

Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP
ESL 542: Identification, Assessment and Evaluation of ELL
Students

3 Credits
Effective: Fall 2019/2020

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course will introduce teacher candidates to the processes through which learners are identified for ELL services. Candidates will critically consider the ways our current assessment system could be more culturally responsive for our ELL students, including the strengths and weaknesses of various tests. Topics will also include ongoing progress monitoring, assessment, and evaluation on curriculum-based assessments for ELL students, and the critical role of collaboration with general education, special education, and other service providers to create an effective learning environment for ELL students. Candidates will also explore the process through which students can be exited from ELL services.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:

- **Assessment:** Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.
- **Planning, Implementing, and Managing Instruction:** Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.
- **Professionalism:** Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Identification of ELL Students	25%
ELL Learning Plan and Assessment Analysis	30%
Evaluation of ELL Services	25%
Participation, Engagement, and Essential Dispositions	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics with more detail as to how this assignment will be graded.

Identification of ELL Students

In this assignment, candidates write a research paper discussing how English Language Learners are identified for eligibility for ELL services, major assessments that determine continued eligibility, and how students are exited from ELL services.

<i>Components</i>	<i>% of Grade</i>
Identification of Eligibility for ELL Services	30%
Major Assessments Overview	30%
Discontinuation of ELL Services	30%
Organization, conventions, APA format	10%
TOTAL	100%

ELL Learning Plan and Assessment Analysis

In this assignment, candidates identify a grade level of interest, an English Language Arts Common Core State Standard (CCS) and a corresponding English Language Proficiency (ELP) Standard for that grade level. Based on these standards, candidates develop a language arts lesson plan with accommodations and scaffolding for a L1, L2, L3, L4, and L5 student.

The lesson would follow a form of Sheltered Instruction and include academic vocabulary acquisition, language demand supports, scaffolding of learning tasks, opportunities for listening and speaking, and accommodations for assessment.

Candidates will research effective and culturally responsive assessment practices for ELLs and analyze the use of formative and/or summative assessment within their lesson, based on the chosen CCSS, ELP standard, and learning target. Candidates will also discuss how they have ensured that ELLs will be able to demonstrate their understanding of the learning target with appropriate scaffolding and accommodations. Research and analysis must be based on a minimum of 2-3 scholarly/peer-reviewed references.

<i>Components</i>	<i>% of Grade</i>
Alignment	20%
Learning Tasks	20%
Supporting English Language Learners	20%
Assessment Accommodations	20%
Critical Analysis of Assessment	20%
TOTAL	100%

Evaluation of ELL Services

In this assignment, candidates compare the types of services ELLs may receive while enrolled in a public school setting. Candidates will analyze and compare the following services: pull-out services, push-in services, and sheltered instruction in a mainstream classroom. Candidates will also discuss the equity between the services and whether they are available in all schools within a district. Finally, candidates discuss the critical role of collaboration with general education, ELL specialists, special education, and other service providers to create an effective learning environment for all ELL students.

<i>Components</i>	<i>% of Grade</i>
Organization, Conventions, and APA Format	10%
Summary and Analysis of ELL Services	30%
Comparison of ELL Services	30%
Collaboration	30%
TOTAL	100%

Participation, Engagement, and Essential Dispositions

Candidates should participate and engage in all classwork, including required assignments, class discussions, activities, and instructor-determined assignments. Candidates should work to meet essential dispositions criteria not only in the field, but also in their coursework, whether online or in person.

<i>Components</i>	<i>% of Grade</i>
Engagement	50%
Essential Dispositions	50%
TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.