

ESL 544: Evidence-Based Instructional Practices for ELL

School of Education and Leadership

3 Credits

Effective Date (7/1/2021)

List any Pre-requisite or Co-Requisite: None

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 Information

Professional experience information for instructors is found under *Faculty Information* in the online course menu.

Contact Information

Contact information for instructors is found under *Faculty Information* in the online course menu.

Course Description

This course provides teacher candidates with foundational evidence-based practices in planning, instruction, and assessment for ELL students. Topics will surround ELL teaching pedagogy (such as the SIOP model, TPR, GLAD, BICs/CALPs, CALLA), and other supplemental teaching resources that can help ELL students access instruction and maintain academic rigor. This course will focus heavily on strategies for scaffolding and differentiation for ELL learners within general education settings. Course includes components of state requirements for certification.

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 (“Find Your Textbook” button).

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 electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Analyze and reflect on the classroom, school, and community experiences of ELLs and how such experiences influence the education of culturally and linguistically diverse populations.

- Apply differentiated instruction and assessment strategies through research-based concepts and theories of educational linguistics, second language acquisition, and literacy development.
- Analyze a variety of materials for language learning including books, visual aids, props, realia, software, internet resources, native language resources and technological resources to enhance language and content-area knowledge.
- Apply a range of teaching strategies, structures, and methods to support the development of higher-level thinking skills at all levels of language proficiency.
- Design plans to support English language learners' authentic engagement and interaction in a variety of learning environments (e.g., whole group, cooperative groups, independent learning, and individualized instruction).
- Construct and facilitate learning experiences that simultaneously develop English language proficiencies and discipline-specific knowledge.
- Create instructional plans and assessments to support ELLs' language development across language domains and within disciplines.

Shared Agreements

Our primary commitment is to **build relationships** both with each other and within ourselves. We share a *collective goal* of becoming critically conscious educators who are prepared to serve all students in our classrooms. A positive learning experience relies on creating an atmosphere where space is held for *multiple truths* to coexist, and where we begin to *notice and name power dynamics* in our own group and also in the education system, its processes, and its policies. We acknowledge that differences among our identities, social backgrounds and experiences will influence our perspectives and those of others. We agree to *share our truths bravely*, to *acknowledge the humanity* of each other and ourselves, and to *look for learning* in ourselves and others.

We agree to keep confidential all issues of a personal or professional nature that are discussed in class.

***adapted from Color Brave Spaces by Equity Matters (2021). www.equitymattersnw.com*

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

Strategies for Mainstream and Sheltered Classes for Reading, Writing, Listening, and Speaking (35% of Final Grade)

Candidates plan and teach a set of three consecutive lessons to ELL students including reading, writing, listening and speaking skills in a sheltered English program or in a mainstream classroom. Candidates determine the level of student proficiency using the ACTFL Proficiency Guidelines. Candidates use the English Language Development (ELD) standards for the State of Washington to determine instructional expectations for the students, and record the experiences in a Reflection Log.

The log includes:

- Description of target students
- Learning targets
- Instructional plans with clear description of how plan models methods, techniques, and strategies discussed in text
- Explanation of how the lessons construct a learning environment that supports both English language and literacy development and content area achievement
- Explanation of how the lessons, and the methods on which they are based, accommodate cultural differences and develop cultural awareness in the classroom
- Discussion of how the use of the strategies helped develop the students' BICS and CALPs with specific examples of student responses
- Samples of all teaching materials
- Student voice evidence of learning targets achievement
- Description of the "next steps" based on student performance and the ELD standards at the conclusion of these three consecutive lessons
- Reflection on each the lessons

Written Response: Barriers to ELL Students (15% of Final Grade)

In two 700-900 word essays, respond to the following:

1. Explain two primary barriers that ELL writers face; explain how these barriers are significant. Then, describe in detail two strategies that teachers can incorporate into their instruction that will help ELL students overcome these barriers. Cite information from your textbooks as well as a minimum of three other sources from any of City University library's databases.

2. In a detailed analysis, describe how writing assessment for ELL students differs from native-writer assessment. What adaptations will you make for writing assessments for ELL students versus native-writer assessments. Research supporting assessment changes: Give specific examples from your textbooks as well as a minimum of three other sources from any of City University library's databases.

Connection to Content Area (30% of Final Grade)

Candidates will identify a lesson in a general education content class such as Science or Social Studies where a section of text must be pre-taught to a group of ELL students. How will content be adjusted to make it accessible to students? What modifications and strategies will be used to allow all students to gain access to the content? This is a practical application of what will be done in a classroom and why that approach would be used for teaching your English Language Learners in a variety of settings, small group, inclusion, pull out, replacement classes.

Given the scenario, candidates will identify and explain four strategies and/or activities that would support the development of students' proficiency in four of the following five domains:

- Listening
- Speaking
- Reading
- Writing
- Visual Literacy.

Candidates will identify one strategy and/or activity for each of the four domains chosen, making specific reference to the text provided in this exercise.

For each chosen domain, provide a research based rationale that supports the use of the identified strategy and/or activity and next steps. Identify what group you are instructing for (beginners/advanced beginners, intermediate, advanced).

Participation, Engagement, and Essential Dispositions (20% of Final Grade)

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.

Course Policies

Participation

Participation will be graded based on engagement in class discussions and activities (both online and mixed modes). Online-only courses will be determined via active engagement in weekly discussion boards or other interactive opportunities provided by the instructor. Mixed mode courses will be determined based on presence in class and engagement with content and peers both within and outside of face-to-face class sessions.

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 the Provost or to the Vice President of Student Affairs.

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 includes 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 206.239.4752 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.