

**LINCOLN UNIVERSITY
EDUCATION DEPARTMENT
EDU 223 ACADEMIC DEVELOPMENT FOR SECOND LANGUAGE LEARNERS (ELL)**

Semester:

Hours: 3 Credit Hours

Professor:

Office:

Phone:

Office Hours:

COURSE DESCRIPTION

THIS COURSE IS DESIGNED TO PROVIDE PRE-SERVICE TEACHERS WITH THE KNOWLEDGE, SKILLS, ATTITUDES, INSIGHTS AND RESOURCES TO SERVICE ENGLISH LANGUAGE LEARNERS (ELL) IN THEIR JOURNEY TO BECOMING LINGUISTICALLY PROFICIENT WHILE ACQUIRING ACADEMIC CONTENT TO COMPETE WITH NATIVE SPEAKERS IN A CONSISTENTLY COMPETITIVE GLOBAL AND INFORMATION SOCIETY.

AS ACCESSING INFORMATION IS VITAL FOR ALL LEARNERS, TEACHERS WILL BE PREPARED TO FACILITATE SECOND LANGUAGE LEARNERS IN THE CLASSROOM IN BECOMING SELF-DIRECTED SO THEY CAN CONFIDENTLY USE ENGLISH IN LISTENING, SPEAKING, READING AND WRITING FOR SOCIAL AND ACADEMIC PURPOSES. THE OVERALL GOAL IS TO PREPARE FOR THE DRASTICALLY CHANGING DEMOGRAPHICS IN OUR STUDENT CLIENTELE BY PREPARING TEACHERS TO EFFECTIVELY CREATE LEARNING COMMUNITIES THAT SERVICE THE ENGLISH LANGUAGE LEARNERS AND THEIR FAMILIES FOR A FUTURE OF SUCCESS AND LIFELONG LEARNING. THERE IS LITTLE DOUBT THAT A GREAT DIFFERENCE EXISTS BETWEEN TEACHING NATIVE ENGLISH SPEAKERS AND SECOND LANGUAGE LEARNERS. TEACHERS MUST BE CONSCIOUS OF THE DAILY CHALLENGE ENGLISH LANGUAGE LEARNERS FACE AS THEY CONFRONT MULTIPLE SUBJECTS THROUGH A SOMETIMES DIFFICULT, SECOND LANGUAGE LENS.

THE FOUNDATION OF THIS COURSE RESTS ON THE CURRENT TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) STANDARDS, WHICH ARE INCLUDED IN THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE) NATIONAL STANDARDS FOR TEACHER EDUCATION. THESE STANDARDS TARGET FIVE DOMAINS: LANGUAGE, CULTURE, PLANNING, ASSESSMENT, AND PROFESSIONALISM. USING TESOL STANDARDS, AIDS TEACHERS IN CONSTRUCTING LEARNING ENVIRONMENTS THAT SUPPORT SECOND LANGUAGE LEARNING AND LITERACY DEVELOPMENT AS WELL AS CONTENT AREA ACHIEVEMENT.

COURSE OUTCOMES

UPON COMPLETION OF THIS CLASS, THE LEARNER IS EXPECTED TO BE ABLE TO:

1. DESCRIBE LANGUAGE, LANGUAGE ACQUISITION AND LANGUAGE DEVELOPMENT AND SECOND LANGUAGE LEARNING.
2. RECOGNIZE OF THE VALUE OF STUDENTS' NATIVE LANGUAGES AND CULTURES AS THE FOUNDATION FOR DEVELOPING ACADEMIC LANGUAGE PROFICIENCY.
3. RELATE LANGUAGE TO THE CORE CURRICULUM CONTENT AREAS SUCH AS LANGUAGE ARTS, MATHEMATICS, SCIENCE AND SOCIAL STUDIES.
4. UTILIZE THE PERFORMANCE DEFINITIONS OF THE "FIVE LEVELS OF ENGLISH LANGUAGE PROFICIENCY" AS PER CURRENT TESOL STANDARDS FOR PRE-K-12.
5. EXPLAIN THE IMPORTANCE OF THE NATURE OF CULTURE AND THE DIVERSITY OF LEARNERS TODAY, CULTURAL GROUPS, AND CULTURAL IDENTITY AS IT INFLUENCES LEARNERS IN THE CLASSROOM.
6. CONSIDER THE SOCIAL AND INTERCULTURAL ASPECTS OF LANGUAGE DEVELOPMENT.
7. DESIGN AND DELIVER APPROPRIATE INSTRUCTION FOR STANDARDS-BASED ENGLISH LANGUAGE TEACHING THAT ADDRESSES LANGUAGE AND CONTENT LEARNING FOR SECOND LANGUAGE LEARNERS AND AN EFFECTIVE LEARNING ENVIRONMENT.
8. ACCESS A VARIETY OF VALUABLE RESOURCES AND TOOLS FOR INSTRUCTIONAL SUPPORT, MATERIALS DESIGN AND OVERALL CREATION AND MAINTENANCE FOR A NURTURING, EFFECTIVE CLASSROOM.
9. SUMMARIZE THE ISSUES OF ASSESSING AND EVALUATING LANGUAGE LEARNERS' DAILY IN THE CLASSROOM.
10. ACCESS A WIDE RANGE OF INSTRUMENTS AND METHODS USED TO TEST FOR LANGUAGE LEVEL PROFICIENCY AND CONTENT AREA PROGRESS.
11. RECALL HISTORICAL DATA AND RESEARCH THAT SUPPORTS ENGLISH INSTRUCTION AND ITS DEVELOPMENT AS IT IS INTEGRATED INTO CONTENT AREAS.
12. CONSTRUCT PARTNERSHIPS, GRANT OPPORTUNITIES AND NETWORK TO ADVOCATE FOR THE FIELD OF ENGLISH AS A SECOND LANGUAGE.
13. PURSUE CONTINUING, PROFESSIONAL EDUCATION SO TO DEVELOP STATE OF THE ART SKILLS AND STRATEGIES TO CONSISTENTLY AND EFFECTIVELY MEET THE NEEDS OF ENGLISH LANGUAGE LEARNERS.
14. EXPLAIN THE NEED FOR AN INFRASTRUCTURE THAT IS ALIGNED WITH UNITED STATES FEDERAL LEGISLATION AS IT RELATES TO THE EDUCATION OF MINORITY LANGUAGE STUDENTS AND THEIR RIGHT TO FAIR EDUCATION

REQUIRED TEXT

PEREGOY, K., & BOYLE, O. (2005). *READING, WRITING, AND LEARNING IN ESL: A RESOURCE BOOK FOR K-12 TEACHERS*. BOSTON: PEARSON EDUCATION.

GOTTLIEB, M., CARNUCCIO, L., ERNST-SLAVIT, G., & KATZ, A. (ED.). (2006). *PREK-12 ENGLISH LANGUAGE PROFICIENCY STANDARDS*. TESOL.

TOPICAL OUTLINE

LIST OF CONCEPTS

TOPIC 1	ORIENTATION: ELL COMPILED IDEA BOOK
TOPIC 2	OVERVIEW OF ENGLISH LANGUAGE LEARNERS; CONCEPTUAL FRAMEWORK FOR TESOL STANDARDS; ORGANIZATION OF TESOL STANDARDS.
TOPIC 3	SECOND LANGUAGE ACQUISITION; LANGUAGE ACQUISITION THEORIES AND KRASHEN'S 5 HYPOTHESES; PROCESSES AND FACTORS OF LEARNING A SECOND LANGUAGE IN SCHOOL
TOPIC 4	WAYS TO IMPLEMENT TESOL STANDARDS; CLASSROOM PRACTICES FOR ENGLISH LEARNER INSTRUCTION; METHODS OF SHELTERED ENGLISH FOR ENGLISH LANGUAGE LEARNERS
TOPIC 5	ORAL LANGUAGE DEVELOPMENT IN SECOND LANGUAGE ACQUISITION
TOPIC 6	CONTENT READING AND WRITING IN ENGLISH LANGUAGE LEARNING
TOPIC 7	CLASSROOM AND STANDARDIZED ASSESSMENT IN ENGLISH LANGUAGE LEARNING
TOPIC 8	READING ASSESSMENT AND INSTRUCTION IN ENGLISH LANGUAGE LEARNING
TOPIC 9	RESEARCH IN THE FOLLOWING AREAS: CONTINUING EDUCATION OPPORTUNITIES FOR ENGLISH AS A SECOND LANGUAGE TEACHERS; HISTORY OF SECOND LANGUAGE ACQUISITION IN THE USA; GRANT OPPORTUNITIES; LEGAL DIMENSIONS OF SERVICING SECOND LANGUAGE LEARNERS

COURSE ASSIGNMENTS & LINKS TO COURSE OUTCOMES

THROUGHOUT THE COURSE, THE LEARNER WILL BE ASSESSED AND EVALUATED ON THE COMPLETION OF THE FOLLOWING ASSIGNMENTS:

COURSE TOPICS	FOCUS	CORRELATION WITH COURSE OUTCOMES
1	ORIENTATION: FOUNDATIONS OF SECOND LANGUAGE INSTRUCTION: WHY WE ACCOMMODATE	1,3,6
2	INTRODUCTION TO ENGLISH AS A SECOND LANGUAGE: LINGUISTIC AND CULTURAL ISSUES	1,3,6
3	SECOND LANGUAGE ACQUISITION: THEORY AND PRACTICE	1, 3, 6
4	INSTRUCTION AND METHODOLOGY: CLASSROOM PRACTICES FOR ENGLISH LEARNING	7, 8

	INSTRUCTION.	
5	INSTRUCTION AND METHODOLOGY: ORAL LANGUAGE DEVELOPMENT IN SECOND LANGUAGE ACQUISITION	7, 8
6	INSTRUCTION AND METHODOLOGY: CONTENT READING AND WRITING	7, 8
7	CLASSROOM AND STANDARDIZED ASSESSMENT	9, 10
8	ASSESSMENT: READING ASSESSMENT AND INSTRUCTION	9, 10
9	PROFESSIONALISM	11, 12, 13, 14
10	SIOP PROJECTS: MODELS FOR SHELTERED ENGLISH INSTRUCTION	7,8

CRITERIA SPECIFIC TO EACH ASSESSMENT WILL BE EXPLAINED IN CONJUNCTION WITH THE INSTRUCTIONAL ACTIVITIES.

INSTRUCTIONAL METHODOLOGY

THE INSTRUCTIONAL METHODOLOGY OF THIS COURSE FOCUSES ON DEVELOPING, ENHANCING, AND IMPROVING THE INSTRUCTIONAL EXPERTISE AND PEDAGOGICAL KNOWLEDGE BASE FOR K-12, PRE-SERVICE EDUCATORS. STRATEGIES INCLUDE (BUT ARE NOT LIMITED TO) PRESENTATION OF NEW CONTENT THROUGH HARD COPY AND ONLINE READINGS, ACTIVE CONSTRUCTION OF KNOWLEDGE THROUGH PRACTICE AND PROBLEM-SOLVING, COLLABORATIVE GROUP WORK, PERSONAL REFLECTION, STRUCTURED SMALL GROUP OR WHOLE-CLASS DISCUSSION, ANALYSIS OF ASSIGNED READING, AND APPLICATION OF COURSE CONTENT AND SKILLS RELATING TO SPECIFIC GRADE LEVEL, SUBJECT AREA(S), AND CLASSROOM DYNAMICS. INDIVIDUAL PROJECTS INCLUDE EVIDENCE OF TESOL STANDARDS USED IN UNIT AND LESSON PLANNING.

EVALUATION

THE EVALUATION OF LEARNER WORK WILL BE BASED ON THE DEFINED CRITERIA FOR THE LEARNER ASSESSMENTS. THE CRITERIA FOR THE LEARNER ASSESSMENTS WILL BE PROCESSED WITH LEARNERS PRIOR TO THE INSTRUCTIONAL ACTIVITIES AND LEARNER ENGAGEMENT WITH THE STUDENT LEARNING TARGETS (OUTCOMES). GRADING IS BASED SOLELY ON THE EVALUATION OF STUDENT LEARNING TARGETS AND DEFINED CRITERIA FOR THE LEARNER ASSESSMENTS.

FORMATIVE ASSESSMENT OF LEARNING OUTCOMES IS CONDUCTED THROUGHOUT THE COURSE, USING A VARIETY OF MEANS WHICH INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING: COMPLETION OF ASSIGNMENTS, POSITIVE CONSTRUCTIVE CONTRIBUTIONS TO CLASS DISCUSSIONS (WHOLE CLASS AS WELL AS SMALL GROUP), SHARING OF VALUABLE, PERTINENT AND/OR APPLICABLE IDEAS AND EXPERIENCES, INVOLVEMENT IN THE INDUCTIVE PROCESS, INTERACTIVE JOURNAL ENTRIES, CRITICAL OR REFLECTIVE RESPONSES TO ASSIGNED READINGS. IT IS EXPECTED THAT EACH STUDENT WILL CONTRIBUTE TO THE ACADEMIC QUALITY OF THE COURSE.

SUMMATIVE ASSESSMENT INCLUDES THE COMPLETION OF WEEKLY LEARNING ACTIVITIES AND ASSIGNMENTS THAT REQUIRE THE PARTICIPANT TO SYNTHESIZE CLASS CONTENT AND APPLY IT TO THE PARTICIPANT'S SPECIFIC TEACHING SITUATION AND COMPLETION OF A PLAN FOR IMPLEMENTING THE MAJOR COMPONENTS OF CONTENT AND SKILL ACQUIRED DURING THE COURSE.

GRADING POLICY

GRADING:

ATTENDANCE:	10%
MID-TERM/FINAL ASSESSMENTS	20%
LITERACY PROJECT: CLASS BINDER	20%
IN-CLASS PRESENTATIONS/PARTICIPATION	15%
(MICROTEACHING)	
PRACTICUM (FIELD)	10%
TEXT BOOK	05%
	<hr/>
	100%

UNIVERSITY POLICY ON ACADEMIC INTEGRITY:

STUDENTS ARE RESPONSIBLE FOR PROPER CONDUCT AND INTEGRITY IN ALL OF THEIR SCHOLASTIC WORK. THEY MUST FOLLOW A PROFESSOR'S INSTRUCTIONS WHEN COMPLETING TESTS, HOMEWORK AND LABORATORY REPORTS, AND MUST ASK FOR CLARIFICATION IF THE INSTRUCTIONS ARE NOT CLEAR. IN GENERAL, STUDENTS SHOULD NOT GIVE OR RECEIVE AID WHEN TAKING EXAMS, OR EXCEED TIME LIMITATIONS SPECIFIED BY THE INSTRUCTOR. IN SEEKING THE TRUTH, IN LEARNING TO THINK CRITICALLY AND IN PREPARING FOR A LIFE OF CONSTRUCTIVE SERVICE, HONESTY IS IMPERATIVE. HONESTY IN THE CLASSROOM AND IN THE PREPARATION OF PAPERS IS THEREFORE EXPECTED OF ALL STUDENTS. EACH STUDENT HAS THE RESPONSIBILITY TO SUBMIT WORK THAT IS UNIQUELY HIS OR HER OWN. ALL WORK MUST BE DONE IN ACCORDANCE WITH ESTABLISHED PRINCIPLES OF ACADEMIC HONESTY.

THE INSTRUCTOR WILL ISSUE A WRITTEN WARNING FOR A VIOLATION OF ACADEMIC INTEGRITY STANDARDS AND ISSUE A FAILURE FOR THE SPECIFIC PROJECT. SUBSEQUENT VIOLATIONS WILL RESULT IN FAILURE FOR THE COURSE. (SEE PAGES 54 – 55 OF THE LINCOLN UNIVERSITY BULLETIN – 2003 – 2006).

IMPORTANT NOTES:

- * NO CELL PHONES, MUSICAL EQUIPMENT FOOD OR DRINK ALLOWED IN CLASSROOMS. ABSOLUTELY NO TEXTING ALLOWED!
- * NO STUDENT WILL BE ADMITTED WITHOUT PROPER CLASSROOM ATTIRE. NO DU-RAGS, SHOWER BONNETS, BEDROOM SLIPPERS, PAJAMAS ARE SUITABLE DRESS FOR A FUTURE TEACHER ATTENDING CLASSES. PLEASE RESPECT THIS DRESS CODE. LIKEWISE, PROFESSIONAL DRESS IS EXPECTED FOR ALL TEACHER CANDIDATES WHO PARTICIPATE IN ANY FIELD EXPERIENCE IN THE SCHOOL DISTRICTS.

LATE POLICY

THE GRADE FOR LATE WORK DROPS 10% EACH DAY THE WORK IS LATE UNTIL THE WORK IS SUBMITTED. THE FOLLOWING EXCEPTIONS APPLY: IF A PARTICIPANT IS SICK/HOSPITALIZED OR HAS A DEATH IN FAMILY: THE TIMING OF MAKE-UP WORK MAY BE ARRANGED WITH THE PROFESSOR.

COURSE OUTCOME CORRELATIONS WITH INTASC STANDARDS FOR TEACHERS:

		COURSE OUTCOMES
STANDARD 1: CONTENT PEDAGOGY		
	THE TEACHER UNDERSTANDS THE CENTRAL CONCEPTS, TOOLS OF INQUIRY, AND STRUCTURES OF THE DISCIPLINE HE OR SHE TEACHES AND CAN CREATE LEARNING EXPERIENCES THAT MAKE THESE ASPECTS OF SUBJECT MATTER MEANINGFUL FOR STUDENTS.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
STANDARD 2: STUDENT DEVELOPMENT		
	THE TEACHER UNDERSTANDS HOW CHILDREN LEARN AND DEVELOP, AND CAN PROVIDE LEARNING OPPORTUNITIES THAT SUPPORT A CHILD’S INTELLECTUAL, SOCIAL, AND PERSONAL DEVELOPMENT.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
STANDARD 3: DIVERSE LEARNERS		
	THE TEACHER UNDERSTANDS HOW STUDENTS DIFFER IN THEIR APPROACHES TO LEARNING AND CREATES INSTRUCTIONAL OPPORTUNITIES THAT ARE ADAPTED TO DIVERSE LEARNERS.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
STANDARD 4: MULTIPLE INSTRUCTIONAL STRATEGIES		
	THE TEACHER UNDERSTANDS AND USES A VARIETY OF INSTRUCTIONAL STRATEGIES TO ENCOURAGE STUDENT	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

	DEVELOPMENT OF CRITICAL THINKING, PROBLEM SOLVING, AND PERFORMANCE SKILLS.	
STANDARD 5: MOTIVATION AND MANAGEMENT		
	THE TEACHER USES AN UNDERSTANDING OF INDIVIDUAL AND GROUP MOTIVATION AND BEHAVIOR TO CREATE A LEARNING ENVIRONMENT THAT ENCOURAGES POSITIVE SOCIAL INTERACTION, ACTIVE ENGAGEMENT IN LEARNING, AND SELF-MOTIVATION.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
STANDARD 6: COMMUNICATION AND TECHNOLOGY		
	THE TEACHER USES KNOWLEDGE OF EFFECTIVE VERBAL, NONVERBAL, AND MEDIA COMMUNICATION TECHNIQUES TO FOSTER ACTIVE INQUIRY, COLLABORATION, AND SUPPORTIVE INTERACTION IN THE CLASSROOM.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
STANDARD 7: PLANNING		
	THE TEACHER PLANS INSTRUCTION BASED UPON KNOWLEDGE OF SUBJECT MATTER, STUDENTS, THE COMMUNITY, AND CURRICULUM GOALS.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
STANDARD 8: ASSESSMENT		
	THE TEACHER UNDERSTANDS AND USES FORMAL AND INFORMAL ASSESSMENT STRATEGIES TO EVALUATE AND ENSURE THE CONTINUOUS INTELLECTUAL, SOCIAL, AND PHYSICAL DEVELOPMENT OF THE LEARNER.	8, 9, 10
STANDARD 9: REFLECTIVE PRACTICE; PROFESSIONAL DEVELOPMENT		
	THE TEACHER IS A REFLECTIVE PRACTITIONER WHO CONTINUALLY EVALUATES THE EFFECTS OF HIS OR HER CHOICES AND ACTIONS ON OTHERS (STUDENTS, PARENTS, AND OTHER PROFESSIONALS IN THE LEARNING COMMUNITY) AND WHO ACTIVELY SEEKS OUT OPPORTUNITIES TO GROW PROFESSIONALLY.	11, 12, 13, 14
STANDARD 10: SCHOOL AND COMMUNITY INVOLVEMENT		
	THE TEACHER FOSTERS RELATIONSHIPS WITH SCHOOL COLLEAGUES, PARENTS, AND AGENCIES IN THE LARGER COMMUNITY TO SUPPORT STUDENTS' LEARNING AND WELL-BEING.	12, 13, 14

COURSE OUTCOME CORRELATIONS WITH NATIONAL BOARD OF PROFESSIONAL TEACHING (NBPTS) PROPOSITIONS & STANDARDS

PROPOSITION 1: <i>EDUCATORS ARE COMMITTED TO STUDENTS AND THEIR LEARNING.</i>		COURSE OUTCOMES
1.1	EDUCATORS EXTEND THEIR MISSION BEYOND THE DEVELOPMENT OF THE COGNITIVE CAPACITY OF STUDENTS.	1, 2, 7, 11,
1.2	EDUCATORS RECOGNIZE INDIVIDUAL DIFFERENCES IN THEIR STUDENTS AND ADJUST THEIR PRACTICE ACCORDINGLY.	1, 2, 3, 5, 6, 7, 9, 10,
1.3	EDUCATORS HAVE AN UNDERSTANDING OF HOW STUDENTS DEVELOP AND LEARN.	1, 4
1.4	EDUCATORS TREAT STUDENTS EQUITABLY.	3, 5, 6, 7
PROPOSITION 2: <i>EDUCATORS KNOW THE SUBJECTS THEY TEACH AND HOW TO TEACH THOSE SUBJECTS TO STUDENTS.</i>		
2.1	EDUCATORS APPRECIATE HOW KNOWLEDGE IN THEIR SUBJECTS IS CREATED, ORGANIZED, AND LINKED TO OTHER DISCIPLINES.	1, 3, 7, 10,
2.2	EDUCATORS COMMAND SPECIALIZED KNOWLEDGE OF HOW TO CONVEY A SUBJECT TO STUDENTS.	1, 2, 3, 4, 5, 6, 7, 10,
2.3	EDUCATORS GENERATE MULTIPLE PATHS TO KNOWLEDGE THAT ENGAGE STUDENTS IN LEARNING.	1, 2, 3, 7, 8, 10,
PROPOSITION 3: <i>EDUCATORS ARE RESPONSIBLE FOR MANAGING AND MONITORING STUDENT LEARNING.</i>		
3.1	EDUCATORS FOCUS ON PRINCIPLE OBJECTIVES.	4,
3.2	EDUCATORS ORCHESTRATE LEARNING IN GROUP SETTINGS.	3,
3.3	EDUCATORS REGULARLY ASSESS STUDENT ENGAGEMENT.	3, 9, 10,
3.4	EDUCATORS CALL ON MULTIPLE METHODS TO MEET GOALS.	3, 7, 8,
3.5	EDUCATORS PLACE A PREMIUM ON STUDENT ENGAGEMENT.	3, 9,
PROPOSITION 4: <i>EDUCATORS THINK SYSTEMATICALLY ABOUT THEIR PRACTICE AND LEARN FROM EXPERIENCE.</i>		
4.1	EDUCATORS SEEK ADVICE OF OTHERS AND DRAW ON EDUCATION RESEARCH AND SCHOLARSHIP TO IMPROVE EDUCATIONAL PRACTICE.	1, 8, 11, 12, 13, 14
4.2	EDUCATORS CONTINUALLY MAKE DIFFICULT CHOICES THAT TEST EDUCATIONAL JUDGMENT.	2,
PROPOSITION 5: <i>EDUCATORS ARE MEMBERS OF LEARNING COMMUNITIES.</i>		

5.1	EDUCATORS COLLABORATE WITH THE SCHOOL COMMUNITY AND OTHER PROFESSIONALS.	2, 5, 6, 12, 13
5.2	EDUCATORS USE COMMUNITY RESOURCES EFFECTIVELY.	5, 6,
5.3	EDUCATORS WORK COLLABORATIVELY WITH PARENTS.	2, 5, 6,
PROPOSITION 6: <i>EDUCATORS USE TECHNOLOGY TO FACILITATE LEARNING AND COMMUNICATION.</i>		
6.1	EDUCATORS PLAN USE OF TECHNOLOGY TO PROMOTE STUDENT UNDERSTANDING, INQUIRY AND PROBLEM SOLVING.	8, 9, 10,
6.2	EDUCATORS USE TECHNOLOGY TO IMPROVE COMMUNICATION WITH STUDENTS AND PARENTS.	2,
6.3.	EDUCATORS INCORPORATE TECHNOLOGY IN THE MANAGEMENT OF STUDENT LEARNING.	7, 8,

CLASS CALENDER

WEEK	TOPIC	ASSIGNMENTS AND TASKS
1	ORIENTATION: FOUNDATIONS OF SECOND LANGUAGE INSTRUCTION: WHY WE ACCOMMODATE	
2	INTRODUCTION TO ENGLISH AS A SECOND LANGUAGE: LINGUISTIC AND CULTURAL ISSUES	
3	SECOND LANGUAGE ACQUISITION: THEORY AND PRACTICE	
4	INSTRUCTION AND METHODOLOGY: CLASSROOM PRACTICES FOR ENGLISH LEARNING INSTRUCTION.	
5	INSTRUCTION AND METHODOLOGY: ORAL LANGUAGE DEVELOPMENT IN SECOND LANGUAGE ACQUISITION	
6	INSTRUCTION AND METHODOLOGY: CONTENT READING AND WRITING	
7	CLASSROOM AND STANDARDIZED ASSESSMENT	
8	ASSESSMENT: READING ASSESSMENT AND INSTRUCTION	
9	PROFESSIONALISM	
10	SIOP PROJECTS: MODELS FOR SHELTERED ENGLISH INSTRUCTION	
11	ELL LITERACY PROJECTS DUE	
12	FIELD COMPONENT	
13	FIELD COMPONENT	
14	ALL DOCUMENTS/FOLDERS DUE	
15	PREPARE FOR FINAL EXAM	

