of the course.

Instruction:

1. One person in your group needs to go into Learning Suite for this course and sign up for an appointment for your group to engage in a final conversation about the course and your project. You sign up by replying to Digital Dialog for an appointment and you will list the names of all your group members.

2. You will bring a copy or access to your final MSDLA with you and any concrete materials you would like shared with the teacher we are working wiht.

3. Together, we will review your MSDLA project and WIP in relationship to the rubric. The rubric is linked at Homework 1.6. You have used this several times during the semester.

4. Your appointment will take 15 to 20 minutes. Your group can arrange to meet earlier on the day of the final or on a different day with the approval of the instructor.

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Session 10: Evaluating the Final Project

Reporting My Learning

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources	Preservice teachers can engage with colleagues and professors to evaluate their work. They are prepared to receive and respond to critique.	Students have learned about MSDLAs and funds of knowledge, selected content standards, developed content and language objectives and designed curriculum to meet standards. They have learned to select and support academic language development, modify texts to increase student understanding and language development. They are ready to consider and assess their work.

Assessment: 100 pts

TA: Class Session

Instructions:

1.Sign up for a time slot for your final interview with your intructor in the course management system.

2, Review the article you will find in this link entitled Over and Under Issues in Identity. Discuss the article with your group and discuss what you learned. Be prepared to report on your learning to your facilitator before your turn to evaluation of your MSDLA.

3. Bring access to your final MSDLA to the meeting either in hard or digital copy.

4.Working together with the rubric, your group and the instructor will review and evaluate your MSDLA.

5. You can submit the MSDLA at the final, or if you would like to add anything based on the evaluation you can adjust and submit later.

6. Please bring any additional materials that are not digital that need to be given to the teacher you created the MSDLA for.

Appendix: MSDLA examples

In order to support you in constructing your MSDLA assignment, we have link examples that might help you with yours.

Teacher Task Card Examples:

- This teacher task card is for a vocabulary center where the students will act out vocabulary words.
- These [teacher task cards](#) are for an MSDLA on brown and black bears.
- This [teacher task card](#) is a secondary example of a math unit with an empahsis on word problems.

Student Task Card Examples:

- These [task cards](#) are for the brown and black bear unit.
- This [task card](#) is for a 5th Grade Social Studies Unit.
- This [task card](#) is a secondary example of a math unit with an empahsis on word problems.

Student and Teacher Task Card Examples:

- These [task cards](#) are for a 5th grade science unit on states of matter.
- These [task cards](#) are for a 4th grade science unit on rocks and erosion

Planning web example located [here.](#)

MSDLA Examples: These are MSDLAs produced by past students.

- This [MSDLA](#) is on determining unknown numbers in addition and subtraction equations (First Grade).
- This [MSDLA](#) focuses on the equal sign (First Grade).
- This [MSDLA](#) focuses on Wild Life Adventures (Second Grade).