



FOCUSED PROGRAM REVIEW

Graduate ESOL Endorsement Program

Institution Contacts:

Dr. Gennie VanBeek, Dean
gvanbeek@linfield.edu
503-883-2238

Dr. Carrie Kondor, Director of
Education Department and
Program Contact
ckondor@linfield.edu
503-883-2201

Dr. Tonda Liggett, Associate
Professor and Report Author
tliggett@linfield.edu
503-883-2236

LINFIELD UNIVERSITY
McMinnville, Oregon

This report was provided to TSPC on: Sept. 8, 2023

5.3b

Table of Contents

PROGRAM PROGRAM DESCRIPTION.....	3
PROGRAM DELIVERY AND VARIANTS.....	5
COURSE OF STUDY AND SYLLABI.....	6
PROGRAM ALIGNMENT TO STATE STANDARDS.....	7
CLINICAL PRACTICES.....	12
KEY TRANSITIONS.....	13
ASSESSMENT AND RUBRICS/SCORING GUIDES.....	14
<i>Assessment #1</i>	14
<i>Assessment #2</i>	16
<i>Assessment #3</i>	16
<i>Assessment #4</i>	19
<i>Assessment #5</i>	19
PROGRAM DATA.....	21
PROGRAM RECRUITMENT AND RETENTION.....	28
ADDENDUM.....	28

Program Description

License and/or endorsement program name: **Graduate ESOL Endorsement**

Report submitted is for: Graduate ESOL Endorsement Program

Note: To click a box, double-click the box and select [Checked]. To remove, double-click and select [Not checked].

- Preliminary Teaching License: Elementary – Multiple Subjects (undergraduate)
- Preliminary Teaching License: Elementary – Multiple Subjects (graduate)
- Preliminary Teaching License: Single-subject areas (undergraduate)

Please indicate the single-subject content area(s) offered by your preliminary license program:

- Advanced Mathematics (includes Foundational)
- Agricultural Science
- Biology
- Business: Generalist
- Business: Marketing
- Career Trades Generalist
- Chemistry
- English Language Arts (includes Foundational ELA)
- Family and Consumer Sciences
- Health
- Integrated Science (includes Foundational Science)
- Physics
- Social Studies (includes Foundational Social Studies)
- Speech (Forensics)
- World Language:
 - Chinese
 - French
 - Japanese
 - German
 - Latin
 - Russian
 - Spanish
- Preliminary Teaching License: Single-subject content areas (graduate)

Please indicate the single-subject content area(s) offered by your preliminary license program:

<input type="checkbox"/> Advanced Mathematics (includes Foundational)	<input type="checkbox"/> Chemistry
<input type="checkbox"/> Agricultural Science	<input type="checkbox"/> English Language Arts (includes Foundational ELA)
<input type="checkbox"/> Biology	<input type="checkbox"/> Family and Consumer Sciences
<input type="checkbox"/> Business: Generalist	<input type="checkbox"/> Health
<input type="checkbox"/> Business: Marketing	<input type="checkbox"/> Integrated Science (includes Foundational Science)
<input type="checkbox"/> Career Trades Generalist	<input type="checkbox"/> Physics

- Social Studies (includes Foundational Social Studies)
- Speech (Forensics)

- World Language:
- Chinese
- French
- Japanese
- German
- Latin
- Russian
- Spanish

PROGRAM-REQUIRED AREAS:

- Art – includes: Undergraduate Graduate Post-graduate Initial Advanced
- Drama – includes: Undergraduate Graduate Post-graduate Initial Advanced
- Elementary – Multiple Subjects – includes: Graduate Post-graduate
(Only check if this report is for an in-service educator program. Pre-service program reports in this area are submitted in the Preliminary Teaching License: Elementary – Multiple Subjects report)
- ESOL – includes: Undergraduate Graduate Post-graduate Initial Advanced
- Library Media – includes: Undergraduate Graduate Post-graduate Initial Advanced
- Music – includes: Undergraduate Graduate Post-graduate Initial Advanced
- Physical Ed (PE) – includes: Undergraduate Graduate Post-graduate Initial Advanced
- Reading Intervention: Undergraduate Graduate Post-graduate Initial Advanced
- SPED: Deaf & Hard-of-Hearing: Undergrad. Graduate Post-graduate Initial Advanced
- SPED: Early Intervention: Undergraduate Graduate Post-graduate Initial Advanced
- SPED: Generalist: Undergraduate Graduate Post-graduate Initial Advanced
- SPED: Visually Impaired: Undergraduate Graduate Post-graduate Initial Advanced

COMMISSION APPROVED DUAL PROGRAM AREAS:

- Name: _____ – includes: Undergraduate Graduate Post-graduate Initial Advanced
- Name: _____ – includes: Undergraduate Graduate Post-graduate Initial Advanced
- Name: _____ – includes: Undergraduate Graduate Post-graduate Initial Advanced
- Name: _____ – includes: Undergraduate Graduate Post-graduate Initial Advanced

OTHER LICENSE PROGRAMS:

- Teacher Leader License Program
- Principal License Program
- Professional Administrator License Program
- Initial School Counselor License Program
- Continuing School Counselor License Program
- Initial School Psychology License Program
- Continuing School Psychology License Program
- Initial School Social Worker License Program
- Continuing School Social Worker License Program

General description of the program:

The graduate ESOL Endorsement consists of four three-credit courses plus a two-credit practicum taken over four academic semesters with one course offered in the summer (Example: Fall 2023 - EDUC 540; Spring 2024 - EDUC 550; Summer 2024 - EDUC 545; Fall 2024 - EDUC 580 & 590). The Education Department partners with school districts to offer the courses on-site in school district buildings and/or on the Linfield campus.

Program completers receive the following TSPC license and/or endorsement(s): ESOL Endorsement

Name of the school or college where the program is housed (College of Education, School of Music, School of Social Work, etc.): Education Department

Degree awarded: N/A

Date this major modification was approved by the Commission: N/A

Provide information about any major changes that were made to the program after the initial approval by the Commission. Example: Items that were not anticipated at the time of the proposal should be included here. If no changes were made, select N/A: Our first cohort started February 2020. One month later, the COVID pandemic caused schools to shift to on-line instruction only. Because of this sudden and overwhelming adjustment for teachers, one key assessment in their first course, EDUC 540, was eliminated. This was the Narrative Case Study. They were able to complete the rest of the key assessments throughout the program. However, we did collect two cycles of data for this assignment with two other cohorts.

N/A

Program Delivery and Variants

Standard delivery:

Location: Linfield University or School District building

- Campus-based (traditional in person instruction)
 - Main campus Branch campus Other:
- Online program
- Hybrid program

Additional description (if needed):

Instruction was delivered at Linfield University for the local McMinnville cohorts. The program started in-person with a local McMinnville cohort; however, once COVID hit in March 2020, the instruction shifted to online. It eventually came back to in-person instruction for the local McMinnville cohorts. The Astoria cohort had online classes because of the distance to the school district with 2-3 classes in person at the Astoria Middle School.

Delivery variant(s)

Delivery variant:

Our first cohort with McMinnville School District was planned to be in-person, but because of COVID, we moved from in-person to online only, at first, and then we shifted to a hybrid model with some classes online and some in-person.

Location: Linfield University campus

- Campus-based (traditional in person instruction)
 Main campus Branch campus Other:
 Online program
 Hybrid program
 N/A (Select if this section is not applicable.)

If there is a delivery variant, indicate the license and/or endorsement name(s) for each variant: ESOL Endorsement

Or, indicate here if the license and/or endorsement name(s) for the variant is the same as the license and/or endorsement name of the standard delivery method:

Additional description (if needed): N/A

Number of credit hours required to complete the program: 14

- Semester | Quarter

Did anything for this section change from the EPP's approved proposal?

- Yes | No

If yes, please explain: The COVID pandemic caused us to move our classes from mostly in-person to on-line or hybrid.

Did the number of credit hours required to complete the program change?

- Yes | No

If yes, please explain:

Course of Study and Syllabi

EDUC 540: Foundations for Linguistically and Culturally Diverse Learners

https://docs.google.com/document/d/173QV_xcGimNkGjWao16aMhxeE6bpfhjr_QLBla-wqxQ/edit

EDUC 545: Linguistics for Teachers K-12

<https://docs.google.com/document/d/1oBNgFW6SPP0qzdlDgPh6OCrdpXhvMB9RiYoOPsO0kpM/edit>

EDUC 550: Language, Power, and Advocacy for ESOL

<https://docs.google.com/document/d/1iGyQShlyPyKkyOg0Eb7dWAOysGhxxGGAer01Ud3MvmM/edit>

EDUC 580: Planning, Implementing, and Assessing ESOL

<https://docs.google.com/document/d/1ClaNd5A4HQQtXTqVlzDk2dcwno0d7gflI9eTDJyP2mw/edit>

EDUC 590: ESOL Practicum

https://docs.google.com/document/d/1_tkGLfE9Mpqdv2jVJDoNK6znE7B9IGCTsa3yPuDjINQ/edit

Did anything for this section change from the EPP's proposal?

- Yes | No

If yes, please explain:

Program Alignment to State Standards

ESOL Alignment of Program to Standards

Name of program: ESOL			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the ESOL Program		
	Courses	Assessments <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
ESOL: Program Standards/Subject Test The program requires candidates to complete the Commission-approved test for ESOL.		NES ESOL Exam	

<p>ESOL: Program Standards/Clinical Practices</p> <p>The program requires candidates to complete field experiences that include supervised teaching or internships in ESOL classrooms.</p>	<p>EDUC 590: ESOL Practicum</p>	<p>EDUC 590 ESOL Practicum Settings: Candidates conduct practicums at the appropriate level for their license (EC/EL or ML/HS). Practicum hours target English Language Development (ELD) instruction for ELLs taught in the regular classroom (“push in”), ESL classroom (secondary) or pulled out of the classroom for small group instruction (“pullout” model). The instruction can take place in a variety of formats such as whole group, small group, and one-on-one instruction as well as lesson planning and assessment.</p> <p>EDUC 590 ESOL Practicum Required Hours: The Practicum is conducted in classrooms that focus on <i>both</i> aspects of ESOL/Bilingual instruction: Sheltered content instruction <i>and</i> ELD (English language development). The Practicum experience consists of 90 hours in the appropriate ESOL setting with at least 8 hours in an ELD setting if applicable. (More practicum hours may be required if the Linfield University supervisor feels that the candidate needs additional experience). The Practicum experience is by arrangement only and graded Met/Unsatisfactory</p>
---	--	---

<p>ESOL: Program Standards/Cultural Competency and Equitable Practice</p> <p>The program integrates principles of cultural competency and equitable practice in each competency standard through the entire ESOL endorsement program.</p>	<p>Cultural Competencies are assessed throughout the Linfield Graduate ESOL program, from the first course EDUC 540 (Foundations) to their final practicum course EDUC 590.</p> <p>EDUC 540: Foundations for Teaching ESOL: Through reading responses, students connect issues regarding Emergent Bilingual students to their course readings and personal experiences. Also, in this course, students complete a final aesthetic project with a focus on social justice for Emergent Bilingual students.</p> <p>EDUC 550: Language, Power, and Advocacy for ESOL: This course involves a four-part social justice and advocacy project that includes interviewing key stakeholders and developing and advocacy project. An essential piece of this project is to talk with other teachers, students, and administration to identify and develop a current area of strength or address a need. Practical skills in cultural competency are necessary to complete this project.</p> <p>EDUC 580: Planning, Implementing, & Assessing Instruction for ESOL: Students write and teach lessons with a focus on differentiation and assessment for varied language levels and engaging students from diverse backgrounds that build on students' prior education and funds of knowledge.</p>		
<p>ESOL Standard 1:</p> <p>Language: Candidates demonstrate the ability to know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Speakers of Other Languages (ESOL) and bilingual students' language and literacy development and content area achievement.</p>	<p>Courses:</p> <p>EDUC 540: Foundations for Teaching ESOL</p> <p>EDUC 545: Linguistics for Teachers</p> <p>EDUC 580: Planning, Implementing & Assessing Instruction for ESOL</p> <p>EDUC 590: ESOL Practicum</p>	<p>Assessments:</p> <p>EDUC 540: Reading Responses</p> <p>EDUC 540: Discussion Leader</p> <p>EDUC 540: Narrative Case Study</p> <p>EDUC 545: Reading reviews</p> <p>EDUC 580: ESOL Questions</p> <p>EDUC 590: Observations & Reflections</p>	<p>Clinical Practices:</p> <p>EDUC 590: ESOL Practicum</p>

<p>ESOL Standard 2: Culture: Candidates demonstrate the ability to know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL and bilingual students' cultural identities, language and literacy development, and content area achievement.</p>	<p>Courses: EDUC 540: Foundations for Teaching ESOL EDUC 550: Language, Power, and Advocacy for ESOL EDUC 545: Linguistics for Teachers EDUC 580: Planning, Implementing & Assessing Instruction for ESOL EDUC 590: ESOL Practicum</p>	<p>Assessments: EDUC 540: Reading Responses EDUC 540: Discussion Leader EDUC 540: Narrative Case Study EDUC 550: Advocacy Project EDUC 545: Reading reviews EDUC 580: Portfolio EDUC 580: ESOL Questions EDUC 590: Observations & Reflections</p>	<p>Clinical Practices: EDUC 590: ESOL Practicum</p>
<p>ESOL Standard 3: Planning, Implementing, and Managing Instruction: Candidates demonstrate the ability to know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESOL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.</p>	<p>Courses: EDUC 545: Linguistics for Teachers EDUC 580: Planning, Implementing & Assessing Instruction for ESOL EDUC 590: ESOL Practicum</p>	<p>Assessments: EDUC 545: Reading reviews EDUC 545: Student writing samples EDUC 545: Final exam EDUC 580: Portfolio EDUC 580: ESOL Questions EDUC 590: Mid-term Assessment EDUC 590: Final Assessment EDUC 590: Observations & Reflections</p>	<p>Clinical Practices: EDUC 590: ESOL Practicum</p>

<p>ESOL Standard 4: Assessment: Candidates understand issues of assessment and use standards-based assessment measures with ESOL and bilingual students.</p>	<p>Courses: EDUC 545: Linguistics for Teachers EDUC 580: Planning, Implementing & Assessing Instruction for ESOL EDUC 590: ESOL Practicum</p>	<p>Assessments: EDUC 545: Student writing samples EDUC 580: Portfolio EDUC 590: Mid-term Assessment EDUC 590: Final Assessment EDUC 590: Observations & Reflections</p>	<p>Clinical Practices: EDUC 590: ESOL Practicum</p>
<p>ESOL Standard 5: Candidates demonstrate knowledge of the history of ESL teaching. Candidates demonstrate the ability to keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates demonstrate the ability to use such information to reflect upon and improve their instructional practices. Candidates demonstrate the ability to provide support and advocate for ESOL and bilingual students and their families and work collaboratively to improve the learning environment.</p>	<p>EDUC 540: Foundations for Teaching ESOL EDUC 550: Language, Power, and Advocacy for ESOL EDUC 580: Planning, Implementing & Assessing Instruction for ESOL</p>	<p>EDUC 540: Reading Responses EDUC 540: Discussion Leader EDUC 540: Narrative Case Study EDUC 550: Advocacy Project EDUC 580: Portfolio</p>	

ESOL Standard 6: Candidates demonstrate the ability to use information technology to enhance learning and to enhance personal and professional productivity.	Courses: EDUC 540: Foundations for Teaching ESOL EDUC 550: Language, Power, and Advocacy for ESOL EDUC 580: Planning, Implementing & Assessing Instruction for ESOL	Assessment: EDUC 540: Narrative Case Study EDUC 550: Advocacy Project EDUC 580: Portfolio EDUC 590: Observations & Reflections	Clinical Practices: EDUC 590: ESOL Practicum
--	--	---	---

Did anything for this section change from the EPP’s proposal?

Yes | No

If yes, please explain:

Clinical Practices

Linfield ESOL Graduate Practicum	https://docs.google.com/document/d/1_tkGLfE9Mpqdv2jVJDoNK6znE7B9IGCTsa3yPuDjINQ/edit
----------------------------------	---

The ESOL Practicum is an in-depth examination of a candidate’s knowledge, skills and dispositions required for satisfactory instruction of Emergent Bilingual students (EBs) and English Learners (ELs). As a two-credit semester course, the practicum consists of 4 observations of in-service candidates by a Linfield University Supervisor. The purpose of the 90-hour practicum is to provide a space for the candidate to demonstrate proficiencies sufficient to navigate professional ESOL environments, technical lesson planning, curriculum design, and continuous improvement for ESOL teaching and learning. Using ESOL methods, candidates are expected to satisfactorily design, execute and present lesson plans specifically crafted for ELLs under the supervision of a Linfield University Supervisor.

Linfield ESOL Graduate Practicum Mid-term and Final Assessments	https://forms.office.com/Pages/DesignPageV2.aspx?prevorigin=OfficeDotCom&origin=NeoPortalPage&subpage=design&id=p3TcZsKSmkujZcqTzhd64xkefnUTuUNIn0xNospzeBJUMVnQMzlcUE9RVVVNVUwwUUVGM1Q2Uks3NCQIQCN0PWcu
Linfield ESOL Graduate Professional Dispositions and	https://linfield.sharepoint.com/:w:/r/sites/Education%20Department/_layouts/15/Doc.aspx?sourcedoc=%7B1C2F1A1F-4E34-4655-BD4B-E9419B0EF9D6%7D&file=Linfield%20ESOL%20Graduate%20Professional%20Dispositions%20and%20Assessments.docx

Technology Standards	20Dispositions%20and%20Technology%20Rubrics.docx&action=default&mobileredirect=true
----------------------	---

Candidate performance is measured through a mid-term and final assessment to demonstrate competencies on the OARS ESOL Standards that include SIOP Components, Linfield Professional Dispositions, and Technology Standards aligned with ITSE (see table on Key Assessments).

EDUC 580 taken concurrently with EDUC 590	https://forms.office.com/Pages/DesignPageV2.aspx?prevorigin=OfficeDotCom&origin=NeoPortalPage&subpage=design&id=p3TcZsKSmkujZcqTzhd64xkefnUTuUNIn0xNospzeBJUMVNMzlcUE9RVVVNVUwwUUVGM1Q2Uks3NCQIQCN0PWcu
---	---

In addition, the practicum is designed to be taken along with EDUC 580 Planning, Implementing, and Assessing Instruction for ESOL. Taken together, these two courses mutually reinforce culturally and linguistically appropriate methods and strategies through guided practice in candidates' own classrooms. The requirements for the portfolio project in EDUC 580 (lesson plans, differentiation, assessment, and reflections) will be realized in real time, while candidates are receiving guidance and mentoring from the University Supervisor.

Did anything for this section change from the EPP's proposal?

Yes | No

If yes, please explain:

Key Transitions

Program Assessments		
Admission	Retention	Completion
Participants must hold an Oregon teaching or administrative license	Successful completion of Narrative Case Study in EDUC 540	Semester 1
Submit non-degree enrollment application for ESOL Endorsement	Successful completion of Advocacy Project in EDUC 550	Semester 2
Application fee	Successful completion of Mid-term and Final exam in EDUC 545	Semester 3
	Successful completion of Portfolio in EDUC 580; Mid-term, Final Evaluation in EDUC 590. Passing score on the ORELA ESOL endorsement examination.	Semester 4

Did anything for this section change from the EPP's proposal?

Yes | No

If yes, please explain:

Assessments and Rubrics/Scoring Guides

Did anything for this section change from the EPP's proposal?

Yes | No

If yes, please explain:

Assessment #1: Narrative Case Study (EDUC 540)

Description of assessment: A narrative case study is “an investigation of a single instance, usually with the goal of identifying and perhaps understanding how an issue arose, how a problem was resolved, often with the purpose of isolating critical incidents that act as decision points for change (Newby, 2014, p. 103).” For this assignment, think beyond an individual student to: your classroom, your school, the school district, state level education policy, or a broad issue such as curricula, district policy, parental involvement in relation to our readings on immigration. Contextualize and research an issue; collect the necessary data; analyze it; connect it to our readings/films/discussions; and finally discuss further implications or next steps. How might you ameliorate this specific issue? How could you change the situation based on what you now know about immigration and immigrant students? What additional considerations beyond language learning inform the questions you will ask to get at a remedy for this issue? Please use the outline format below for the sections of your paper.

- A. Introduction of issue
- B. Context and research
- C. Research
- D. Analysis of Research
- E. Connections
- F. Further Implications

Paper details: 12 pt. font; 1.5 spacing; APA format; 5-7 references; 6-8 pages. Newby, P. (2014). *Research methods for education, 2nd edition*. London: Routledge.

How it is used and when it is administered in the program:

This assignment comes at the end of students' first semester course and is designed to have them synthesize their case study information and locate it in a broader state and/or national context. This will enable them to make nuanced connections and better understand how classroom issues intersect with political, economic, and social contexts.

How it aligns with program's standards: See rubric and alignment below

Scoring Rubric for Narrative Case Study			
Does not Meet (less than 12 points)	Developing Proficiency (13-15 points)	Proficient (16-18 points)	Exceeds (19-20 points)
Key concepts are not included or explained and reveal misunderstandings . Few examples from student and classroom (data) exist and are	Key concepts are described with few connections and examples Examples from student and classroom (data) are sparse and lack clear	Key concepts are presented and explained with some connections, examples, and explanations . Examples support key concepts are generally	Key concepts are directly connected to detailed specific examples and supported with strong explanations and connections and are well thought-out.

<p>presented isolated from text.</p> <p>Language is informal and errors in language interfere with meaning.</p> <p>No additional sources beyond the text are included. References to text are limited or nonexistent.</p> <p>No mention of further implications from data</p> <p>Lack of professionalism is evident.</p>	<p>connections to concepts from texts.</p> <p>Language is informal and errors in language interfere with strong voice.</p> <p>Sources are minimal and cited irregularly or incorrectly.</p> <p>Briefly mentions further implications from data but does not expand</p> <p>Some evidence of understanding and application of professionalism is evident throughout.</p>	<p>connected to concepts from texts.</p> <p>Academic language is present.</p> <p>Minimal sources beyond the text are used to support claims.</p> <p>Further implications from data is discussed with some details.</p> <p>Evidence of understanding and application of professionalism is evident throughout.</p>	<p>Academic language is used to provide transitions and clarity.</p> <p>Various sources are used to support claims explicitly cited in APA format</p> <p>Further implications from data is discussed with details and next steps explained.</p> <p>Evidence of understanding and application of professionalism is evident throughout and supported with research citations.</p>
--	---	---	--

	Reading Response Papers	Narrative Case Study	ESOL Analysis Q #5— Interviews	Prepared Participation and Discussion Leader
EDUC 540 Course Goals	1,2,3,4	1,2,3,4,5	2,4,5	1,2,3,4,5
EDUC Dept. Conceptual Framework	1,2,3	1,2,3	1,2,3	1,2,3
Linfield University Core Themes	1,2,3,4	1,3,4	1,3,4	1,2,3,4
InTASC Standards (CAEP 1.1)	1,2,3,4,7,8,9,10	1,2,3,4,5,6,9,10	4,7,9,10	1,2,3,4,5,6,7,8,9,10
TESOL/NCATE Standards	1b,3a,3c,4a,4b,4c	3a,3b,3c,4a,4b,4c	3b,3c,4a	1b,3a,3b,3c,4a,4b,4c,5b
584-420-0100 ELL Standards for All Programs	(a),(bC), (cA-D), (dA & B)	(a),(b),(c),(f)	(a)(B), (b)(C), (c)(A-D),(fB)	(aA),(bC),(cA-D),(dA&D),(eA&B),(fB)
584-420-0015 Reading Instruction: Program Standards	5(a), 5(b)			5(a), 5(b)
584-420-0016 Instruction on Dyslexia and Other Reading Difficulties Program Standards	(6),(5)			

Key Assessment #2: ESOL Analyses Questions 1-6 (all courses)

Description of the assessment: The ESOL Endorsement Questions are an assessment to measure TESOL Standards during the practicum experience. Candidates reflect on their own classrooms and connect to relevant research and theories on Second Language Acquisition, bicultural identity, and advocacy. There are six questions in total, each designed to assess TESOL standards for P-12 ESL Teacher Education. The ESOL Endorsement Questions will be used to demonstrate competency and are integrated in each course.

ESOL Analyses and Rubrics:

<https://padlet.com/kavilalinfield/esol-analyses-41tngc97bqnfzff>

Key Assessment #3: Advocacy Project (EDUC 550)

Description of the assessment:

This is an English learner/Emergent bilingual (ELs/EBs) social justice project that requires students to develop a plan of action that addresses one of the Action Assignments in our text, *Schooltalk*. This includes interviewing other teachers, students, and/or administrators to better understand the various perspectives around the issues that they are addressing.

Alignment to program standards:

	Reading Response Papers	Advocacy Project	Prepared Participation and Discussion Leader
EDUC 550 Course Goals	1,2,3,4	1,2,3,4,5	1,2,3,4,5
EDUC Dept. Conceptual Framework	1,2,3	1,2,3	1,2,3
Linfield University Core Themes	1,2,3,4	1,3,4	1,2,3,4
InTASC Standards (CAEP 1.1)	1,2,3,4,7,8,9,10	1,2,3,4,5,6,9,10	1,2,3,4,5,6,7,8,9,10
TESOL/NCATE Standards	1b,3a,3c,4a,4b,4c	3a,3b,3c,4a,5b	1b,3a,3b,3c,4a,4b,4c,5b
584-420-0100 ELL Standards for All Programs	(a),(bC), (cA-D), (dA & B)	(a),(b),(c),(e)	(aA),(bC),(cA-D),(dA&D),(eA&B), (fB)
584-420-0015 Reading Instruction: Program Standards	5(a), 5(b)		5(a), 5(b)
584-420-0016 Instruction on Dyslexia and Other Reading Difficulties Program Standards	(6),(5)		

CAEP Standard 1:4:

Candidates’ ability to provide effective instruction for all students (differentiation of instruction):

Students create and teach a lesson to their diverse group of peers following the Linfield Lesson Plan template in collaborative groups.

Candidates’ ability to have students apply knowledge to solve problems and think critically: Students conduct a semester long case study on one EL/EB student where they apply the theories and concepts in class to the student. Students have to think creatively and critically to make connections between research and practice.

Candidates’ ability to include cross-discipline learning experiences and to teach for transfer of skills: Students’ collect data throughout the semester on one EL/EB student in a variety of contexts (i.e. ELD, different subjects) and make connections to course content in the case study assessment.

Candidates’ ability to design and implement learning experiences that require collaboration and communication skills: Students are required to work with a collaborative peer during their aiding experience. Students are also assigned collaborative groups for their presentation to the class.

CAEP Standard 1.5: Technology

- **Design with technology:** Integrate technology when appropriate into class presentations
- **Assess using technology:** Blackboard assignments and grade book for assignments, Quizlet
- **Collaborate with technology:** Create and share lesson plan with collaborative group on a Google document.

How the assessment is used in the program:

This assessment is designed to give students the opportunity to implement an advocacy plan that they can enact in their school district or statewide to improve learning for ELs/EBs.

When administered in the program:

This assignment is created as a culminating project at the end of students' second semester course.

Rubric for assessment:

EDUC 550: Advocacy Project Rubric			
Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
Addresses how issue intersects with EL/EB language learning	Gives basic information about issue with one intersection	Provides some detail about issue with two intersections	Provides extensive detail about issue with three or more intersections to EL/EB language learning
Awareness of history, politics, and cultural influences with this issue	Interviews and/or analysis are aware of a knowledge of historical, political, and sociocultural variables.	Interviews and analysis reflect a strong knowledge of historical, political, and sociocultural variables. Examples are given that reflect complexity of these factors in relation to the project.	Interviews and analysis reflect strong knowledge of historical, political, and sociocultural variables. Examples make insightful connections that illustrate the complexity of these factors in relation to the project.
Awareness of intersections of the issue with language policy and practice	Project illustrates some knowledge of intersections with language policy and practice. Few examples or connections to readings or practice.	Project illustrates strong knowledge of intersections with language policy and practice. Some examples and makes some connections to readings and practice.	Project illustrates strong awareness and knowledge of complex intersections of language policy and practice. Relevant and insightful examples and connections to readings and practice.
Project will have an impact on improving EL/EB education	To be completed by student in future		
Identification of meaningful and important influence on other stakeholders and oneself	Gives basic information and includes connection to one stakeholder	Provides more detailed information and connects to two stakeholders	Provides extensive detail and context and connects to three or more stakeholders

Assessment #4: Portfolio-Social Justice Lesson Plans (EDUC 580)

Description of assessment: Students write three complete lesson plans using the SIOP templates or Linfield Lesson Plan Template. Each lesson will complete the first section of the template with content and language objectives and aligned assessments. Each lesson plan will contain each of the SIOP components outlined in the lesson plan template. Different models that lessons may be built on include (but are not limited to):

1. Translanguaging Design
2. Guided Language Acquisition Design (GLAD),
3. Cognitive Academic Language Learning Approach (CALLA).
4. Constructing Meaning (CM).

How it is used in the program: These series of lesson plans are designed and taught in the last two classes that candidates take in the program. They are the culminating assessments and are implemented in the students’ classrooms in tandem with the ESOL Practicum course that they take alongside this one.

Link to the assignment:

https://linfield.sharepoint.com/:w:/r/sites/Education%20Department/_layouts/15/Doc.aspx?sourcedoc=%7B8DD3657C-C61B-43FF-B720-FB894241A5DA%7D&file=EDUC%20580%20Syllabus%20Spring%202023.docx&action=default&mobileredirect=true

When it is administered: The three lessons are developed and delivered throughout the semester.

How assessments align with program standards:

580 Assessment Matrix	EDUC 580: Portfolio: Lesson Plans (3)	EDUC 580: Portfolio: Differentiation (3)	EDUC 580: Portfolio: Assessment (3)	EDUC 580: ESOL Analysis #2
EDUC 580 Course Goals	1, 2	3	4	1, 2, 3, 4, 5
EDUC Dept. Conceptual Framework	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3
Linfield University Core Themes	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
InTASC Standards (CAEP 1.1)	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
TESOL/NCATE Standards	2, 3, 4, 6	3, 4	3, 4	1, 2, 3, 4, 5
584-420-0100 ELL Standards for All Programs	(b), (c), (d), (f)	(c), (d)	(c), (d)	(a), (b), (c), (d), (e)

Key Assessment #5: Mid-term and Final Observation Evaluations (EDUC 590)

Description of assessment:

The Linfield ESOL Practicum is an in-depth experience and examination of a candidate’s knowledge, skills, and dispositions required for informed and effective instruction of Emerging Bilinguals (EBs) and English Learners (ELs) and engage teachers in reflective and skilled practice. Using standards-based and research-based strategies, methods, and assessment, candidates are expected to satisfactorily design, implement, assess, and reflect on instruction specifically crafted for EBs/ELs under the supervision of a Linfield University Supervisor. Candidate performance is measured through a proficiency-based field rubric that measures the TESOL standards formally assessed in the Linfield Graduate ESOL program.

How it is used in the program:

The mid-term observation evaluation is used to see how the teacher is incorporating the social justice lesson plan material into classroom instruction and curriculum design. The final one looks to see how adjustments from the mid-term are improved upon and incorporated into teaching practice.

Link:

<https://forms.office.com/Pages/DesignPageV2.aspx?origin=NeoPortalPage&subpage=design&id=p3TcZsKSmkujZcqTzhd64xkefnUTuUNIn0xNospzeBJUMVNQMzICUE9RVVNVUwwUUVGM1Q2Uks3NCQIQCN0PWcu>

When it is administered:

The mid-term observation eval is used at the mid-point of the semester and the final one at the end of the semester.

How assessments align to program standards:

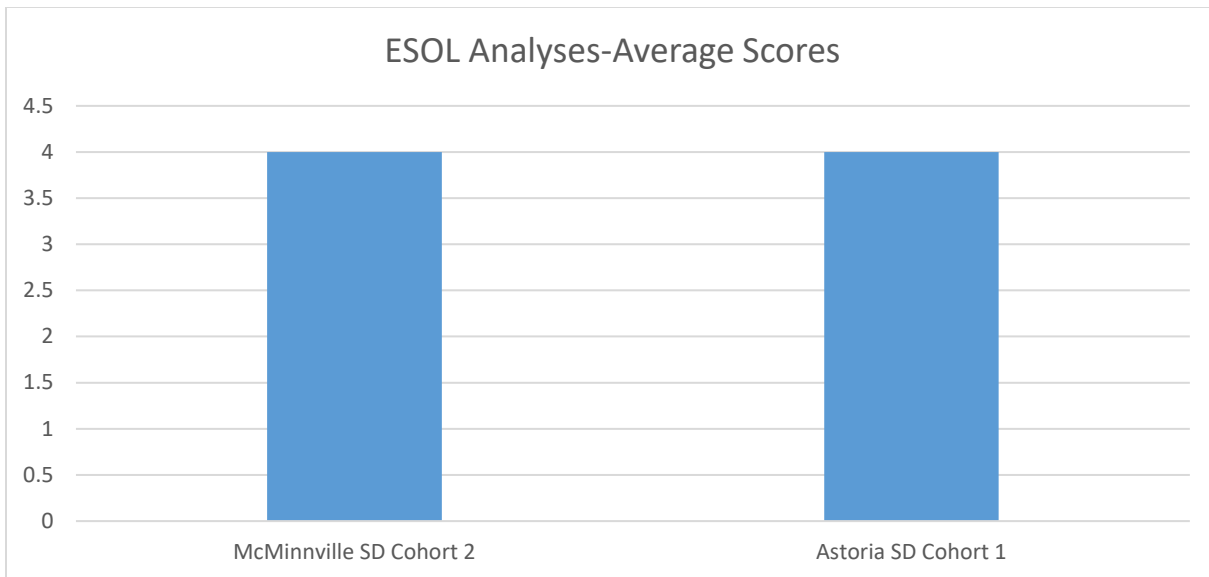
590 Assessment Matrix	EDUC 590: Mid-term Assessment	EDUC 590: Final Assessment	EDUC 590: Observations & Reflections	EDUC 590: 90-hour Practicum and ELD requirement
EDUC 590 Course Goals	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
EDUC Dept. Conceptual Framework	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3
Linfield University Core Themes	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
InTASC Standards (CAEP 1.1)	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
TESOL/NCATE Standards	3, 4	3, 4	1, 2, 3, 4, 6	1, 2, 3, 4, 5

584-420-0100 ELL Standards for All Programs	(b), (c)	(b), (c)	(a), (b), (c), (d), (f)	(a), (b), (c), (d), (e)
---	----------	----------	-------------------------	-------------------------

Data:

Data from Key Assessment #1: Narrative Case Study (EDUC 540)

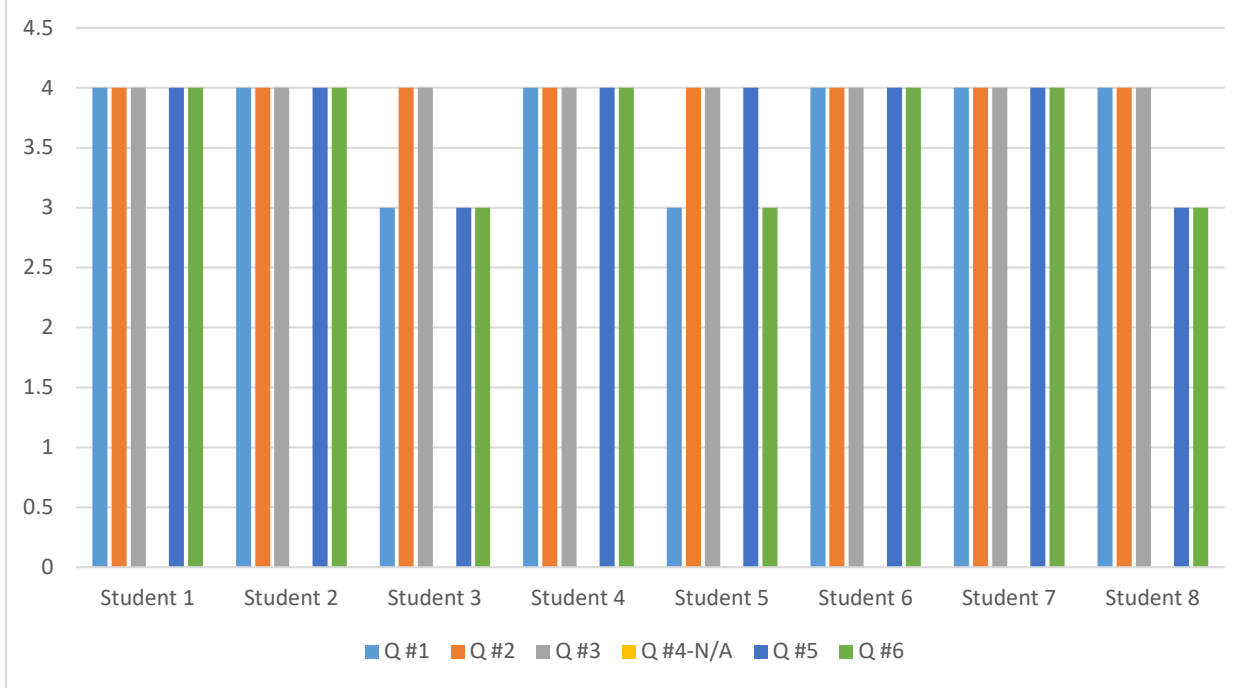
The data shows the Narrative Case Study grades from each cohort. The highest score of 4 represents an A grade. This is the key assessment that MSD cohort #1 was not able to complete because of COVID.



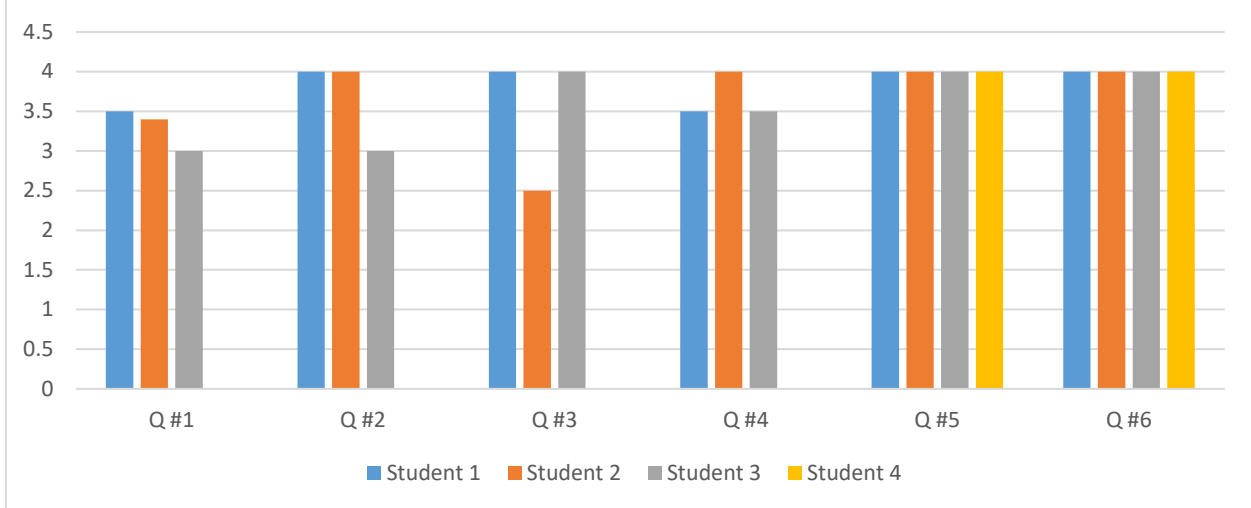
Data from Key Assessment #2: ESOL Analyses Questions 1-6

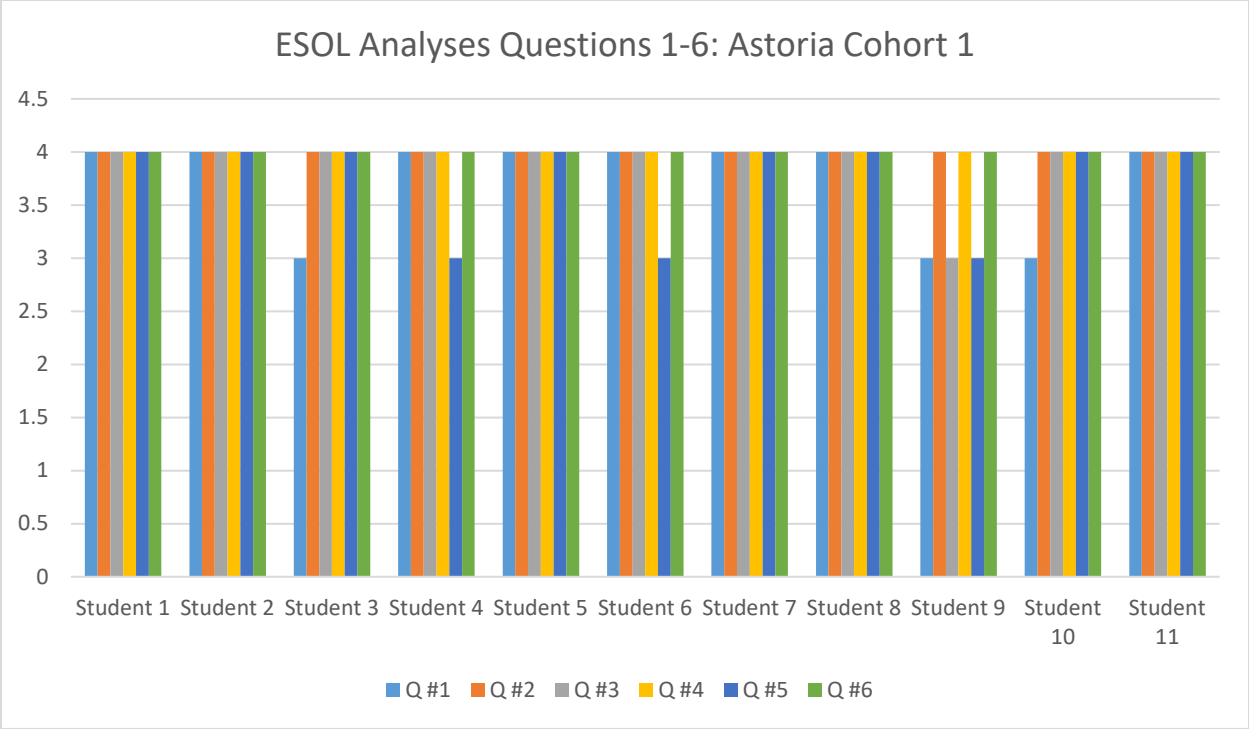
Each course incorporated at least one analysis question into the course work.

ESOL Analyses Questions 1-6: MSD Cohort 1

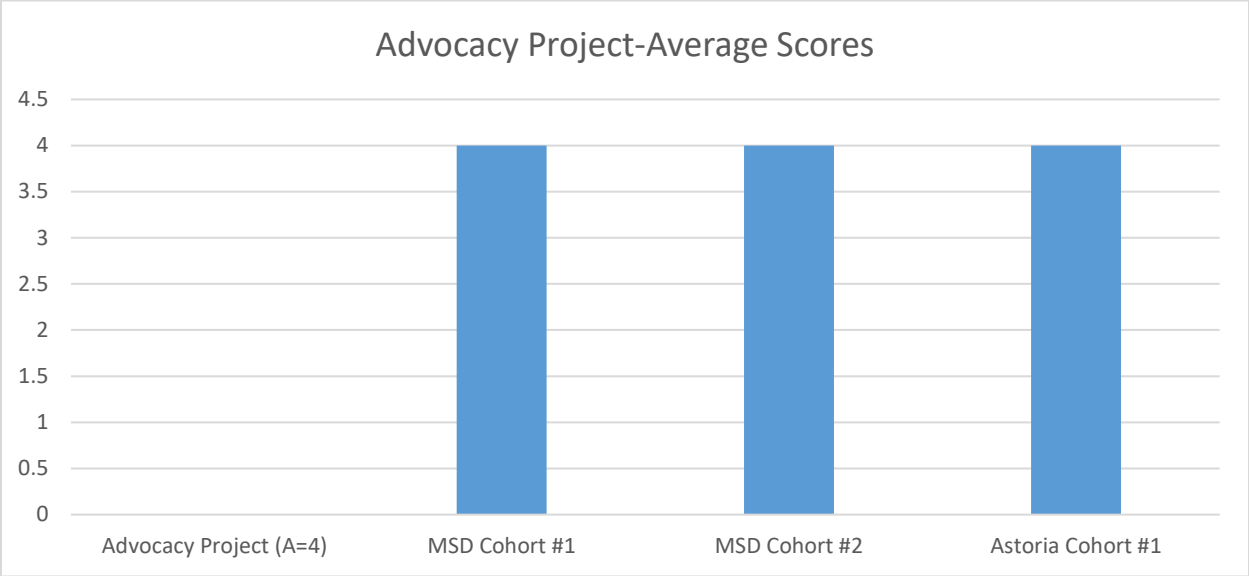


ESOL Analyses Questions 1-6: MSD Cohort 2

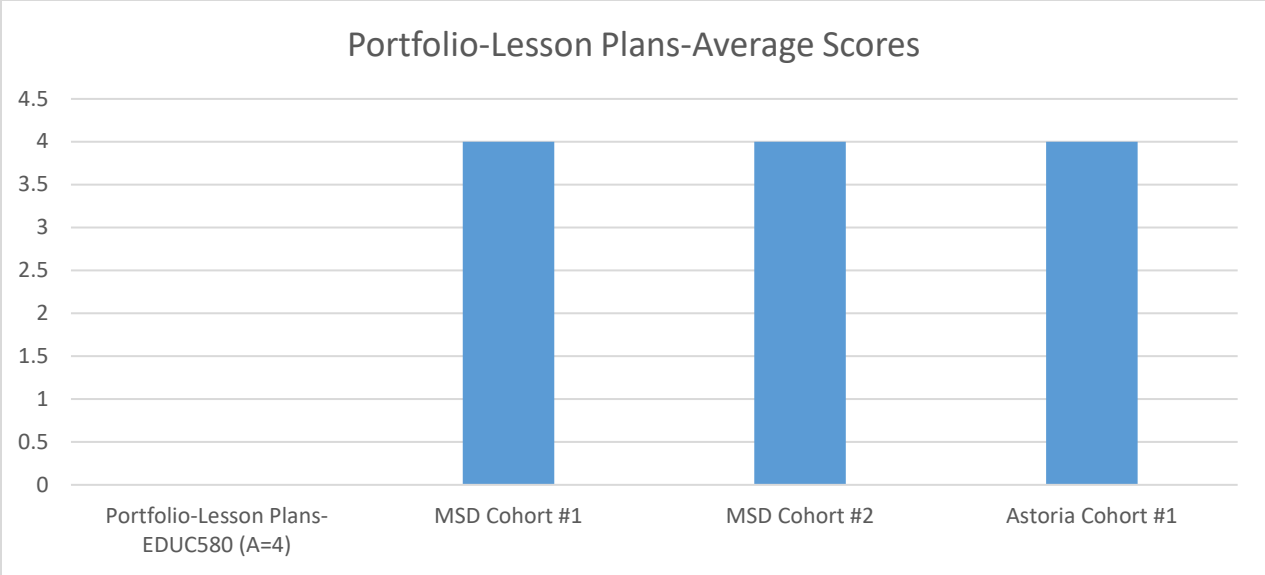




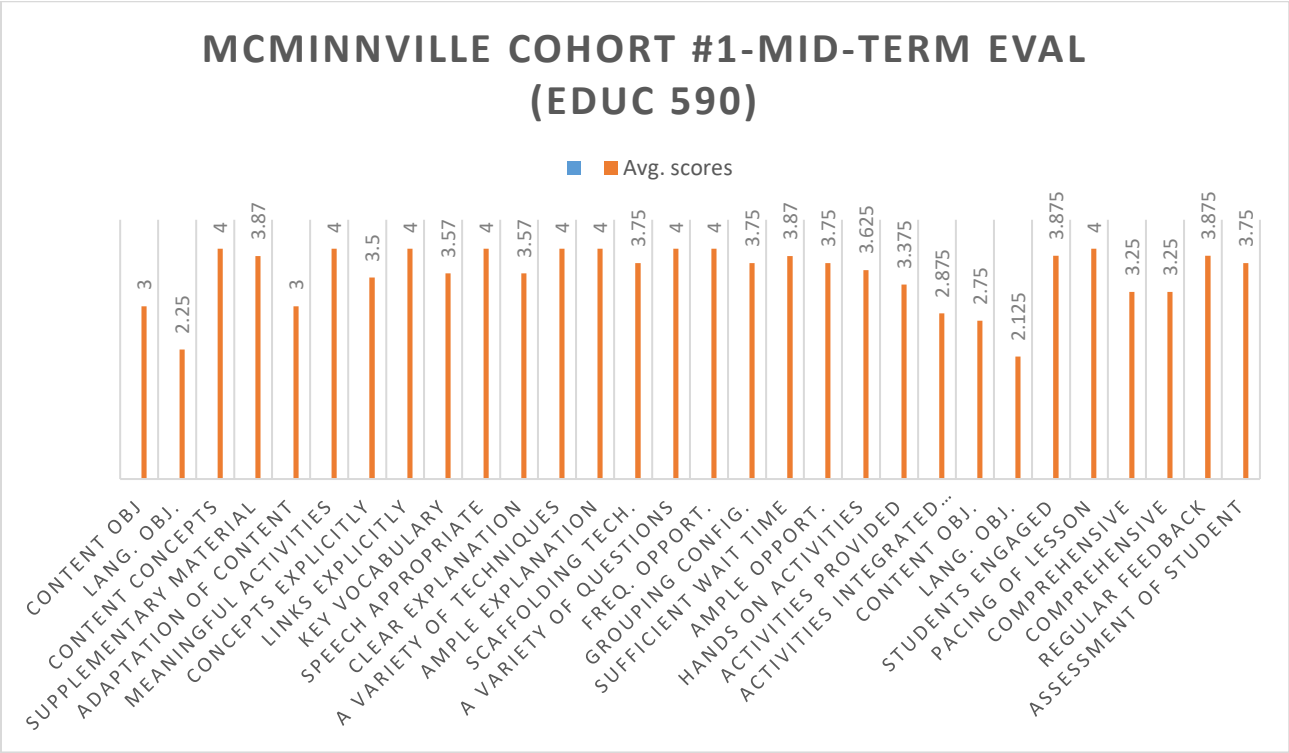
Data from Key Assessment #3: Advocacy Project (550)
 This was a culminating project that students worked on during the last half of the semester. A grade of 4 represents an A.



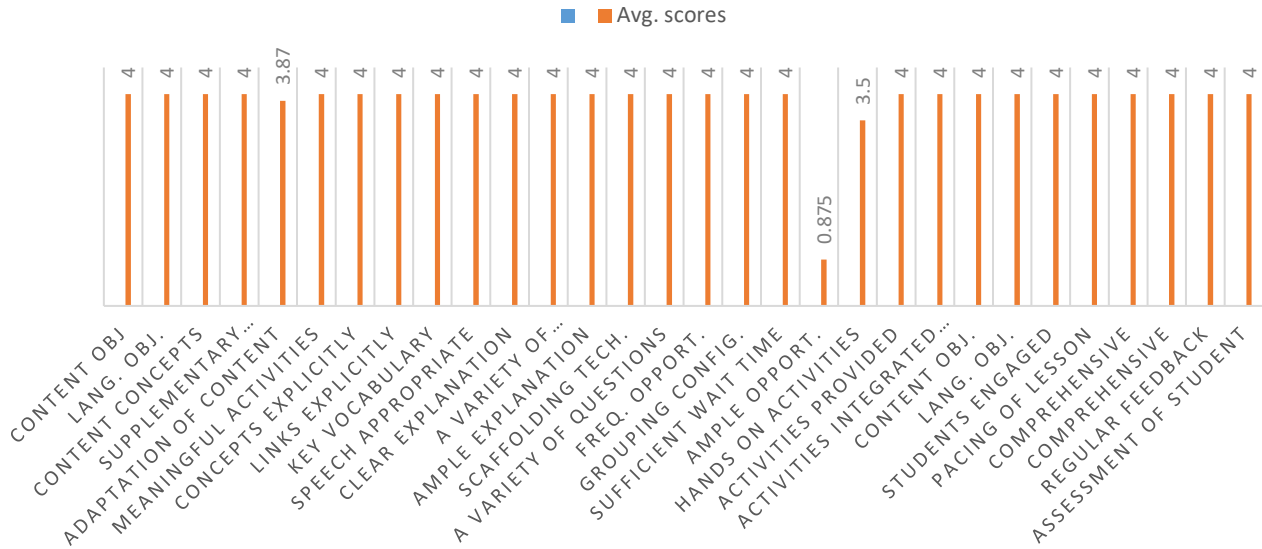
Data from Key Assessment #4: Portfolio-Lesson Plans (EDUC 580)
 The overall portfolio consisted of 3 social justice lesson plans that students taught throughout the semester. The highest grade of 4 represents an A.



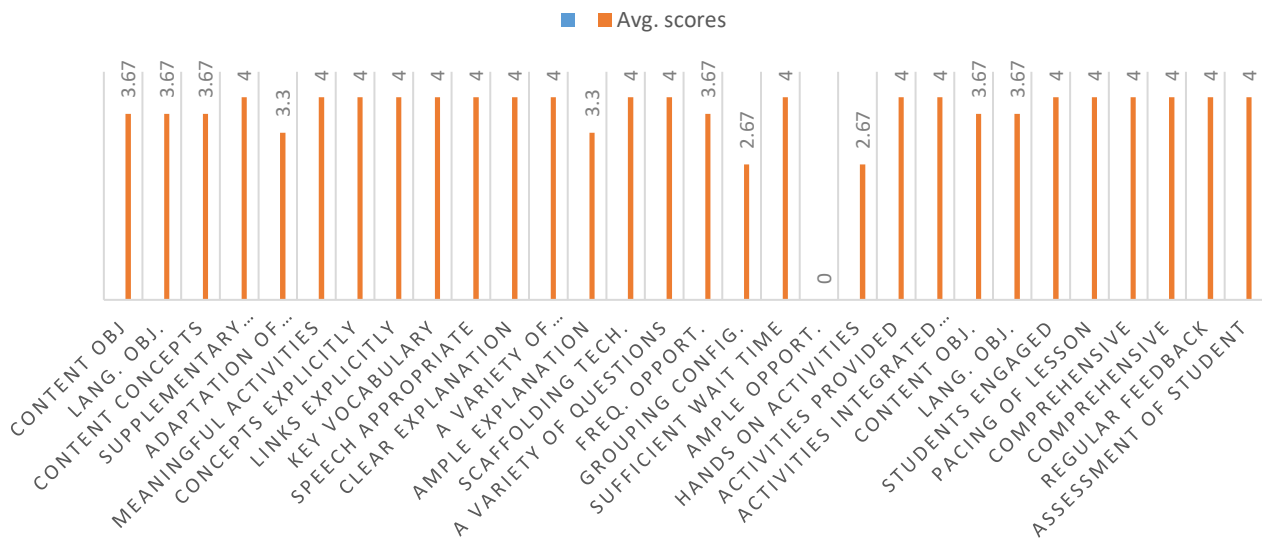
Data from Key Assessment #5: Mid-term and Final Observation Evaluations (EDUC 590)
 This data was collected from the lesson plans that they delivered during this final practicum.



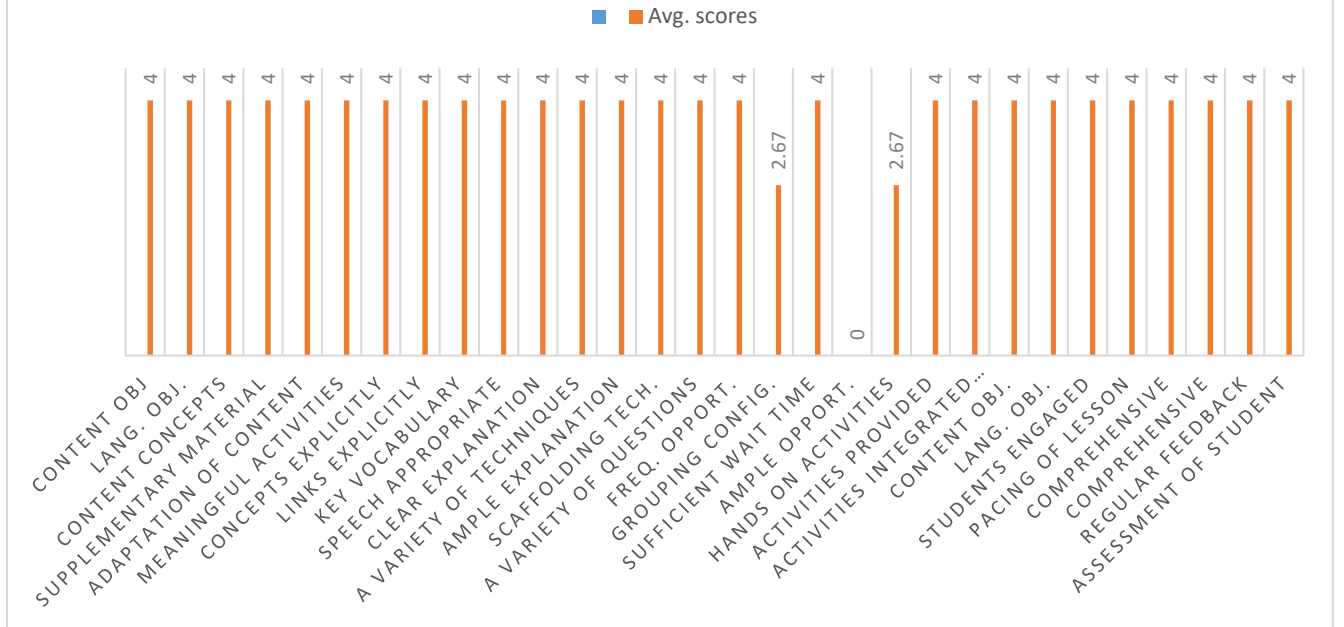
MCMINNVILLE COHORT #1-FINAL EVAL (EDUC 590)



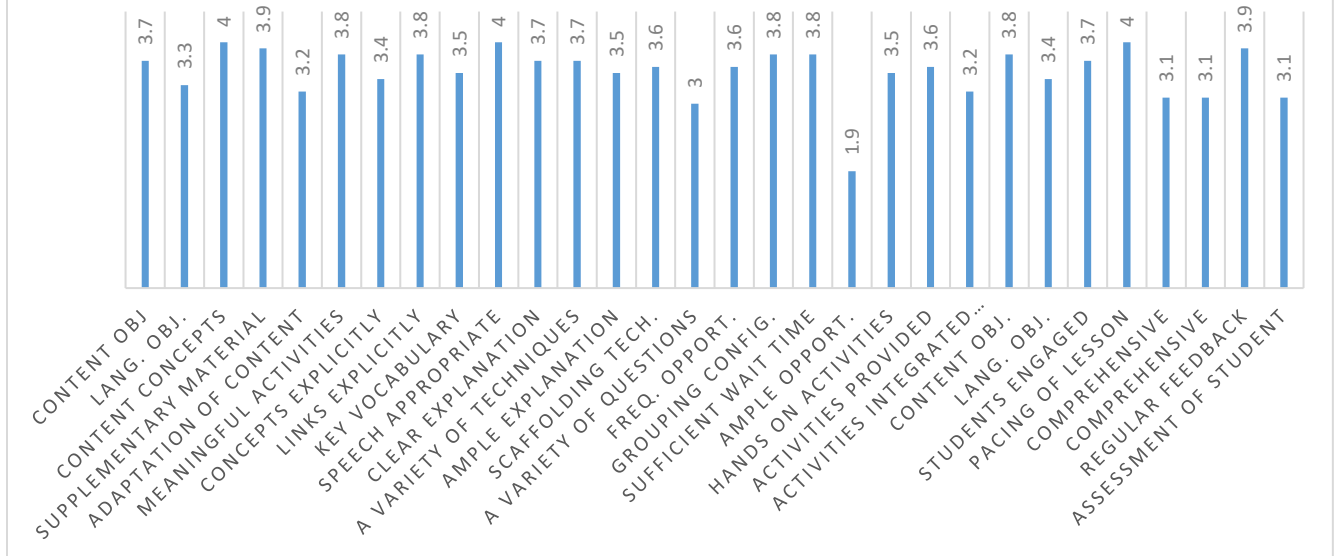
MSD COHORT #2-MID-TERM EVAL



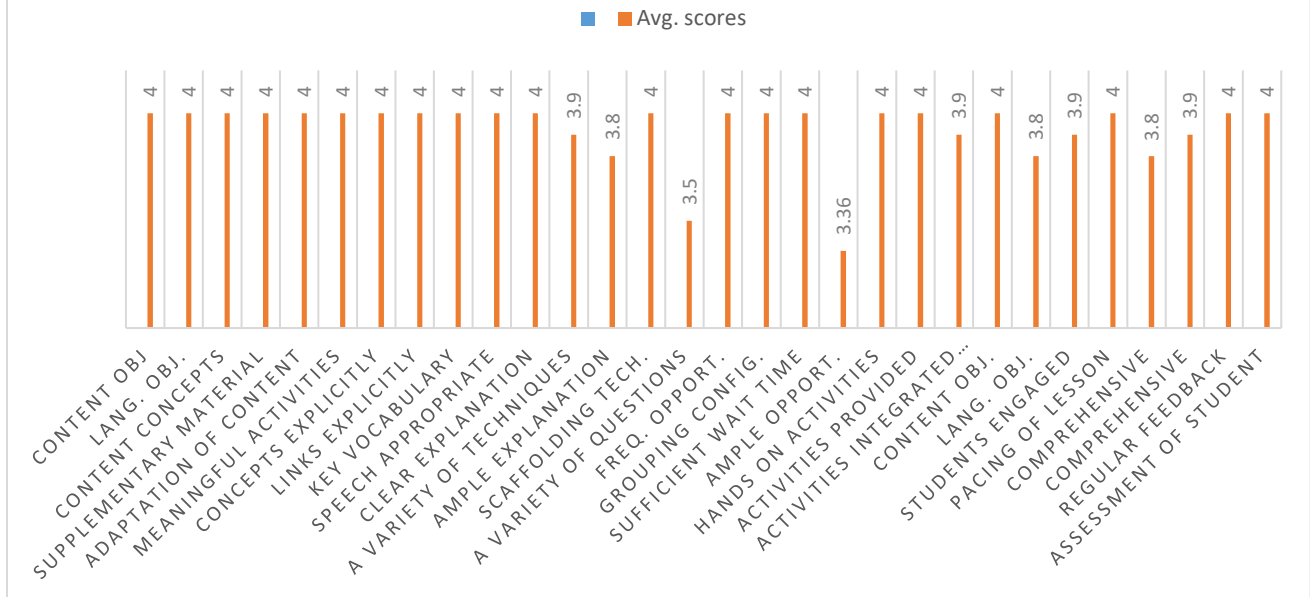
MSD COHORT #2-FINAL EVAL



ASTORIA COHORT #1-MID-TERM EVALS- AVG.SCORES (0-4)



ASTORIA COHORT #1-FINAL EVALS



Summary Narrative of Data:

The data from the five assessments above can be used to inform EPP instruction in several ways. For example, in our future classes, we could note that the Narrative Case Study shows that all participants averaged an A grade. To get more nuanced information, we could add a student self-assessment to the assignment to see if there were areas that the teachers thought could be expanded or contracted to provide more effective learning for their ELs/EBs.

For the ESOL Analyses Questions, students more often scored lower on Q #1 (Letter home & data analysis) and #5 (Interview). These questions challenge students to make connections between their individual teaching context and the broader school community in relation to the state or national context of education. Such connections across various contexts are complex and dynamic, so it may be helpful to incorporate more formative assignments throughout their coursework that press them to cross boundaries of individual, societal, and institutional levels of analyses.

Regarding the Advocacy Project, I realized that there is an assumption that the students will be able to implement the project in the future because it is constructed during the course, but not implemented within the semester timeframe. My worry is that teachers get so busy, they might not have time to implement it in the future. I will continue to think of ways to modify it, perhaps we could scale it down, so that the implementation could start in the course. In this way, the teachers could begin to see results from the project and have a better chance of sustaining the initiative going forward.

The Portfolio Lesson Plans and the Mid-term and Final Observation Evaluations are mutually informative in the sense that they go hand-in-hand. When we compare the mid-term scores to the final scores in all cohorts, we can see great improvement in most areas. This indicates that students are able to incorporate and improve upon the lesson plan implementation during the course of the semester. This model allows for constructive feedback at the mid-point and effective scaffolding to reach optimal EL student learning.

Program Recruitment and Retention

Linfield University Education Preparation Program Five-Year Strategic Recruitment and Retention Plan <https://drive.google.com/file/d/1PbQYyvhOdji2gxBnzkAiPGp7vcxYXSJR/view?usp=sharing>.

Narrative:

We started our first ESOL Endorsement cohort in Spring 2020. For recruitment, we wanted to connect with our local school district in McMinnville, so I reached out to the Director of Human Resources and the Director of Curriculum & Instruction. We set up a meeting with the district stakeholders and Linfield faculty that would be involved in the endorsement program. Once we agreed upon a model of delivery and the location for the classes, the Director of HR sent out an email to all teachers to gauge the level of interest in enrolling. I held a Zoom information session for teachers to attend and ask questions about the program, courses, time commitment, etc. After this, we ultimately ended up with 8 teachers in the first cohort that completed all of the requirements to receive their endorsement.

Once the first cohort finished, we recruited for another cohort to start the semester after the completion of the first one, in Fall 2022. The aftermath of COVID had really drained the energy from many teachers, and I believe the effects from it led to a smaller number of teachers who were able to commit to the coursework. We started with five teachers, but two had to withdraw because of family commitments and burnout. However, we had three ultimately complete the requirements for the endorsement.

Our third cohort started in Spring 2022 and consisted of teachers in the Astoria School District. I followed a similar process to that of McMinnville of reaching out to the Director of Curriculum & Instruction to try to recruit for a cohort. I held a Zoom information session and we ultimately had 11 teachers join. This past Spring 2023, all 11 completed their coursework and are in the process of completing the NES ESOL exam. Because of the distance to Astoria, the courses were mostly held online with a handful of in person classes during the year of their study.

Addendum

N/A



Linfield University Education Department

23SP EDUC 580 (LDougherty,): Planning, Implementing & Assessing Instruction for ESOL (3 credits)

Spring, 2023: Wednesdays 4:00-6:00 p.m.
2/13-5/26

Astoria Middle School or virtual

Final date, 5/24/2023 4:00 p.m., Astoria Middle School

Laurie Dougherty, (she/her/hers)

Office Hours: By appointment

Cell Phone Number: (503) 440-1019

Email Address: ldougherty@linfield.edu

Linfield Education [Student Handbook](#)

Linfield's Education Department Mission Statement

Linfield's teacher education program prepares students within the context of a strong liberal arts tradition that promotes a culture of engagement and excellence; integrated teaching and learning; global and multicultural understanding; and experiential learning through ongoing field experiences. Linfield's education faculty prepare teacher education candidates who understand and apply multiple theories of learning and content knowledge; develop dispositions and strategies for advocating for all learners; and reflect and act on their own behaviors and on the teaching and learning process. Candidates are prepared for service in educational settings within Oregon, across the nation, and throughout the world.

Linfield Education Department Conceptual Framework

Linfield Education Department faculty and students embody:

Learning Theory & Content Knowledge

- Draw upon research from multiple learning theories in developing praxis
- Use varied, engaging content pedagogy, including multiple modes of representation and communication, including the purposeful use of technology and media
- Develop and implement effective instruction based on content knowledge aligned to professional and state standards
- Apply understanding of motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

Advocacy for All Learners

- Use a culturally responsive approach to create instruction based on the contexts of community, school, families, and individual students.
- Collaborate with school and community personnel and resources, including families, to meet the needs of all learners
- Create a safe and positive classroom community based on equity, fairness, and the belief that all students can learn
- Plan lessons and assessments that address variation in learning styles, developmental levels, ability levels, and diversity among learners

Reflection & Action

- Analyze formative and summative assessments, making appropriate adjustments to instruction and educational programs
- Demonstrate self-awareness and growth in professional characteristics
- Seek opportunities for professional development by engaging in research, collaborating with colleagues and other professionals, attending professional meetings, and serving on professional committees within their disciplines

--	--	--

--	--	--

Diversity and Inclusion:

Linfield University honors human rights and academic freedom, celebrates diverse cultures, fosters a climate of mutual respect, and promotes an inclusive environment that affirms the value of all persons. This course will utilize the multicultural perspective that seeks to understand, value and embrace differences in people. In this course, we will treat each other with equal dignity, understanding, opportunity and respect as we gain cultural self-awareness and seek to learn and understand our differences in cultural values and norms as well as intersections of identity.

Click [here](#) for Definitions and Commitments for the Education Department.

Course Description

Current curriculum models, materials, teaching approaches and assessment techniques that maximize the language development and academic achievement of English language learners. Emphasizes strategies related to planning, implementing, and managing instruction that enable students in different proficiency levels to access the core curriculum and develop language skills. OFFERED THROUGH ONLINE AND CONTINUING EDUCATION (OCE) ONLY.

Required Texts/Important Resources

Echevarria, J., Vogt, M., & Short, D. (2013). *Making content comprehensible for English learners: The SIOP Model* (4th edition). Pearson: Saddle River, NJ. (ISBN: 978-0132689724)

Nutta, J. W., Strelbel, C., Mokhtari, K., Mihai, F. M., & Crevecoeur-Bryant, E. (2015). *Educating English learners: What every classroom teacher needs to know*. Cambridge, MA: Harvard Education Press.

Snyder, Sydney & Staehr Fenner, Diane (2021). *Culturally Responsive Teaching for Multilingual Learners Tools for Equity* (1st edition). Corwin: Thousand Oaks, CA.(ISBN: 97815544390253)

Vogt, M.E., Echevarria, J, & Washburn, M. (2015). *99 More Ideas and Activities for Teaching English Learners (1st Edition)*, Pearson: Upper Saddle River, NJ. (ISBN: 978-0133431063)

Recommended Texts

Farnsworth, T. L. & Malone, M. E. (2014). *Assessing English learners in U.S. schools*. TESOL Press: Alexandria, VA. (ISBN: 9-781942-223184)

Zwiers, J., O’Hara, S. & Pritchard, R. (2014). *Common Core Standards in diverse classrooms: Essential practices for developing academic language and disciplinary literacy*. Stenhouse Publishers: Portland, ME. (ISBN: 978-1571109972)

**Any additional readings will be available through our course site in Google classroom*

Pedagogical Approach: This course will follow a seminar format with a student-centered focus.

Required Activities & Assignments

Portfolio: Lesson Plans (3)	Course Goals 1 & 2	20% of your course grade
Share your Google Doc Lesson plan with Collaborative Peer		
<p>You will write three complete lesson plans using the SIOP templates or Linfield Lesson Plan Template. Each lesson will complete the first section of the template with content and language objectives and aligned assessments. Each lesson plan will contain each of the SIOP components outlined in the lesson plan template. Different models that lessons may be built on include (but are not limited to):</p> <ol style="list-style-type: none"> 1. Translanguaging Design 2. Guided Language Acquisition Design (GLAD), 		

--	--	--

3. Cognitive Academic Language Learning Approach (CALLA).
4. Constructing Meaning (CM).

Your lesson plans will need to be shared via google docs with your collaborative peer and your professor 5-7 days before you are scheduled to teach. Your final revised lesson plans will become part of your Final Teacher Portfolio. Ask your peers and professor to give you constructive feedback and ideas on your lesson.

Portfolio: Differentiation (3)	Course Goal 3	20% of your course grade
Share your Google Doc Lesson plan with Collaborative Peer		
For each lesson plan, you will describe in detail how you will use the ODE ELP standards to differentiate for various language levels. Possible categories for differentiation include but are not limited to: check-ins, frontloading vocabulary, frontloading content, establishing purposeful partners, working one on one with specific students, goal setting conferences		

Portfolio: Assessment (3)	Course Goal 4	20% of your course grade
Share your Google Doc Lesson plan with Collaborative Peer		
Each lesson plan contains alignment between the Content Standard/ Language Standard, Content Objective/Language Objective, and Content/Language Assessment. All three (standard, objective, assessment) need to align with each other and provide opportunities for students to show what they know in a variety of ways, produce academic language, self-assess, and/or document learning.		

ESOL Analysis #1 Parent Letter	Course Goal 4	20% of your course grade
<p>ESOL LETTER HOME + Data</p> <p>a. Provide evidence of communication between school and home including a letter from you to families and a survey/questionnaire to find out about literacy practices, interests, motivations, strengths, and needs. Some categories of your survey might include: Aspirational (hopes & dreams), Linguistic (i.e. literacies, storytelling), Familial (i.e. family members stories, traditions), Social Capital (i.e. networking & social institutions), Navigational (i.e. how EB students are successful in schools),</p> <p>b. Research demographic and socioeconomic data on your school from the ODE School Report Cards. Present this data as comparison between state/district/school in a table or graphic Statewide Annual Report Card. Relevant data includes percentage of Emergent Bilingual students, testing data on Math and ELA for EB students, percentage of teachers who represent the populations of the EB students, as well as any other relevant data for EB students.</p> <p>c. Description: Write a reflection on the dynamic personal, familial, cultural, and social contexts, including sociopolitical factors, that impact the education of ELLs. Describe how you use this information gathered in your teaching.</p> <p style="text-align: center;">CUNY Knowing Your Students, Parent Survey Ideas</p>		

ESOL Analysis #2-Key Assessment	Course Goal 5	20% of your course grade
<p>ESOL LESSON PLAN: Social Justice Lesson Plan (not edTPA, not ELD)</p> <p>a.) Lesson Plan with a focus on embracing students' cultures and voices with a social justice and/or equity focus or theme that embeds English Language structures within content area (Your lesson should focus on current topics that are relevant and important for our students in today's society such as listening to each other's' voices, examining different opinions,</p>		

--	--	--

racism, bullying, social movements, etc...). Plan includes: [Social Justice Standard](#), English academic language functions, learning domains (speaking, reading, writing, listening), content-specific language and discourse structures, and vocabulary. **Plan includes various methods to increase participation and build on the backgrounds of Emergent Bilinguals**

b.) Teach Lesson and video record to be observed by your ESOL University Supervisor or Course Professor.

c.) Respond to ESOL Commentary Question Responses after teaching the lesson

See all of the ESOL Analyses with details and other resource material about Analysis #2 here:
<https://padlet.com/kavilalinfield/41tngc97bqnfzff>

Assessment Matrix

580 Assessment Matrix

580 Assessment Matrix	EDUC 580: Portfolio: Lesson Plans (3)	EDUC 580: Portfolio: Differentiation (3)	EDUC 580: Portfolio: Assessment (3)	EDUC 580: ESOL Analysis #2
EDUC 580 Course Goals	1, 2	3	4	1, 2, 3, 4, 5
EDUC Dept. Conceptual Framework	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3
Linfield University Core Themes	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
InTASC Standards (CAEP 1.1)	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
TESOL/NCATE Standards	2, 3, 4, 6	3, 4	3, 4	1, 2, 3, 4, 5
584-420-0100 ELL Standards for All Programs	(b), (c), (d), (f)	(c), (d)	(c), (d)	(a), (b), (c), (d), (e)

--	--	--

EDUC 580 Course Goals:

1. Design and apply the **SIOP Model components** and academic language development strategies in the complete Linfield Lesson Plan in order to improve the content and language learning
2. Investigate, evaluate, and apply aspects of standards-based content/ESOL **curricular models and strategies** (i.e., pedagogical & assessment techniques for EL/EBs) to promote language development through academic content context-specific and culturally relevant learning opportunities for EL/EBs in K-12 classroom contexts
3. Design strategies for **differentiation** using the ODE ELP Standards for various language levels that build on students' prior knowledge and funds of knowledge (personal and cultural assets).
4. Develop an awareness of and employ current ESOL classroom-based **assessment** tools & techniques and examine the ways assessment practices may create bias for EL/EBs
5. Demonstrate **professionalism** through regular attendance in, preparation for, and participation in class, as well as constructive interactions with peers & professors

<p>Education Department Conceptual Framework</p> <ol style="list-style-type: none"> 1. Learning theory and content knowledge 2. Advocacy for all learners 3. Reflection and action 	<p>Linfield University Core Themes</p> <ol style="list-style-type: none"> 1. Culture of engagement and excellence 2. Integrated teaching and learning 3. Global and multicultural understanding 4. Experiential learning 	<p>InTASC Standards (CAEP 1.1)</p> <ol style="list-style-type: none"> 1. Learner development 2. Learning differences 3. Learning environments 4. Content knowledge 5. Application of content 6. Assessment 7. Planning for instruction 8. Instructional strategies 9. Professional learning and ethical practice 10. Leadership and collaboration
<p>TESOL Standards ESOL Standard 1: Language ESOL Standard 2: Culture ESOL Standard 3: Planning, Implementing, and Managing Instruction ESOL Standard 4: Assessment ESOL Standard 5: History & Advocacy ESOL Standard 6: Technology</p>	<p>584-420-0010 ELL Standards for All Programs (a) Language (A) (b) Culture (C) (c) Planning, Implementing, and Managing Instruction (A), (B), (C), (D) (d) Assessment (A), (D) (e) Professionalism (A), (B) (f) Technology (B)</p>	

CAEP Standard 1.4:

- **Candidates' ability to provide effective instruction for all students (differentiation of instruction):** A key element of this course is to write lesson plans with a keen eye for differentiation for various language levels.
- **Candidates' ability to have students apply knowledge to solve problems and think critically:** Students apply their acquired knowledge on content and language objectives and strategies in developing their lesson plans for the portfolio and for the responses to the ESOL Questions.
- **Candidates' ability to include cross-discipline learning experiences and to teach for transfer of skills:** The lesson plans written in this course will be taught, observed and reflected on in their classrooms. Information from other ESOL courses will be transferred into these lessons.
- **Candidates' ability to design and implement learning experiences that require collaboration and communication skills:** Candidates will collaborate with ELD and other relevant specialists to design effective lessons for their EB students. Students will share their lesson plans via googledocs with a collaborative peer and professor for feedback.

--	--	--

CAEP Standard 1.5: Technology

- **Design with technology:** In planning lesson plans to meet content and language objectives, differentiation, and assessment, technology will be incorporated when appropriate
- **Assess using technology:** Assessment and feedback will be provided through googledocs and Blackboard
- **Collaborate with technology:** Lesson plans are shared via googledocs or sharepoint for collaboration with a peer and professor.

Grades

Course Requirements/Assignments	Points Possible
Portfolio: Lesson Plans (3)	20 points
Portfolio: Differentiation (3)	20 points
Portfolio: Assessment (3)	20 points
ESOL Analysis #1	20 points
ESOL Analysis #2	20 points
TOTAL	100 points

Grading Scale	
A	100 to 94%
A-	93 to 90 %
B+	89 to 87%
B	86 to 84%
B-	83 to 80%
C+	79 to 77%
C	76 to 70%
D	70 to 61%
F	60 to 0%

Graduate education students must score an 83% or higher in order to progress towards a licensure endorsement. Any grade below B is considered non-passing at the graduate level for licensure coursework.

Attendance, Preparation & Engagement:

Late Work

Assignments turned in after the due date stated on the syllabus will be considered late. Late assignments will earn a 10% deduction and will not be accepted after 1 week from the due date. If an incomplete is requested and approved, this 10% reduction in points will automatically be applied to the final grade. However, I understand that you all have full teaching schedules and other responsibilities. For that reason, I am happy to make individual adjustments for students of up to three days. If you need to take advantage of this extension, please discuss it with me ahead of the original due date so I know when to expect your work and can check in with you (email communication is fine). Exceptions will only be made for documented extenuating circumstances.

Absence Policy

Please notify the instructor before class if you must be absent. If you know you are going to miss class, turn your assignment in early, or find someone in the class to turn in your assignment. If you miss a class session, ask a classmate to collect handouts for you and complete all missed class activities and assignments.

--	--	--

The Education Department understands that certain absences are unavoidable and recognizes the following as excused absences:

- Personal illness – health care provider validation typically required
- Death or critical illness in the family
- Jury duty
- Military duties
- Religious observances of a student’s faith
- Participation in a university-sponsored activity – with official notification from university personnel

Therefore, students may miss two classes with no penalty: *save these for illnesses and/or emergencies!* After two absences, students may receive a deduction of 3% per absence. Please provide documentation for extended illnesses, death in the family, etc.

Zoom Attendance

If you have any symptoms of COVID (or another contagious illness), please notify me and join class via Zoom.

Invite Link
<https://linfielduniversity.zoom.us/j/95014444773>

Appropriate Usage: Electronic Device Policy

You will use your mobile learning devices when needed for activities and discussions in class. However, please follow reasonable expectations for courtesy and professionalism: Turn off or silence cell phones, keep laptops/tablets closed unless they are being used for research or note-taking, and refrain from text messaging in class. Model the same behaviors in our class that you will expect from your future students.

Citations

The proper format for references and citations is found in the latest APA publication manual (7th edition).

Sexual Misconduct and Relationship Violence & Title IX Statement (Updated August 2022)

Statement 1:

Sexual Misconduct and Relationship Violence & Title IX

Linfield University faculty are committed to supporting students and fostering a campus environment free of sexual misconduct and relationship violence. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct, sexual assault, domestic violence, dating violence, or stalking, all faculty and staff are obligated to report this disclosure to the Linfield Title IX Coordinator by emailing titleix@linfield.edu. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options and connect you with support services. If you would rather share information about these experiences with an employee who does not have these reporting responsibilities and can keep the information confidential, please visit [confidential resources \(https://inside.linfield.edu/sexual-misconduct/reporting-options/confidential.html\)](https://inside.linfield.edu/sexual-misconduct/reporting-options/confidential.html).

For more information about your rights and reporting options at Linfield, including confidential reporting options, please visit inside.linfield.edu/sexual-misconduct/. Support services are offered to all Linfield students regardless of whether or not they report. Still have questions? Email knowmore@linfield.edu.

Disability Statement:

Updated June 2022

Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations please contact Jeff Larson, Program Director of Learning Support Services (LSS), as early as possible to request accommodation for your disability. The timeliness of your request will allow LSS to promptly arrange the details of your support. LSS is located in Melrose Hall 020 (503-883-2562), or LSS@linfield.edu. We also encourage students to communicate with faculty about their accommodations.

COVID-19 Consideration

--	--	--

Students who are currently sick or who are on quarantine will communicate to Jeff Larson, Program Director of Learning Support Services (LSS), as early as possible to request temporary accommodation for their individual situation. LSS is located in Melrose Hall 020 (503-883-2562) or LSS@linfield.edu. Once notified by LSS for the need of accommodation, the instructor will determine the most appropriate way to stay current with class material and any missed work. All Linfield University faculty, staff and students are required to adhere to the temporary policies for pandemic response on the [Environmental Health and Safety site](#).

COVID-19: In Case of Local Outbreak:

In the event of disruption of normal classroom activities due to a coronavirus outbreak, information pertaining to the completion of this course will be communicated to all students. It is possible that the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to the course syllabus by the instructor.

Universal Design

"The design of instructional materials and activities that makes the learning goals achievable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, engage, and remember" (Council for Exceptional Children, p. 2, as cited in Burgstahler, 1998, p. 4). Everyone is eligible for these and other useful accommodations. Specific strategies incorporated into this course: *Sample [modify bullet points to fit your course]*

- *Daily agenda posted in the same place each day*
- *Protocols and other discussion strategies as a way of encouraging broad and equitable participation*
- *Verbal and written (in syllabus) invitation to students to meet with me one-on-one to discuss their disabilities or other academic/personal needs and how I can best make accommodations*
- *Ask students to notify me if they require preferential seating (to avoid distractions or for visual or hearing needs)*
- *Invite students to seek clarification: in class, via email, over the phone, and during office hours*
- *To reduce distractions, I will close the classroom door and pay attention to loud noises interfering with class*
- *Course materials are posted on Google Classroom: some students use the "read back" function on their computers to hear materials when reading or reviewing, while others may use magnification features while completing reading assignments*

Electronic Recording

Updated August 2021

To facilitate learning for all students in the current climate around COVID-19, faculty may opt to record their classroom activities for instructional purposes. The electronic recording of classroom lectures, discussions, simulations, and other course-related activity is governed by Linfield's Classroom Recording Policy ([Faculty Handbook](#), VII.26 and [Student Policy Guide](#)).

Writing Center

Linfield University provides a [Writing Center](#) for students to work one-on-one with a trained student writing consultant. If you struggle with writing or want support at any stage of the writing process, access a Writing Center tutor. Writing Center Resources: <http://www.linfield.edu/writing-center/writing-tip-sheets.html>

Learning Support Services

Regardless of whether you have an identified learning disability, all Linfield students can access resources from Linfield's Learning Support Services. They offer study strategies, time management, and notetaking support. <https://inside.linfield.edu/learning-support/index.html> Click here to enter text.

Academic Integrity Statement

Current as of 2/2/23

--	--	--

Linfield University operates under the assumption that all students are honest and ethical in the way they conduct their personal and scholastic lives. Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Anything less is unacceptable and is considered a violation of academic integrity. Furthermore, a breach of academic integrity will have concrete consequences that may include failing a particular course or even dismissal from the University. Violations of academic integrity include but are not limited to the following:

Cheating: Using or attempting to use unauthorized sources, materials, information, or study aids in any submitted academic work.

Plagiarism: Submission of academic work that includes material copied or paraphrased from published or unpublished sources without proper documentation. This includes self-plagiarism, the submission of work created by the student for another class unless he or she receives consent from both instructors.

Fabrication: Deliberate falsification or invention of any information, data, or citation in academic work.

Facilitating Academic Dishonesty: Knowingly helping or attempting to help another to violate the University's policy on academic integrity.

Faculty recognize their responsibility to help students understand academic integrity and how to conduct themselves with integrity in the classroom. To this end, faculty shall include a clear academic integrity policy within their syllabus.

Submitting content that has been generated by someone other than you, or was created or assisted by artificial intelligence software or word mixing software, is cheating and constitutes a violation of the Academic Integrity policy.

In dealing with breaches of academic integrity, the instructor shall have discretion as to what penalty to impose regarding the course grade. Within ten days of the discovery of an offense, the instructor must submit in writing a description of the offense to both the student and the Dean of Students, or designee. This description should include the course consequences for violations of academic integrity and the penalty given in the specific case. If the student disagrees with the accusation of breach of academic integrity, the student will use the Academic Grievance process as outlined in the University Catalog section entitled Academic Grievances. In addition, it is recommended that faculty issue an academic alert for any violation of the academic integrity policy.

The Dean of Students, or designee, will maintain a confidential list of students who are reported for violations of academic integrity in order to track repeat offenses. The Dean will have discretion to refer a first time offender to the University Hearing Board; however, any subsequent violations by the same student will automatically be referred to the University Hearing Board. This decision on referral will be communicated in writing to the student and to the instructor(s), who has (have) a legitimate educational interest.

The University Hearing Board may impose University-level penalties upon the offending student. Fundamental fairness shall be in force for all academic integrity proceedings, as outlined in the Policies and Procedures of the University Hearing Board (see the current Student Policy Guide).

Academic Dishonesty in the Context of Teacher Education

Teachers are held to the very highest ethical standards. Academic dishonesty will not be tolerated in the Education Department at Linfield University and will result in serious consequences. If you choose to engage in academic dishonesty in an education course and are caught, you will fail the assignment. In addition, all or any of the following may apply: you may fail the course, you may be denied the opportunity to repeat the course, your admittance in the teacher education program may be denied, you admittance to part-time or full-time student teaching may be denied, you may be pulled from your school placement (EDUC 040 observation), and your offense will be referred to the Dean of Students. The professor will make the decision and an appeal may be made to the Education Department.

Winter & Spring No-instruction Dates

- There will be no classes held during Spring Break, scheduled for March 27-31, per Astoria School District's Academic Calendar.

EDUC 580 Course Schedule:

	EDUC 580 Course Schedule:	Assignment
Week 1: Feb. 13-17	Introducing SIOP <i>Read: CM Intro</i> <i>Read: SIOP Ch. 1</i>	
Week 2: Feb. 20-24	Lesson Preparation Backward Design Standards: Oregon ELP <i>Read: SIOP Ch. 2</i> <i>Read: CM Tab 1</i>	
Week 3: Feb. 27-Mar. 3	Uniting Students' Schools Families, and Communities <i>Read: CRT for Multilingual Learners Ch.7</i>	Due: ESOL Analysis #1
Week 4: Mar. 6-10	Building Background & Vocabulary <i>Read: SIOP Ch. 3</i>	
Week 5: Mar 13-17	Comprehensible Input Strategies <i>Read: SIOP Ch. 4 -5</i>	Due: Lesson Plan #1
Week 6: Mar. 20-24	Interaction Practice & Application <i>Read: SIOP Ch. 6 -7</i>	
Spring Break Mar. 27-31	Spring Break	
Week 7: April 3-7	Lesson Delivery Review & Assessment <i>Read: SIOP Ch. 8</i> <i>Read: SIOP Ch. 9</i>	Due: Lesson Plan #2
Week 8: April 10-14	Differentiation <i>Read: Nutta Ch. 1 -3</i>	
Week 9: April 17-21	<i>Read: Nutta Ch. 4 -8</i>	Due: Lesson Plan#3
Week 10: April 24-28	<i>Read: Nutta Ch. 9 & 10</i>	
Week 11: May 1-5	Culturally Responsive Teaching <i>Read: CRT for Multilingual Learners Ch. 1-2</i>	Due: ESOL Analysis #2

--	--	--

Week 12: May 8-12	<i>Read: CRT for Multilingual Learners Ch. 3-4</i>	
Week 13: May 15-19	<i>Read: CRT for Multilingual Learners Ch. 5-6</i>	
Week 14: May 22-26	Course Wrap Up	Due: Final Portfolio

<p>EDUC 590 ESOL Practicum 2023 Spring: 2 credits EDUC 590: Arranged with University Supervisor Location: Teacher's classroom</p>	<p>Laurie Dougherty Email: ldougherty@linfield.edu; Phone (503) 440-1019 Stephanie Sparks Email: ssparks@linfield.edu Phone:: (503) 325-6441</p>
---	--

EDUC 590 ESOL Practicum

Linfield Education Department Conceptual Framework

Linfield's teacher education program prepares students within the context of a strong liberal arts tradition that promotes a culture of engagement and excellence; integrated teaching and learning; global and multicultural understanding; and experiential learning. Linfield's education faculty prepare teacher education candidates who understand and apply multiple theories of learning and content knowledge; develop dispositions and strategies for advocating for all learners; and reflect and act on their own behaviors and on the teaching and learning process. Candidates are prepared for service in educational settings within Oregon, across the nation, and throughout the world.

Linfield Education Department faculty and students embody:

1. Learning Theory & Content Knowledge

- Draw upon research from multiple learning theories in developing praxis
- Use varied, engaging content pedagogy, including multiple modes of representation and communication including the purposeful use of technology and media
- Develop and implement effective instruction based on content knowledge aligned to professional and state standards
- Apply understanding of motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

2. Advocacy for All Learners

- Use a culturally responsive approach to create instruction based on the contexts of community, school, families, and individual students.
- Collaborate with school and community resources, including families, to meet the needs of all learners
- Create a safe and positive classroom community based on equity, fairness, and the belief that all students can learn
- Plan lessons and assessments that address variation in learning styles, developmental levels, ability levels, and diversity among learners

3. Reflection & Action

- Analyze formative and summative assessments, making appropriate adjustments to instruction and educational programs
- Demonstrate self-awareness and growth in professional characteristics
- Seek opportunities for professional development by engaging in research and collaborating with colleagues and other professionals

ESOL Endorsement: Teachers preparing for an English to Speakers of Other Languages (ESOL) endorsement are required to demonstrate their competency on the English for Speakers of Other Languages (ESOL) program standards Oregon Administrative Rules (OAR 584-420-0360). These contain specialized knowledge, skills, and dispositions for teachers of English Language Learners.

Course Description:

The Linfield ESOL Practicum is an in-depth experience and examination of a candidate's knowledge, skills, and dispositions required for informed and effective instruction of Emerging Bilinguals (EBs) and English Learners (ELs) and engage teachers in reflective and skilled practice. Using standards-based and research-based strategies, methods, and assessment, candidates are expected to satisfactorily design, implement, assess, and reflect on instruction specifically crafted for EBs/ELs under the

supervision of a Linfield University Supervisor. Candidate performance is measured through a proficiency-based field rubric that measures the TESOL standards formally assessed in the Linfield Graduate ESOL program.

Prerequisite: Completion of ESOL courses: EDUC 540, EDUC 545, EDUC 550 with a grade of “C” or higher. Concurrent enrollment in EDUC 580. The Practicum experience is by arrangement only and graded Satisfactory/Unsatisfactory.

Course Goals:

This course is designed to

1. Mentor ESOL Endorsement candidates in methods and strategies to foster Academic English Language (AEL), bilingualism, and academic content in their own classrooms.
2. Observe and give feedback to practicum candidates teaching individual students as well as small and large groups of students to practice implementing strategies that enhance the learning and acculturation of English language learners (ELLs) and Emerging Bilingual students (EBs).
3. Reflect on teaching experiences and university supervisor feedback to analyze teaching and learning of EB students, share reflections with a collaborative peer.
4. Demonstrate professionalism documented through mid-term and final assessments and teacher dispositions.

Course Requirements:

- Schedule **4 observations total (2 before the Mid-term Evaluation and 2 after)** with Linfield University Supervisor
- **Two of these observations need to be from the three EDUC 580 fully developed lesson plans:**
 - **Teach** lessons to whole class or small group of students in classroom
 - **Differentiate** lessons for various language proficiency levels
 - **Assess** using multiple formal and informal methods, including collecting data on student learning
 - **Reflect** after teaching the lesson using the Linfield Lesson Plan ESOL Commentary questions, share reflection with a collaborative peer
- **Mid-term Evaluation** meeting with Linfield Supervisor plus Evaluation on Teacher Dispositions & Technology Standards
- **Final Evaluation** meeting with Linfield Supervisor plus Evaluation on Teacher Dispositions & Technology Standards

Practicum Settings: Candidates conduct practicums at the appropriate level for their license (EC/EL or ML/HS). Practicum hours target English Language Development (ELD instruction for ELLs taught in the regular classroom (“push in”), ESL classroom (secondary) or pulled out of the classroom for small group instruction (“pullout” model). The instruction can take place in a variety of formats such as whole group, small group, and one-on-one instruction as well as lesson planning and assessment.

Required Hours: The Practicum is conducted in classrooms that focus on *both* aspects of ESOL/Bilingual instruction: Sheltered content instruction *and* ELD (English language development). The Practicum experience consists of **90 hours** in the appropriate ESOL setting with at least 8 hours in an ELD setting if applicable.
(More practicum hours may be required if the Linfield Supervisor feels that the candidate needs additional experience).

University Supervisor (US) Responsibilities:

The candidate will have an ESOL US that serves as a mentor to guide, model, plan, and assess instruction.

1. The US needs to have a minimum of three years teaching experience and an ESOL Endorsement.
2. The US can be an on-site ELD teacher or administrator who meets the above requirements
3. The US will conduct four observations and complete four Linfield Observation forms
4. The US will meet with the candidate after the observations to provide feedback and go over the notes on the observation forms

5. For two of those four lessons, the student will teach from EDUC 580 lesson plans along with ESOL reflection commentaries after teaching.
6. The US (and School Liaison (SL) if possible) will fill out a Mid-term and Final evaluation plus Evaluation on Teacher Dispositions & Technology Standards for the candidate.
7. At the end of the practicum after the final assessment, the US will recommend or not recommend for the ESOL endorsement. After the final assessment has been filled out and signed, the US will submit the original to the Department Chair and ESOL Program Coordinator, and provide a copy to the candidate.
8. In the event there are concerns, the US, the SL, or the candidate may contact Tonda Liggett (tliggett@linfield.edu), the Graduate ESOL Program Coordinator. All communication and decisions will be documented.

Evaluation forms:

Practicum evaluation forms for ESOL Endorsement candidates include:

1. Mid-term evaluation plus Evaluation on Teacher Dispositions & Technology Standards
2. Final evaluation plus Evaluation on Teacher Dispositions & Technology Standards
3. Four official Linfield Observation forms

Grading:

- Candidates are graded Satisfactory or Unsatisfactory based on the quality of work listed above
- Evaluations based on ESOL Endorsement Standards Assessment Rubric
- Lesson plan evaluations based on Linfield ESOL Lesson Plan Template or SIOP Lesson Plan Template

Linfield University Disability Statement

Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations please contact Jeff Larson, Program Director of Learning Support Services (LSS), as early as possible to request accommodation for your disability. The timeliness of your request will allow LSS to promptly arrange the details of your support. LSS is located in Melrose Hall 020 (503-883-2562), or LSS@linfield.edu. We also encourage students to communicate with faculty about their accommodations.

COVID-19 Consideration:

Students who are currently sick or who are on quarantine will communicate to Jeff Larson, Program Director of Learning Support Services (LSS), as early as possible to request temporary accommodation for their individual situation. LSS is located in Melrose Hall 020 (503-883-2562) or LSS@linfield.edu. Once notified by LSS for the need of accommodation, the instructor will determine the most appropriate way to stay current with class material and any missed work.

All Linfield College faculty, staff and students are required to adhere to the temporary policies including face coverings, physical distancing and others linked [here](#).

COVID-19: In Case of Local Outbreak:

In the event of disruption of normal classroom activities due to a coronavirus outbreak, information pertaining to the completion of this course will be communicated to all students. It is possible that the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to the course syllabus by the instructor.

Academic Integrity

All students are expected to adhere to the college policy on academic integrity, as published in the Linfield University Course Catalog. Linfield College operates under the assumption that all students are honest and ethical in the way they conduct their personal and scholastic lives. Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Anything less is unacceptable and is considered a violation of academic integrity. Furthermore, a breach of academic integrity will have concrete consequences that may include failing a particular course or even dismissal from the college.

Violations of academic integrity include but are not limited to the following:

- *Cheating:* Using or attempting to use unauthorized sources, materials, information, or study aids in any submitted academic work.

- *Plagiarism*: Submission of academic work that includes material copied or paraphrased from published or unpublished sources without proper documentation. This includes self-plagiarism, the submission of work created by the student for another class unless he or she receives consent from both instructors.
- *Fabrication*: Deliberate falsification or invention of any information, data, or citation in academic work.
- *Facilitating Academic Dishonesty*: Knowingly helping or attempting to help another to violate the college's policy on academic integrity.

EDUC 590 Course Schedule (Spring 2023) *Schedule subject to change according to student needs	
Week	Practicum Calendar
1 Feb. 13-17	Linfield University Supervisor (US) Meeting: <ul style="list-style-type: none"> ● Meet with School Liason (SL) ● Exchange contact info ● Make plan for observations and feedback
2 - 7 Feb. 20- April 7	US Observation #1 and #2
8 April 10-14	Mid-term evaluation conference plus Evaluation on Teacher Dispositions & Technology Standards
9 - 13 April 17- May 19	US Observation #3 and #4
14 May 22-26	Final evaluation conference plus Evaluation on Teacher Dispositions & Technology Standards
15	All Evaluations due to Tonda Liggett

590 Assessment Matrix

590 Assessment Matrix	EDUC 590: Mid-term Assessment	EDUC 590: Final Assessment	EDUC 590: Observations & Reflections	EDUC 590: 90-hour Practicum and ELD requirement
EDUC 590 Course Goals	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
EDUC Dept. Conceptual Framework	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3
Linfield University Core Themes	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
InTASC Standards (CAEP 1.1)	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
TESOL/NCATE Standards	3, 4	3, 4	1, 2, 3, 4, 6	1, 2, 3, 4, 5
584-420-0100 ELL Standards for All Programs	(b), (c)	(b), (c)	(a), (b), (c), (d), (f)	(a), (b), (c), (d), (e)

EDUC 590 Course Goals:

1. Mentor ESOL Endorsement candidates in methods and strategies to foster Academic English Language (AEL), bilingualism, and academic content in their own classrooms.
2. Observe and give feedback to practicum candidates teaching individual students as well as small and large groups of students to practice implementing strategies that enhance the learning and acculturation of English language learners (ELLs) and Emerging Bilingual students (EBs).
3. Reflect on teaching experiences and college supervisor feedback to analyze teaching and learning of EB students, share reflections with a collaborative peer.
4. Demonstrate professionalism documented through mid-term and final assessments and teacher dispositions.

Education Department Conceptual Framework

1. Learning theory and content knowledge
2. Advocacy for all learners
3. Reflection and action

Linfield University Core Themes

1. Culture of engagement and excellence
2. Integrated teaching and learning
3. Global and multicultural understanding
4. Experiential learning

InTASC Standards (CAEP 1.1)

1. Learner development
2. Learning differences
3. Learning environments
4. Content knowledge
5. Application of content
6. Assessment
7. Planning for instruction
8. Instructional strategies
9. Professional learning and ethical practice
10. Leadership and collaboration

<p>TESOL Standards</p> <p>ESOL Standard 1: Language</p> <p>ESOL Standard 2: Culture</p> <p>ESOL Standard 3: Planning, Implementing, and Managing Instruction</p> <p>ESOL Standard 4: Assessment</p> <p>ESOL Standard 5: History & Advocacy</p> <p>ESOL Standard 6: Technology</p>	<p>584-420-0010 ELL Standards for All Programs</p> <p>(a) Language (A)</p> <p>(b) Culture (C)</p> <p>(c) Planning, Implementing, and Managing Instruction (A), (B), (C), (D)</p> <p>(d) Assessment (A), (D)</p> <p>(e) Professionalism (A), (B)</p> <p>(f) Technology (B)</p>
--	--

CAEP Standard 1.4:

- **Candidates' ability to provide effective instruction for all students (differentiation of instruction):** A key element of this course is to teach lessons with a keen eye for differentiation and assessment for various language levels.
- **Candidates' ability to have students apply knowledge to solve problems and think critically:** Students apply their acquired knowledge on content and language objectives and strategies in teaching their lesson plans for the portfolio and for the responses to the ESOL Questions.
- **Candidates' ability to include cross-discipline learning experiences and to teach for transfer of skills:** Practicum students will teach, be observed and reflect on in their classroom instruction. Information from other ESOL courses will be transferred into these lessons.
- **Candidates' ability to design and implement learning experiences that require collaboration and communication skills:** Candidates will collaborate with ELD and other necessary specialists at their schools and will share their lesson plans via googledocs with a collaborative peer and professor for feedback.

CAEP Standard 1.5: Technology

- **Design with technology:** Candidates teach lessons to meet content and language objectives, differentiation, and assessment, technology will be incorporated when appropriate
- **Assess using technology:** Assessment and feedback will be provided through googledocs and Blackboard
- **Collaborate with technology:** Lesson plans are shared via googledocs or sharepoint for collaboration with a peer and professor.



Linfield University Education Department

EDUC 540 Foundations for Teaching Linguistically and Culturally Diverse Students (3 credits)—Astoria cohort

Spring, 2022: Wednesdays, 4:00—6:15 p.m.
February 16-May 25, 2022

Tonda Liggett, Ph.D.

tliggett@linfield.edu

Office phone: 503-883-2236

Office: Potter Hall, Rm. 336

Office Hours: Tues. & Thurs. 9:00 to 10:00 a.m. and by appt

"My wish, indeed my continuing passion, would be not to point the finger in judgment but to part a curtain, that invisible shadow that falls between people, the veil of indifference to each other's presence, each other's wonder, each other's human plight."

--Eudora Welty

"My sense is that the American character lives not in one place or the other, but in the gaps between the places, and in our struggle to be together in our differences. It lives not in what has been fully articulated, but in what is in the process of being articulated, not in the smooth-sounding words, but in the very moment that the smooth-sounding words fail us. It is alive right now. We might not like what we see, but in order to change it, we have to see it."

--Anna Deavere Smith, *Fires in the Mirror*

"When I dare to be powerful, to use my strength in the service of my vision, then it becomes less and less important whether I am afraid."--Audre Lorde

Linfield Education Department Mission Statement

Linfield's teacher education program prepares students within the context of a strong liberal arts tradition that promotes a culture of engagement and excellence; integrated teaching and learning; global and multicultural understanding; and experiential learning. Linfield's education faculty prepare teacher education candidates who understand and apply multiple theories of learning and content knowledge; develop dispositions and strategies for advocating for all learners; and reflect and act on their own behaviors and on the teaching and learning process. Candidates are prepared for service in educational settings within Oregon, across the nation, and throughout the world.

Linfield Education Department Conceptual Framework

Linfield Education Department faculty and students embody:

Learning Theory & Content Knowledge

- Draw upon research from multiple learning theories in developing praxis
- Use varied, engaging content pedagogy, including multiple modes of representation and communication, including the purposeful use of technology and media
- Develop and implement effective instruction based on content knowledge aligned to professional and state standards
- Apply understanding of motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

Advocacy for All Learners

- Use a culturally responsive approach to create instruction based on the contexts of community, school, families, and individual students.
- Collaborate with school and community personnel and resources, including families, to meet the needs of all learners
- Create a safe and positive classroom community based on equity, fairness, and the belief that all students can learn

- Plan lessons and assessments that address variation in learning styles, developmental levels, ability levels, and diversity among learners

Reflection & Action

- Analyze formative and summative assessments, making appropriate adjustments to instruction and educational programs
- Demonstrate self-awareness and growth in professional characteristics
- Seek opportunities for professional development by engaging in research, collaborating with colleagues and other professionals, attending professional meetings, and serving on professional committees within their disciplines

Diversity and Inclusion:

Linfield University honors human rights and academic freedom, celebrates diverse cultures, fosters a climate of mutual respect, and promotes an inclusive environment that affirms the value of all persons. This course will utilize the multicultural perspective that seeks to understand, value and embrace differences in people. In this course, we will treat each other with equal dignity, understanding, opportunity and respect as we gain cultural self-awareness and seek to learn and understand our differences in cultural values and norms as well as intersections of identity.

Click [here](#) for Definitions and Commitments for the Education Department.

Course Description

This course is an overview of linguistically and culturally appropriate teaching strategies for teaching English Language Learners (ELLs) in mainstream classrooms. A review of current theories of second language acquisition and the application of these theories for planning effective instruction for Emerging Bilinguals (EBs) and English Learners (ELs) will be analyzed. This course is also an exploration of the dimensions of immigration and its intersection with race, culture, categories of social diversity, characteristics of the culture of schools, and school-related dilemmas of stigmatized social groups. Readings and experiential assignments are for the purpose of expanding participants' understanding of these factors and the ways that personal identity factors play into them. Implications for classroom practice, curriculum design, school environment, and school-community relationships are examined.

Prerequisites: Admission to Linfield Graduate ESOL Endorsement Program.

Required Course Texts:

Required:

- 1) Peregoy, S.F. & Boyle, O.F. (2017). *Reading, Writing, and Learning in ESL: A Resource Book for Teaching K-12 English Learners, 7th Edition*. **[Note: Make sure to get the 7th edition]**
- 2) Portes, A. & R. G. Rumbaut. (2014). *Immigrant America: A portrait, 4th edition*. Berkeley: University of California Press. **[Note: Make sure to get the 4th edition]**

Films: *Rain in a Dry Land*; *The Other Side of Immigration* (on Blackboard)

*Additional Readings and media links available on our Blackboard Webpage

Requirements and Expectations:

I assume that everyone is here because they are truly interested in developing a praxis that will most effectively enable their students to achieve personal and academic success. To do this, I expect active engagement in the issues that are raised in our readings and through the inquiry of our classmates. To develop such engagement we must all work to create a **community of inquiry** in which each of us feels acknowledged for who we are and the individual experiences that we bring to the group. Building a community of inquiry requires a sense of honesty and openness that enables us to look at our beliefs and attachment to them in a more objective way. It requires diligent attention in our day-to-day work. A significant part of this diligence stems from critical **self-reflection** on our goals and commitments relating to the materials we encounter in the course. Our ability to engage with material that challenges our underlying assumptions hinges on the support that our community can provide. Through the arguments and ideas brought to the group, our **critical analysis** of course material will help us to remain open to engaging different perspectives. In regards to the planning of this course, I have provided the framework

for a common foundation from which to build upon, giving each of you the latitude to move within it in whatever ways may fit your individual needs.

Required Activities & Assignments

Further assignment descriptions and rubrics will be provided in class.

- Prepared participation—25 points
- Discussion Group Leaders—20 points
- Reading reviews—20 points
- ESOL Analysis Question #5—15 points
- Narrative Case Study—20 points

Description of Assignments:

- **Prepared participation (25 pts):** Each class meeting covers a substantial amount of material. Please complete all course readings, so that you can fully participate in class discussions. This includes being present, aware, attentive to others, and coming to each inquiry with a positive attitude and a spirit of cooperation. Coming to class on time with all reading assignments completed, your engagement in group discussions, and your preparedness and leadership as discussion leaders will be a part of this grade.
- **Discussion Group Leaders (twice 10 pts each/20 pts):** You will have the opportunity to lead our class discussion on two occasions. You and your group will focus on the day's readings as well as any previous readings that we haven't yet covered. Please prepare a 30 minute Google slide, Padlet, Canva, or any other type of format to convey the key topics you'd like to go over. Feel free to include video clips (or other media) and discussion questions, quotes from our readings, etc.
- **Reading Reviews (4 reviews/5 pts each/20 pts total):** In these **one-page** papers, focus on a particular theme or question raised in the week's reading that you found intriguing, perplexing, or problematic. Use specific examples to connect to teaching ELs/EBs and/or immigrant students. What do these important points mean for you as a language teacher/educator? Please use examples to explain your thinking and in-text citations to expand the topic. Submit these on Blackboard; 12 point font, single space.
- **ESOL Analysis Question 5: INTERVIEWS (15 points)**
See more info at: <https://padlet.com/kavilalinfield/41tnqc97bqnfzzf>

Interview at least two people in the education profession (ELD Specialist, SPED Specialist, Principal, EL Assistant, Title 1 Specialist, Counselor, TOSA). Ask advice and input on teaching your specific English Learners/Emergent Bilingual students.

Topics to address in interview include but are not limited to:

- (a) what types of resources and materials (including digital) will best foster student learning and literacies in the content areas,
- (b) what types of resources and materials (including digital) will best foster academic and social language learning, and
- (c) how school, district, and governmental policies impact ELs/EBs educational rights.

Compare and contrast your interviewees perspectives to the research and theories we've read and discussed. This could be in relation to 1) the political and/or economic dynamics of immigration and the effects on immigrant students, 2) the needs of culturally and linguistically diversity learners, or 3) other topics that intersect with our course work and your educational expertise

Scoring of ESOL Analysis #5

Students need to complete each of the ESOL Analyses with a minimum score of "3". Any response(s) with a score lower than the minimum score may be revised and resubmitted no later than two weeks after the due date.

Development of the ESOL Analyses & Rubrics

The ESOL Analyses were developed to demonstrate competency of the TESOL/CAEP Standards for P-12 Teacher Education Programs. The questions ask teachers to apply their learning from ESOL specific courses to their classrooms. The assessment was first created for application to TSPC for a Graduate ESOL Endorsement Program.

See rubric on Blackboard

Details—12 pt. font; 1.5 spacing; APA format; 5-6 pages excluding reference page

- **Narrative Case Study (20 pts):** A narrative case study is “an investigation of a single instance, usually with the goal of identifying and perhaps understanding how an issue arose, how a problem was resolved, often with the purpose of isolating critical incidents that act as decision points for change (Newby, 2014, p. 103).” For this assignment, think beyond an individual student to: your classroom, your school, the school district, state level education policy, or a broad issue such as curricula, district policy, parental involvement in relation to our readings on immigration. Contextualize and research an issue; collect the necessary data; analyze it; connect it to our readings/films/discussions; and finally discuss further implications or next steps. How might you ameliorate this specific issue? How could you change the situation based on what you now know about immigration and immigrant students? What additional considerations beyond language learning inform the questions you will ask to get at a remedy for this issue? Please use the outline format below for the sections of your paper.

- A. Introduction of issue
- B. Context and research
- C. Research
- D. Analysis of Research
- E. Connections
- F. Further Implications

For final paper: 12 pt. font; 1.5 spacing; APA format; 5-7 references; 6-8 pages

Newby, P. (2014). *Research methods for education, 2nd edition*. London: Routledge.

Assessment Matrix:

	Reading Response Papers	Narrative Case Study	ESOL Analysis Q #5—Interviews	Prepared Participation and Discussion Leader
EDUC 540 Course Goals	1,2,3,4	1,2,3,4,5	2,4,5	1,2,3,4,5
EDUC Dept. Conceptual Framework	1,2,3	1,2,3	1,2,3	1,2,3
Linfield University Core Themes	1,2,3,4	1,3,4	1,3,4	1,2,3,4
InTASC Standards (CAEP 1.1)	1,2,3,4,7,8,9,10	1,2,3,4,5,6,9,10	4,7,9,10	1,2,3,4,5,6,7,8,9,10
TESOL/NCATE Standards	1b,3a,3c,4a,4b,4c	3a,3b,3c,4a,4b,4c	3b,3c,4a	1b,3a,3b,3c,4a,4b,4c,5b
584-420-0100 ELL Standards for All Programs	(a),(bC), (cA-D), (dA & B)	(a),(b),(c),(f)	(a)(B), (b)(C), (c)(A-D),(fB)	(aA),(bC),(cA-D),(dA&D),(eA&B),(fB)
584-420-0015 Reading Instruction: Program Standards	5(a), 5(b)			5(a), 5(b)
584-420-0016 Instruction on Dyslexia and Other Reading Difficulties Program Standards	(6),(5)			

Education Department Conceptual Framework	InTASC Standards (CAEP 1.1) 1. Learner development	TESOL Standards 1.b. Language Acquisition and Development
--	--	---

<ol style="list-style-type: none"> 1. Learning theory and content knowledge 2. Advocacy for all learners 3. Reflection and action 	<ol style="list-style-type: none"> 2. Learning differences 3. Learning environments 4. Content knowledge 5. Application of content 6. Assessment 7. Planning for instruction 8. Instructional strategies 9. Professional learning and ethical practice 10. Leadership and collaboration 	<ol style="list-style-type: none"> 3.a Planning for Standards Based ESL and Content Instruction 3.b. Implementing and Managing Standards Based ESL and Content Instruction 3.c. Using Resources Effectively in ESL Instruction 4.a. Issues of Assessment for ELLs 4.b. Language Proficiency Assessment 4.c. Classroom Based Assessment for ESL 5.b. Professional Development, Partnerships, and Advocacy
Linfield University Core Themes <ol style="list-style-type: none"> 1. Culture of engagement and excellence 2. Integrated teaching and learning 3. Global and multicultural understanding 4. Experiential learning 	584-420-0016 Dyslexia Instruction Standards (6) The standards for dyslexia instruction provided in subsection (5) apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students.	584-420-0010 ELL Standards for All Programs (a) Language (A) (b) Culture (C) (c) Planning, Implementing, and Managing Instruction (A), (B), (C), (D) (d) Assessment (A), (D) (e) Professionalism (A), (B) (f) Technology (B)
Course Goals: <ol style="list-style-type: none"> 1. Analyze the factors of cause and effect on the intentions, words, silences as well as the outcomes and consequences in language planning and policies (DOK2). 2. Distinguish between policies and instruction that can transform injustices which promote/accommodate or restrict/oppress English Learners/Emergent Bilinguals (EL/EB) students (DOK2). 3. Assess the challenges of returning the focus back to students, sharing power, and moving toward professional equity for students, teachers, and families of EL/EBs (DOK3). 4. Apply the research, theories, and concepts of second language acquisition to first hand observations of EL/EB classroom teaching and learning (DOK4). 5. Demonstrate professionalism by regular attendance, completion of reading and other assignments, and constructive interactions with peers, colleagues, and professors (DOK3). 		

Grading Scale

	B+	88 to 89%	C+	78 to 79%	D+	68 to 69%	
A	93 to 100%	B	83 to 87%	C	73 to 77%	D	60 to 67%
A-	90 to 92%	B-	80 to 82%	C-	70 to 72%	F	0 to 59%

*Plus and minuses may be awarded subjectively based on extraordinary effort and participation

Graduate education students must score an 83% or higher in order to pass the class. Any grade below B is considered non-passing at the graduate level for licensure coursework.

Attendance

This course is organized as a seminar. Your commitment to class preparation and participation will determine the level of quality learning experiences and outcomes—for you and your classmates. Come to each class session ready to engage with the material and your classmates: to read, write, listen, and interact demonstrating critical, analytical and reflective thinking with a lens towards equity and diversity. You are welcome and encouraged to translanguage and/or speak in your heritage language during class discussions. Your punctual attendance is expected. Do not plan flights, work, vacations, etc. during class sessions. Implicit in coming prepared is that all required reading, writing, and thinking have been completed prior to the class session. Be sure to bring all necessary texts, assignments and materials to class.

It is the student's responsibility to make up the content missed. If you know you are going to miss class, turn your assignment **prior** to class. If you miss a class session, ask someone in the class to collect handouts for you, discuss the learning that occurred in class, and complete all missed class activities and assignments.

Late Assignments

You may earn up to 50% credit on late work. No work will be accepted after 5 p.m. on May, 26th.

Appropriate Usage: Electronic Device Policy

Please follow reasonable expectations for courtesy and professionalism: Turn off or silence cell phones, keep laptops/tablets closed unless they are being used for research or note-taking, and refrain from text messaging in class. Model the same behaviors in our class that you expect from your students.

Citations

The proper format for references and citations is found in the latest APA publication manual (7th edition).

Disability Statement:

Updated August 2021

Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations please contact Jeff Larson, Program Director of Learning Support Services (LSS), as early as possible to request accommodation for your disability. The timeliness of your request will allow LSS to promptly arrange the details of your support. LSS is located in Melrose Hall 020 (503-883-2562), or LSS@linfield.edu. We also encourage students to communicate with faculty about their accommodations.

COVID-19 Consideration:

Students who are currently sick or who are on quarantine will communicate to Jeff Larson, Program Director of Learning Support Services (LSS), as early as possible to request temporary accommodation for their individual situation. LSS is located in Melrose Hall 020 (503-883-2562) or LSS@linfield.edu. Once notified by LSS for the need of accommodation, the instructor will determine the most appropriate way to stay current with class material and any missed work.

All Linfield University faculty, staff and students are required to adhere to the temporary policies for pandemic response on the [Environmental Health and Safety site](#).

COVID-19: In Case of Local Outbreak:

In the event of disruption of normal classroom activities due to a coronavirus outbreak, information pertaining to the completion of this course will be communicated to all students. It is possible that the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to the course syllabus by the instructor.

Universal Design

"The design of instructional materials and activities that makes the learning goals achievable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, engage, and remember" (Council for Exceptional Children, p. 2, as cited in Burgstahler, 1998, p. 4). Everyone is eligible for these and other useful accommodations. Specific strategies incorporated into this course:

- *Daily agenda posted in the same place each day*
- *Protocols and other discussion strategies as a way of encouraging broad and equitable participation*
- *Verbal and written (in syllabus) invitation to students to meet with me one-on-one to discuss their disabilities or other academic/personal needs and how I can best make accommodations*
- *Ask students to notify me if they require preferential seating (to avoid distractions or for visual or hearing needs)*
- *Invite students to seek clarification: in class, via email, over the phone, and during office hours*
- *To reduce distractions, I will close the classroom door and pay attention to loud noises interfering with class*

Electronic Recording

Updated August 2021

To facilitate learning for all students in the current climate around COVID-19, faculty may opt to record their classroom activities for instructional purposes. The electronic recording of classroom lectures, discussions, simulations, and other course-related activity is governed by Linfield's Classroom Recording Policy ([Faculty Handbook](#), VII.26 and [Student Policy Guide](#)).

Writing Center

Linfield University provides a [Writing Center](#) for students to work one-on-one with a trained student writing consultant. If you struggle with writing or want support at any stage of the writing process, access

a Writing Center tutor. Writing Center Resources: <http://www.linfield.edu/writing-center/writing-tip-sheets.html>

Learning Support Services

Regardless of whether you have an identified learning disability, all Linfield students can access resources from Linfield's Learning Support Services. They offer study strategies, time management, and notetaking support. <http://www.linfield.edu/learning-support/student-resources.html>

Academic Integrity Statement

Current as of August 2021

Linfield University operates under the assumption that all students are honest and ethical in the way they conduct their personal and scholastic lives. Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Anything less is unacceptable and is considered a violation of academic integrity. Furthermore, a breach of academic integrity will have concrete consequences that may include failing a particular course or even dismissal from the University. Violations of academic integrity include but are not limited to the following:

Cheating: Using or attempting to use unauthorized sources, materials, information, or study aids in any submitted academic work.

Plagiarism: Submission of academic work that includes material copied or paraphrased from published or unpublished sources without proper documentation. This includes self-plagiarism, the submission of work created by the student for another class unless he or she receives consent from both instructors.

Fabrication: Deliberate falsification or invention of any information, data, or citation in academic work.

Facilitating Academic Dishonesty: Knowingly helping or attempting to help another to violate the University's policy on academic integrity.

Faculty recognize their responsibility to help students understand academic integrity and how to conduct themselves with integrity in the classroom. To this end, faculty shall include a clear academic integrity policy within their syllabus.

In dealing with breaches of academic integrity, the instructor shall have discretion as to what penalty to impose regarding the course grade. Within ten days of the discovery of an offense, the instructor must submit in writing a description of the offense to both the student and the Dean of Students, or designee. This description should include the course consequences for violations of academic integrity and the penalty given in the specific case. If the student disagrees with the accusation of breach of academic integrity, the student will use the Academic Grievance process as outlined in the University Catalog section entitled [Academic Grievances](#). In addition, it is recommended that faculty issue an academic alert for any violation of the academic integrity policy.

The Dean of Students, or designee, will maintain a confidential list of students who are reported for violations of academic integrity in order to track repeat offenses. The Dean will have discretion to refer a first time offender to the University Hearing Board; however, any subsequent violations by the same student will automatically be referred to the University Hearing Board. This decision on referral will be communicated in writing to the student and to the instructor(s), who has (have) a legitimate educational interest.

The University Hearing Board may impose University-level penalties upon the offending student.

Fundamental fairness shall be in force for all academic integrity proceedings, as outlined in the Policies and Procedures of the University Hearing Board (see the current [Student Policy Guide](#)).

Academic Dishonesty in the Context of Teacher Education

Teachers are held to the very highest ethical standards. Academic dishonesty will not be tolerated in the Education Department at Linfield College and will result in serious consequences. If you choose to engage in academic dishonesty in an education course and are caught, you will fail the assignment. In addition, all or any of the following may apply: you may fail the course, you may be denied the opportunity to repeat the course, your admittance in the teacher education program may be denied, you admittance to part-time or full-time student teaching may be denied, you may be pulled from your school placement (EDUC 040 observation), and your offense will be referred to the Dean of Students. The professor will make the decision and an appeal may be made to the Education Department.

Sexual Misconduct and Relationship Violence & Title IX

Linfield University faculty are committed to supporting students and fostering a campus environment free of sexual misconduct and relationship violence.

If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct, sexual assault, domestic violence, dating violence, or stalking, all faculty and staff are obligated to report this disclosure to the Linfield Title IX Coordinator, Susan Hopp. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options, and connect you with support services. If you would rather share information about these experiences with an employee who does not have these reporting responsibilities and can keep the information confidential, please visit [confidential resources](https://inside.linfield.edu/sexual-misconduct/reporting-options/confidential.html) (<https://inside.linfield.edu/sexual-misconduct/reporting-options/confidential.html>).

For more information about your rights and reporting options at Linfield, including confidential reporting options, please visit inside.linfield.edu/sexual-misconduct/. Support services are offered to all Linfield students regardless of whether or not they report. Still have questions? Email knowmore@linfield.edu.

*all assignments subject to change and/or modify according to class needs

Course Meetings:	Readings/Assignments:	Topics/Themes:
Wed., Feb. 16	<p>In person class: Introduction to course/syllabus Peregoy & Boyle, cha. 1 (35)--ppt</p> <p>Portes & Rumbaut, cha. 1 (pg. 1-23)--ppt</p> <p>Intro to ESOL Analyses 1-6 on Padlet; review #5 with rubric</p> <p>Sign-up discussion leaders (3 grps)</p>	<p>ELs in 21st Century Classrooms</p> <p>Three Phases of U.S. bound immigration</p>
Wed., Feb. 23	<p>Peregoy & Boyle, cha. 2 (40)</p> <p>Portes & Rumbaut, cha. 1 (pg. 23-47)</p> <p>Discussion Grp. #1</p>	<p>Language & Language Acquisition</p> <p>Three Phases of U.S. bound immigration</p>
Wed., March 2	<p>Peregoy & Boyle, cha. 3 (40)</p> <p>Portes & Rumbaut, cha. 2 (pg. 48-69)</p> <p>Immigrants, refugees, and asylees--Migrant Policy Institute</p> <p>Background for <i>Rain in a Dry Land</i></p> <p>Due: Reading Review #1</p>	<p>Classroom Practices for Effective EL Instruction</p> <p>Theoretical Overview of Immigration Studies</p>
Wed., March 9	<p>Peregoy & Boyle, cha. 4 (27)</p> <p>Portes & Rumbaut, cha. 2 (pg. 69-79)</p> <p>Start <i>Rain in a Dry Land</i></p>	<p>New Literacies and ELs</p> <p>Theoretical Overview of Immigration Studies</p>

	Discussion Grp. #2	
Wed., March 16	Peregoy & Boyle, cha. 5 (36) Portes & Rumbaut, cha. 3 (31) Discuss <i>Rain in a Dry Land</i> Discussion Grp. #3	Oral English Development in L2 Acquisition Moving: Patterns of Immigrant Settlement and Spatial Mobility
Wed., March 23	No Class—Spring Break	
Wed., March 30	In person class Portes & Rumbaut, cha. 4 (47) <i>Lost in Translation</i> by Rachel Nolan in the <i>New Yorker</i> (on BB) Due: Reading Review #2	Making It in America: Education, Occupation, and Entrepreneurship
Wed., April 6	Peregoy & Boyle, cha. 6 (47) Portes & Rumbaut, cha. 5 (pg. 161-191) Contemporary economic policy with Mexico--MPI Start <i>The Other Side of Immigration</i> Discussion Grp. #1	First Steps to Literacy: ELs Beginning to Write and Read From Immigrants to Ethnics: Identity, Citizenship, and Political Participation
Wed., April 13	Peregoy & Boyle, cha. 7 (32) Portes & Rumbaut, cha. 5 (191-213) <i>Nine Pathways to Citizenship</i> —National Geographic Discuss <i>The Other Side of Immigration</i> Due: ESOL Analysis Q #5	Words and Meanings: ELs Vocabulary Development From Immigrants to Ethnics: Identity, Citizenship, and Political Participation
Wed., April 20	Peregoy & Boyle, cha. 8 (48) Portes & Rumbaut, cha. 6 (pg. 215-241) Due: Reading Review #3	ELs and Process Writing Language: Diversity and Resilience
Wed., April 27	Peregoy & Boyle, cha. 9 (54)	Reading and Literature Instruction for ELs

	Portes & Rumbaut, cha. 6 (pg. 241-257) <i>Forgetting My First Language</i> (on BB) Discussion Grp. #2	Language: Diversity and Resilience
Wed., May 4	Peregoy & Boyle, cha. 10 (36) Portes & Rumbaut, cha. 7 (pg. 258-286) Discussion Grp. #3	Content Reading and Writing: Prereading and During Reading Growing Up American: The New Second Generation
Wed., May 11	Peregoy & Boyle, cha. 11 (30) Portes & Rumbaut, cha. 7 (pg. 286-305) Due: Reading Review #4	Content Reading and Writing: Postreading Strategies for Organizing and Remembering Growing Up American: The New Second Generation
Wed., May 18	Handbook on Immigration, cha. 10 & 11 (on BB)	Supporting Latinx Students and Families
Wed. May 25 Wed. May 18	In person class: Portes & Rumbaut, cha. 9 (22) Due: Narrative Case Study *Narrative Case Study Due May 25	Conclusion: Immigration and Public Policy



Linfield University Education Department

EDUC 545: Linguistics for Teachers K-12

(3 credits)

Spring, 2021: T & Th 1:00—2:15 p.m.

January 19 - April 30

Potter Hall, Rm. 222

Tonda Liggett, Ph.D.

tliggett@linfield.edu

Office phone: 503-883-2236

Office: Potter Hall, Rm. 336

Office Hours: Wed. 10:30 to 12:00 and by appt

Linfield's Education Department Mission Statement

Linfield's teacher education program prepares students within the context of a strong liberal arts tradition that promotes a culture of engagement and excellence; integrated teaching and learning; global and multicultural understanding; and experiential learning through ongoing field experiences. Linfield's education faculty prepare teacher education candidates who understand and apply multiple theories of learning and content knowledge; develop dispositions and strategies for advocating for all learners; and reflect and act on their own behaviors and on the teaching and learning process. Candidates are prepared for service in educational settings within Oregon, across the nation, and throughout the world.

Linfield Education Department Conceptual Framework

Linfield Education Department faculty and students embody:

Learning Theory & Content Knowledge

- Draw upon research from multiple learning theories in developing praxis
- Use varied, engaging content pedagogy, including multiple modes of representation and communication, including the purposeful use of technology and media
- Develop and implement effective instruction based on content knowledge aligned to professional and state standards
- Apply understanding of motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

Advocacy for All Learners

- Use a culturally responsive approach to create instruction based on the contexts of community, school, families, and individual students.
- Collaborate with school and community personnel and resources, including families, to meet the needs of all learners
- Create a safe and positive classroom community based on equity, fairness, and the belief that all students can learn
- Plan lessons and assessments that address variation in learning styles, developmental levels, ability levels, and diversity among learners

Reflection & Action

- Analyze formative and summative assessments, making appropriate adjustments to instruction and educational programs
- Demonstrate self-awareness and growth in professional characteristics
- Seek opportunities for professional development by engaging in research, collaborating with colleagues and other professionals, attending professional meetings, and serving on professional committees within their disciplines

Course Description

This course explores current theory and research in first and second language acquisition and issues in linguistics applied to linguistically and culturally diverse students. Topics in language acquisition include historical and current theories, language stages, as well as the factors that influence learning an additional

language. Topics in educational linguistics include concepts in phonology, orthography, phonetics, morphology, syntax., and pragmatics, with a focus on classroom applications.

Required Texts

- 1) Freeman, David E. and Yvonne S. Freeman. (2014). *Essential Linguistics: What You Need to Know to Teach. 2nd Edition.* Portsmouth, NH: Heinemann.
- 2) Lightbown, Patsy M. and Nina Spada. (2013). *How Languages are Learned, 4th Edition.* Oxford, UK: Oxford University Press.

Required Activities & Assignments

- Prepared participation: 20 points
- ESOL Analysis Questions #1 & #4: 20 points
- Application exercises/formative assessments: 40 points
- Mid-term exam: 10 points
- Final exam: 10 points

Assignment Descriptions

- **Prepared participation (20 points total):** Each class meeting covers a substantial amount of material. I expect you to have completed all of the course readings and exercises, and participate in all class discussions. This includes being present, fully aware, attentive to others, and coming to each inquiry with a positive attitude and a spirit of cooperation. Coming to class on time with all readings and assignments complete and engaging in group discussions will be a part of this grade.
- **ESOL Analysis Questions #1 & #4 (10 pts each/20 pts total):** Teachers preparing for an English to Speakers of Other Languages (ESOL) endorsement are required to demonstrate their competency on the Teaching of English to Speakers of Other Languages ([TESOL](#)) Standards and the Oregon Administrative Rules ([OAR 584-220-0010](#)). For this class, we incorporate these two analyses questions as key assessments for the program. See the requirements and rubric for each Q on our Blackboard, Course Content page.
- **Application exercises/formative assessments (5 pts each/40 pts total):** There are 8 total activities or exercises from both of our texts. These activities/exercises are a way to incorporate what we've learned in each chapter to classroom practice. They also serve as an important measure of your ability to connect theory to practice.
- **Mid-term exam (10 points):** This exam will cover the material that we've read and discussed from the beginning of the class to the mid-point of it. This is a key assessment for the program.
- **Final exam (10 points):** This exam will cover the material from the middle of the course until the end. This is a key assessment for the program.

ESOL Analysis Question #1: ESOL LETTER HOME + DATA Analysis & Rubric	EDUC 245 EDUC 545
<p>a.) Provide evidence of communication between school and home including a letter from you to families and a survey/questionnaire to find out about literacy practices, interests, motivations, strengths, and needs. Some categories of your survey might include: Aspirational (hopes & dreams), Linguistic (i.e. literacies, storytelling), Familial (i.e. family members stories, traditions), Social Capital (i.e. networking & social institutions), Navigational (i.e. how EB students are successful in schools), Resistance (i.e. how students and families work for justice). (Love, B. 2019, 138) CUNY Knowing Your Students, Parent Survey Ideas</p> <p>b.) Research demographic and socioeconomic data on your school from the ODE School Report Cards. Present this data as comparison between state/district/school in a table or graphic Statewide Annual Report Card. Relevant data includes percentage of Emergent Bilingual students, testing data on Math and ELA for EB students, percentage of teachers who represent the populations of the EB students, as well as any other relevant data for EB students.</p>	

c.) Write a reflection on the dynamic personal, familial, cultural, and social contexts, including sociopolitical factors, that impact the education of ELLs. Describe how you use this information gathered in your teaching.

ESOL Analysis Question #4: ESOL ASSESSMENT Analysis & Rubric

**EDUC 245
EDUC 545**

ESOL ASSESSMENT: Consult your ELD Mentor Teacher and/or Mentor Teacher

a.) Collect your EL/EB students' ELP **language levels** (e.g., ELPA reading/writing/speaking/listening) (Exception: Kindergarteners in 1st semester) and ask how results are used for **identification, placement, and reclassification**. Include up to four descriptions of EB students.

b.) Ask about issues of accessibility and accommodations appropriate to ELLs for standardized assessments.

c.) Describe the **academic characteristics and educational history of your specific EB students**.

d.) Analyze **student writing samples** to identify patterns of error and recommend strategies to improve on that area of writing.

Requirements and Expectations/Diversity, Inclusion and Non-Discrimination Policy:

I assume that everyone is here because they are truly interested in developing a praxis that will most effectively enable their students to achieve personal and academic success. To do this, I expect active engagement in the issues that are raised in our readings and through the inquiry of our classmates. To develop such engagement we must all work to create a **community of inquiry** in which each of us feels acknowledged for who we are and the individual experiences that we bring to the group. Building a community of inquiry requires a sense of honesty and openness that enables us to look at our beliefs and attachment to them in a more objective way. It requires diligent attention in our day-to-day work. A significant part of this diligence stems from critical **self-reflection** on our goals and commitments relating to the materials we encounter in the course. Our ability to engage with material that challenges our underlying assumptions hinges on the support that our community can provide. Through the arguments and ideas brought to the group, our **critical analysis** of course material will help us to remain open to engaging different perspectives. In regards to the planning of this course, I have provided the framework for a common foundation from which to build upon, giving each of you the latitude to move within it in whatever ways may fit your individual needs.

Assessment Matrix

	Reading & Discussion	ESOL Analysis Questions and Application Exercises	Mid-term and Final Exam
EDUC 245 Course Goals	1, 3	1, 2, 3	1, 2, 3
Conceptual Framework	1, 3	1, 2, 3	1, 2, 3
Core Themes	1, 2, 3, 4	1, 2, 4	2, 4
InTASC Standards/CAEP 1.1	1, 2, 3, 4, 5, 10	1, 2, 3, 4, 5, 6	1, 4, 8, 10
TESOL Standards	1.a., 1.b., 2, 3, 4.c., 5.a., 5.b.	1.a.,1.b.,2,3a,3b,3c,4b,4c.,5.a.,5.b.	1.a.,1.b.,2,3,4.c.,5.a.,5.b
584-420-0010 ELL Standards for All Programs	a,b,c	a,d	a,e
584-420-0016	6,5	6,5	6,5

Dyslexia Instruction Standards			
Education Department Conceptual Framework 1. Learning theory and content knowledge 2. Advocacy for all learners 3. Reflection and action		InTASC Standards (CAEP 1.1) 1. Learner development 2. Learning differences 3. Learning environments 4. Content knowledge 5. Application of content 6. Assessment 7. Planning for instruction 8. Instructional strategies 9. Professional learning and ethical practice 10. Leadership and collaboration	TESOL Standards 1.a. Language as a System 1.b. Language Acquisition and Development 2. Culture 3.a. Planning for Standards Based ESL and Content Instruction 3.b. Implementing and Managing Standards Based ESL and Content Instruction 3.c. Using Resources Effectively in ESL Instruction 4.a. Issues of Assessment for ELLs 4.b. Language Proficiency Assessment 4.c. Classroom Based Assessment for ESL 5.a. ESL Research and History 5.b. Professional Development, Partnerships, and Advocacy
Linfield University Core Themes 1. Culture of engagement and excellence 2. Integrated teaching and learning 3. Global and multicultural understanding Experiential learning		584-420-0016 Dyslexia Instruction Standards (6) The standards for dyslexia instruction provided in subsection (5) apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students.	584-420-0100 ELL Standards for All Programs (a) Language (A) (b) Culture (C) (c) Planning, Implementing, and Managing Instruction (A), (B), (C), (D) (d) Assessment (A), (D) (e) Professionalism (A), (B) (f) Technology (B)

Course Goals

- To develop and demonstrate an understanding of language as a system and its components, including phonology, morphology, syntax, pragmatics.
- Research and apply historical and current theories of language acquisition.
- To describe, compare, and contrast first and second language acquisition processes.
- To understand the difficulty involved in acquiring an additional language and understand the benefits of multilingualism.
- The use of linguistic analysis to identify, describe, and explain language issues in terms of pronunciation, vocabulary use, grammar, and pragmatics.
- Demonstrate an awareness of the ways educational linguistics and language acquisition affect instructional and assessment.

<p>CAEP Standard 1.4: Social Justice Standards (with examples)</p> <ul style="list-style-type: none"> Action Anchor Standard <p>6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people. Students will engage in interviews and collaborative assignments as a way to work with someone different from themselves to better understand alternative perspectives.</p> <p>14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics. Students will analyze language proficiency in relation to power and access to academic success within the classroom and school community.</p>
<p>CAEP Standard 1.5: Technology (with examples)</p> <ol style="list-style-type: none"> Design with technology: Create a digital presentation using Google slides, Mapbox, or Canva. Implement with technology: Teach peers with a Google slides. Mapbox, or Canva. Assess using technology: Give classmates an exit slip with a Google form for post-presentation assessment Collaborate with technology: Work with a partner to complete exercises/activities on a digital document.

Attendance

Your commitment to class preparation and participation will determine the level of quality learning experiences and outcomes—for you and your classmates. As a result, attendance is expected. Students will be excused for Linfield-sponsored activities. It is your responsibility to make up the content that you missed by the due date. Students may miss two classes with no penalty: **save these for illnesses and/or emergencies!** After two absences, students will receive a deduction of 3% per absence. Students with extended illnesses, death in the family, etc., will need to provide documentation.

Late Work

You may earn up to 50% credit on late work. No work will be accepted after 5 p.m. on April 29th (see notes about extenuating circumstances above).

Grading Scale

	B+	88 to 89%	C+	78 to 79%	D+	68 to 69%	
A	93 to 100%	B	83 to 87%	C	73 to 77%	D	60 to 67%
A-	90 to 92%	B-	80 to 82%	C-	70 to 72%	F	0 to 59%

*Note: Education students must score an 73% or higher in order to pass the class. Any grade below C is considered non-passing for licensure coursework.

Appropriate Usage: Electronic Device Policy

You will use your mobile learning devices when needed for activities and discussions in class. However, please follow reasonable expectations for courtesy and professionalism: Turn off or silence cell phones, keep laptops/tablets closed unless they are being used for research or note-taking, and refrain from text messaging in class. Model the same behaviors in our class that you will expect from your future students.

Disability Statement:

Updated August 2020

Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations please contact Jeff Larson, Program Director of Learning Support Services (LSS), as early as possible to request accommodation for your disability. The timeliness of your request will allow LSS to promptly arrange the details of your support. LSS is located in Melrose Hall 020 (503-883-2562), or LSS@linfield.edu. We also encourage students to communicate with faculty about their accommodations.

COVID-19 Consideration:

Students who are currently sick or who are on quarantine will communicate to Jeff Larson, Program Director of Learning Support Services (LSS), as early as possible to request temporary accommodation for their individual situation. LSS is located in Melrose Hall 020 (503-883-2562) or LSS@linfield.edu. Once notified by LSS for the need of accommodation, the instructor will determine the most appropriate way to stay current with class material and any missed work.

All Linfield University faculty, staff and students are required to adhere to the temporary policies including face coverings, physical distancing and others linked [here](#).

COVID-19: In Case of Local Outbreak:

In the event of disruption of normal classroom activities due to a coronavirus outbreak, information pertaining to the completion of this course will be communicated to all students. It is possible that the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to the course syllabus by the instructor.

Learning Support Services

Regardless of whether you have an identified learning disability, all Linfield students can access resources from Linfield's Learning Support Services. They offer study strategies, time management, and notetaking support. <http://www.linfield.edu/learning-support/student-resources.html>

Electronic Recording

Updated August 2020

To facilitate learning for all students in the current climate around COVID-19, faculty may opt to record their classroom activities for instructional purposes. The electronic recording of classroom lectures, discussions, simulations, and other course-related activity is governed by Linfield's Classroom Recording Policy (Faculty Handbook, VII.26 and Student Policy Guide).

Writing Center

Linfield College provides a [Writing Center](#) for students to work one-on-one with a trained student writing consultant. If you struggle with writing, or want support at any stage of the writing process, access a

Citations

The proper format for references and citations is found in the latest APA publication manual (7th edition).

Academic Integrity Statement (Updated August 2020)

Linfield University operates under the assumption that all students are honest and ethical in the way they conduct their personal and scholastic lives. Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Anything less is unacceptable and is considered a violation of academic integrity. Furthermore, a breach of academic integrity will have concrete consequences that may include failing a particular course or even dismissal from the University.

Violations of academic integrity include but are not limited to the following:

Cheating: Using or attempting to use unauthorized sources, materials, information, or study aids in any submitted academic work.

Plagiarism: Submission of academic work that includes material copied or paraphrased from published or unpublished sources without proper documentation. This includes self-plagiarism, the submission of work created by the student for another class unless he or she receives consent from both instructors.

Fabrication: Deliberate falsification or invention of any information, data, or citation in academic work.

Facilitating Academic Dishonesty: Knowingly helping or attempting to help another to violate the University's policy on academic integrity.

Academic Dishonesty in the Context of Teacher Education

Teachers are held to the very highest ethical standards. Academic dishonesty will not be tolerated in the Education Department at Linfield College and will result in serious consequences. If you choose to engage in academic dishonesty in an education course and are caught, you will fail the assignment. In addition, all or any of the following may apply: you may fail the course, you may be denied the opportunity to repeat the course, your admittance in the teacher education program may be denied, you admittance to part-time or full-time student teaching may be denied, you may be pulled from your school placement (EDUC 040 observation), and your offense will be referred to the Dean of Students. The professor will make the decision and an appeal may be made to the Education Department.

Course Schedule:

Week	Days/Topics	Assignments Due
1	<u>Tuesday (1/19):</u> <ul style="list-style-type: none"> ▪ Introductions ▪ Course overview ▪ The Language Instinct—ppt ▪ Map 10.1: Major sources of immigration and language influence 	
	<u>Thursday (1/21):</u> <ul style="list-style-type: none"> ▪ Language learning in early childhood 	Read: Lightbown & Spada—Preface, Intro, and Cha. 1 pgs. 1-14
2	<u>Tuesday (1/26):</u> <ul style="list-style-type: none"> ▪ Explaining first language acquisition 	Read: Lightbown & Spada—Cha. 1, pgs. 14-33 Due: Questions for reflection #1 & #3
	<u>Thursday (1/28)</u>	

	<ul style="list-style-type: none"> Second language learning Activity pg. 51 in class—Analyze learners’ questions 	<p>Read: Lightbown & Spada—Cha. 2, pgs. 34-57;</p>
3	<p><u>Tuesday (2/2)</u></p> <ul style="list-style-type: none"> More about first language influence 	<p>Read: Lightbown & Spada—Cha. 2, pgs. 57-72</p> <p>Due: Questions for reflection #1 & #3</p>
	<p><u>Thursday (2/4)</u></p> <ul style="list-style-type: none"> Individual differences in second language learning Endangered Languages: Why Do They Die (8 mins.) https://www.youtube.com/watch?v=H4FDzI84pBM&fbclid=IwAR0dvljjCcyUW7753goY3tDfhmDDcX-Z88z5xPeuzhtPoxqljpqgoFmACAU Indigenous languages of Oregon https://pacificu.libguides.com/c.php?g=1050460&p=7789896 	<p>Read: Lightbown & Spada—Cha. 3, pgs. 75-77</p> <p>Due: Activity—Interview on pg. 75-77</p>
4	<p><u>Tuesday (2/9): No Class—Midweek Break</u></p>	
	<p><u>Thursday (2/11)</u></p> <ul style="list-style-type: none"> Research on learner characteristics Individual differences and classroom instruction Age and second language learning 	<p>Read: Lightbown & Spada—Cha. 3, pgs. 77-99</p> <p>Due: Activity, pg. 99</p>
5	<p><u>Tuesday (2/16)</u></p> <ul style="list-style-type: none"> Explaining second language learning Second language applications: interacting, noticing, processing, practicing The sociocultural perspective Start <i>The E-word Ebonics: Race and Language Politics</i> 	<p>Read: Lightbown & Spada—Cha. 4, pgs. 103-121</p> <p>Due: Activity, pg. 112</p>
	<p><u>Thursday (2/18)</u></p> <ul style="list-style-type: none"> Observing learning and teaching in the second language classroom Activity, pg. 125 in class 	<p>Read: Lightbown & Spada—Cha. 5, pgs. 123-129</p>
6	<p><u>Tuesday (2/23)</u></p> <ul style="list-style-type: none"> Observation schemes Review Classroom Comparisons in class 	<p>Read: Lightbown & Spada—Cha. 5, pgs. 129-151</p> <p>Due: Classroom comparisons: Teacher-student interactions and student-student interactions (on pgs. 129-137)</p>
	<p><u>Thursday (2/25)</u></p>	<p>Read: Lightbown & Spada—Cha.6, pgs. 153-171</p>

	<ul style="list-style-type: none"> ▪ Second language learning in the classroom 	
7	<u>Tuesday (3/2)</u> <ul style="list-style-type: none"> ▪ Language and content objectives 	Read: Lightbown & Spada—Cha. 6, pgs. 171-197
	<u>Thursday (3/4)</u> <ul style="list-style-type: none"> • How linguists study language • Applications, p. 20 in-class 	Read: Freeman & Freeman, cha. 1
8	<u>Tuesday (3/9):</u> <ul style="list-style-type: none"> ▪ English phonology 	Read: Freeman & Freeman, cha. 4 (p. 84-108)
	<u>Thursday (3/11):</u> <ul style="list-style-type: none"> ▪ English phonology extensions to practice ▪ Review Applications, p. 117-118 in-class 	Read: Freeman & Freeman, cha. 4 (p. 108-116) Due: Applications, p. 117-118, Q's 4-6
9	<u>Tuesday (3/16):</u> <ul style="list-style-type: none"> • Implications from phonology for teaching a second language and teaching reading 	Read: Freeman & Freeman, cha. 5 (p. 119-134)
	<u>Thursday (3/18):</u> <ul style="list-style-type: none"> • Implications from phonology extensions to practice • Review Applications, p. 144-145 in-class 	Read: Freeman & Freeman, cha. 5 (p. 134-144) Due: Applications, p. 144-145, Q's 1, 4, 6
10	<u>Tuesday (3/23):</u> <ul style="list-style-type: none"> • English orthography • English orthography: The development of writing systems 	Read: Freeman & Freeman, cha. 6 (p. 147-162)
	<u>Thursday (3/25):</u> <ul style="list-style-type: none"> • English orthography extensions to practice • Review Applications, p178-179 in-class 	Read: Freeman & Freeman, cha. 6 (p. 162-177) Due: Applications, p. 178-179, Q's 7 & 8
11	<u>Tuesday (3/30):</u> <ul style="list-style-type: none"> • English morphology 	Read: Freeman & Freeman, cha. 7 (p. 181-195)
	<u>Thursday (4/1):</u> <ul style="list-style-type: none"> ▪ English morphology extensions to practice ▪ Review Applications, p. 206-207 in-class 	Read: Freeman & Freeman, cha. 7 (p. 195-206) Due: Applications, p. 206-207, Q 2
12	<u>Tuesday (4/6):</u> <ul style="list-style-type: none"> • Implications from morphology for teaching a second language and teaching reading 	Read: Freeman & Freeman, cha. 8 (p. 209-229)

	<ul style="list-style-type: none"> Review Applications, p. 229 in-class 	Due: Applications, p. 229, Q 1
	Thursday (4/8): No Class—Midterm Break	
13	<u>Tuesday (4/13):</u> <ul style="list-style-type: none"> English syntax 	Read: Freeman & Freeman, cha. 9 (p. 231-250)
	<u>Thursday (4/15):</u> <ul style="list-style-type: none"> English syntax extensions to practice Review Applications, p. 263 in-class 	Read: Freeman & Freeman, cha. 9 (p. 250-262) Due: Applications, p. 263, Q's 3 & 4
14	<u>Tuesday (4/20):</u> <ul style="list-style-type: none"> Implications from syntax for teaching a second language and teaching reading 	Read: <ul style="list-style-type: none"> Freeman & Freeman, cha. 10 (p. 265-277)
	<u>Thursday (4/22): Last Class</u> <ul style="list-style-type: none"> Implication from syntax extensions to practice Review Applications, p. 287 in-class 	Read: Freeman & Freeman, cha. 10 (p. 277-287) Due: Applications, p. 287, Q's 2 & 4
15	Finals week: Final project due April 29 at 11:59 p.m. (submit on BB)	

<p>EDUC 550 2020 FA (3 credits) Class meeting times: Wednesdays 4-6:15 p.m. Location: Online</p>	<p>Tonda Liggett, Ph.D. tliggett@linfield.edu Office phone: (503) 883-2236 Office: Potter Hall 336 Office Hours: By appt.</p>
---	--

EDUC 550: Language, Power, and Advocacy for ESOL

The educator needs to know that...you never get *there* by starting from *there*, you get *there* by starting from some *here*... This means, ultimately, that the educator must not be ignorant of, underestimate, or reject the “knowledge of living experience” with which students come to school.
Paulo Freire (1994). *Pedagogy of hope: Reliving pedagogy of the oppressed*, p. 58.

Linfield Education Department Conceptual Framework

Linfield’s teacher education program prepares students within the context of a strong liberal arts tradition that promotes a culture of engagement and excellence; integrated teaching and learning; global and multicultural understanding; and experiential learning. Linfield’s education faculty prepare teacher education candidates who understand and apply multiple theories of learning and content knowledge; develop dispositions and strategies for advocating for all learners; and reflect and act on their own behaviors and on the teaching and learning process. Candidates are prepared for service in educational settings within Oregon, across the nation, and throughout the world.

Linfield Education Department faculty and students embody:

1. Learning Theory & Content Knowledge

- Draw upon research from multiple learning theories in developing praxis
- Use varied, engaging content pedagogy, including multiple modes of representation and communication including the purposeful use of technology and media
- Develop and implement effective instruction based on content knowledge aligned to professional and state standards
- Apply understanding of motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

2. Advocacy for All Learners

- Use a culturally responsive approach to create instruction based on the contexts of community, school, families, and individual students.
- Collaborate with school and community resources, including families, to meet the needs of all learners
- Create a safe and positive classroom community based on equity, fairness, and the belief that all students can learn
- Plan lessons and assessments that address variation in learning styles, developmental levels, ability levels, and diversity among learners

3. Reflection & Action

- Analyze formative and summative assessments, making appropriate adjustments to instruction and educational programs
- Demonstrate self-awareness and growth in professional characteristics

- Seek opportunities for professional development by engaging in research and collaborating with colleagues and other professionals

Course Description

Broader issues of language and power impact bilingual students' cultural identities. Effective teachers of Emergent Bilingual (EB) students need to advocate for EB students, their families, classrooms, schools, and communities. Based on critical readings of research-based programs and English-language proficiency standards, this course will examine the history of laws and trends toward EB students in relation to current attitudes and policies in the United States. This course will give educators the tools to advocate for equity and social justice in their own classrooms and beyond.

Prerequisites: Admission to Linfield Graduate ESOL Endorsement Program.

Course Texts and Films:

Required:

- 1) Garcia, O. & Kleifgen, J.A. (2018). *Educating emergent bilinguals: Policies, programs, and practices for English Learners, 2nd edition*. New York: Teachers College Press.
- 2) Pollock, M. (2017). *Schooltalk: Laying a foundation for equity*. New York: The New Press.
- 3) Additional readings and media links on our Blackboard webpage

Films: *Eyes on the Prize: Keys to the Kingdom*

Requirements and Expectations:

I assume that everyone is here because they are truly interested in developing a praxis that will most effectively enable their students to achieve personal and academic success. To do this, I expect active engagement in the issues that are raised in our readings and through the inquiry of our classmates. To develop such engagement we must all work to create a **community of inquiry** in which each of us feels acknowledged for who we are and the individual experiences that we bring to the group. Building a community of inquiry requires a sense of honesty and openness that enables us to look at our beliefs and attachment to them in a more objective way. It requires diligent attention in our day-to-day work. A significant part of this diligence stems from critical **self-reflection** on our goals and commitments relating to the materials we encounter in the course. Our ability to engage with material that challenges our underlying assumptions hinges on the support that our community can provide. Through the arguments and ideas brought to the group, our **critical analysis** of course material will help us to remain open to engaging different perspectives. In regards to the planning of this course, I have provided the framework for a common foundation from which to build upon, giving each of you the latitude to move within it in whatever ways may fit your individual needs.

Attendance

This course covers a significant amount of material each meeting, so I expect perfect attendance. If you miss a class, your overall course grade could be affected. You are expected to complete all work you have missed and turn in any assignments due on that date.

Late Work

You may earn up to 50% credit on late work. Late work will not be accepted after 5 p.m. on Dec. 16th.

*Please respect everyone's right to learn by silencing cell phones and not checking email during class.

Final grades will be based on your total accumulation of points. Listed below is a breakdown of points for each assignment.

- Prepared participation: 30 points
- Reading reviews: 25 points

- Advocacy: 45 points

Grading Scale

	B+	88 to 89%	C+	78 to 79%	D+	68 to 69%
A		93 to 100%	B	83 to 87%	C	73 to 77%
A-		90 to 92%	B-	80 to 82%	C-	70 to 72%
					D	60 to 67%
					F	0 to 59%

* Plus and minus grades may be assigned subjectively based on extraordinary effort and engagement in the course.

Description of Assignments:

- **Prepared participation (30 pts):** Each class meeting covers a substantial amount of material. Please complete all course readings, so that you can fully participate in class discussions. This includes being present, aware, attentive to others, and coming to each inquiry with a positive attitude and a spirit of cooperation. Coming to class on time with all reading assignments completed, your engagement in group discussions, and your preparedness and leadership as discussion leaders will be a part of this grade.
- **Reading Reviews (5 pts each/25 pts total):** In these **one-page** papers, focus on a particular theme or question raised in the week's reading that you found intriguing, perplexing, or problematic. Use specific examples to connect to teaching English Learners (ELs) and Emergent Bilinguals (EBs). What do these important points mean for you as a language teacher/educator? Bullet point each connection and use examples/in-text citations to explain your thinking. Please bring a hard copy to class; 12 point font, single space.
- **Advocacy Project (45 pts):** This is an EL/EB social justice project that requires you to develop a plan of action that addresses one of the Action Assignments in our text, *Schooltalk*. This includes interviewing other teachers, students, and/or administrators to better understand the various perspectives around the issue you are addressing. Choose one of the following Action Assignments from *Schooltalk* and apply it to your own context. There are several themes and focal points to choose from, which include:
 - Group talk: #3 on pg 65;
 - Inequality talk: #1 on pg 120;
 - Smarts talk: #1 or #3 on pg 158 & 159;
 - Culture talk: #1 and #2 on pg. 196 & 197;
 - Data talk: #2 or #4 on pg. 251;

You will have the chance to present an outline of your project to the class on our final meeting. See more details on the Advocacy Project Description on our BB site.

Course Meetings:	Readings/Assignments:	Topics/Themes:
Wed., Sept. 9	Introduction to course/syllabus Sign up Discussion Group Leaders Review Advocacy Project	Broad overview of policy, practice, and advocacy for ELs/EBs
Wed., Sept. 16	Garcia & Kleifgen, cha. 1 and 2 (28) Pollack, Introduction (27)	Who are the Emergent Bilinguals? Designing <i>Schooltalk</i> for equity

Wed., Sept. 23	Garcia & Kleifgen, cha. 3 (20) Pollack, Part 1: cha. 1 (45) Discussion Grp. #1 Reading Review #1 due	Programs and policies for educating Emergent Bilinguals Group talk The role of laws and science in making categories of people
Wed., Sept. 30	Garcia & Kleifgen, cha. 4 (19) Pollack, Part 1: cha. 2 (52) Discussion Grp. #2	Bilingualism and achievement: Theoretical constructs and empirical evidence Inequality talk
Wed., Oct. 7	Garcia & Kleifgen, cha. 5 (17) Pollack, Part 1: cha. 3 (40) Discussion Grp. #3 Reading Review #2 due	Language and bilingualism: Practices Smarts talk
Wed., Oct. 14	Pollack, Part 1: cha. 4 (43) Watch: <i>Race: The Power of an Illusion, vol. 2</i> Discussion Grp. #1	Affordances of technology Culture talk
Wed., Oct. 21	Garcia & Kleifgen, cha. 6 (19) Pollack, Part 2: cha. 5 (48) Discussion Grp. #2 Reading Review #3 due	Curriculum and other practices Data talk
Wed., Oct. 28	No Class—Field Experience	
Wed., Nov. 4	Garcia & Kleifgen, Garcia & Kleifgen, 7 (21) Pollack, cha. 6 (49) Discussion Grp. #3 Reading Review #4 due	Family and community engagement Life talk
Wed., Nov. 11	Garcia & Kleifgen, cha. 8 (15) Pollack, Part 2: cha. 6 (49) Discussion Grp. #1	Signposts: Conclusion and recommendations Opportunity talk Schooltalk for equity, long-term
Wed., Nov. 18	Migration Policy Institute article Pollack, Conclusion and Appendix (26) Discussion Grp. #2	Brain Waste Among U.S. Immigrants with Health Degrees: A Multi-State Profile https://www.migrationpolicy.org/research/brain-waste-immigrants-health-degrees-multi-state-profile

	Reading Review #5 due	
Wed., Nov. 25	No Class—Thanksgiving Week	
Wed., Dec. 2	Garcia & Kleifgen, cha. 9 (16) and cha. 10 (20) Discussion Grp. #3	Assessments Signposts: Conclusion and Recommendations
Wed., Dec. 9	Advocacy project presentations *Advocacy project due Dec. 16	

*all assignments subject to change and/or modify according to class needs

Assessment Matrix

	Reading Response Papers	Advocacy Project	Prepared Participation and Discussion Leader
EDUC 550 Course Goals	1,2,3,4	1,2,3,4,5	1,2,3,4,5
EDUC Dept. Conceptual Framework	1,2,3	1,2,3	1,2,3
Linfield College Core Themes	1,2,3,4	1,3,4	1,2,3,4
InTASC Standards (CAEP 1.1)	1,2,3,4,7,8,9,10	1,2,3,4,5,6,9,10	1,2,3,4,5,6,7,8,9,10
TESOL/NCATE Standards	1b,3a,3c,4a,4b,4c	3a,3b,3c,4a,5b	1b,3a,3b,3c,4a,4b,4c,5b
584-420-0100 ELL Standards for All Programs	(a),(bC), (cA-D), (dA & B)	(a),(b),(c),(e)	(aA),(bC),(cA-D),(dA&D),(eA&B), (fB)
584-420-0015 Reading Instruction: Program Standards	5(a), 5(b)		5(a), 5(b)
584-420-0016 Instruction on Dyslexia and Other Reading Difficulties Program Standards	(6),(5)		

Education Department Conceptual Framework 1. Learning theory and content knowledge 2. Advocacy for all learners 3. Reflection and action	InTASC Standards (CAEP 1.1) 1. Learner development 2. Learning differences 3. Learning environments 4. Content knowledge 5. Application of content	TESOL Standards 1.b. Language Acquisition and Development 3.a Planning for Standards Based ESL and Content Instruction
--	--	---

	6. Assessment 7. Planning for instruction 8. Instructional strategies 9. Professional learning and ethical practice 10. Leadership and collaboration	3.b. Implementing and Managing Standards Based ESL and Content Instruction 3.c. Using Resources Effectively in ESL Instruction 4.a. Issues of Assessment for ELLs 4.b. Language Proficiency Assessment 4.c. Classroom Based Assessment for ESL 5.b. Professional Development, Partnerships, and Advocacy
Linfield University Core Themes 1. Culture of engagement and excellence 2. Integrated teaching and learning 3. Global and multicultural understanding 4. Experiential learning	584-420-0016 Dyslexia Instruction Standards (6) The standards for dyslexia instruction provided in subsection (5) apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students.	584-420-0010 ELL Standards for All Programs (a) Language (A) (b) Culture (C) (c) Planning, Implementing, and Managing Instruction (A), (B), (C), (D) (d) Assessment (A), (D) (e) Professionalism (A), (B) (f) Technology (B)
Course Goals: 1. Analyze the factors of cause and effect on the intentions, words, silences as well as the outcomes and consequences in language planning and policies (DOK2). 2. Distinguish between policies and instruction that can transform injustices which promote/accommodate or restrict/oppress English Learners/Emergent Bilinguals (EL/EB) students (DOK2). 3. Assess the challenges of returning the focus back to students, sharing power, and moving toward professional equity for students, teachers, and families of EL/EBs (DOK3). 4. Apply the research, theories, and concepts of second language acquisition to first hand observations of EL/EB classroom teaching and learning (DOK4). 5. Demonstrate professionalism by regular attendance, completion of reading and other assignments, and constructive interactions with peers, colleagues, and professors (DOK3).		

CAEP Standard 1:4: <ul style="list-style-type: none"> • Candidates’ ability to provide effective instruction for all students (differentiation of instruction): Students create and teach a lesson to their diverse group of peers following the Linfield Lesson Plan template in collaborative groups. • Candidates’ ability to have students apply knowledge to solve problems and think critically: Students conduct a semester long case study on one EL/EB student where they apply the theories and concepts in class to the student. Students have to think creatively and critically to make connections between research and practice. • Candidates’ ability to include cross-discipline learning experiences and to teach for transfer of skills: Students’ collect data throughout the semester on one EL/EB student in a variety of contexts (i.e. ELD, different subjects) and make connections to course content in the case study assessment. • Candidates’ ability to design and implement learning experiences that require collaboration and communication skills: Students are required to work with a collaborative peer during their aiding experience. Students are also assigned collaborative groups for their presentation to the class.

CAEP Standard 1.5: Technology

- **Design with technology:** Integrate technology when appropriate into class presentations
- **Assess using technology:** Blackboard assignments and grade book for assignments, Quizlet
- **Collaborate with technology:** Create and share lesson plan with collaborative group on a Google document.

Diversity, Inclusion and Non-Discrimination Policy:

Any harassment or discrimination on the basis of any one of the following is a violation of a person's civil rights and will not be tolerated in this class: race, color, religion, ancestry, class, national origin, age, gender, marital status, persons with disabilities and medical conditions, and sexual orientation. We will model and maintain a discourse of critical dialogue about difficult and different ideological positions, but will do so respectfully in our "safe" and "brave" space designated as our classroom. Disagreements (profound or otherwise) are fully permissible in the classroom and yet, these dialogues do not necessarily have to be disrespectful. In an intellectual space these disagreements **MUST** be supported by reasoning and open dialogue. In an intellectual space, I expect you to feel both challenged and sometime uncomfortable with ideas that are either new, or expose you to different frameworks and paradigms. And just because some ideas are uncomfortable will not result in using censorship as a tool to block these ideas and discussions. It is only when we are open to engaging thoughtfully and respectfully with a range of political, sociological, cultural and historical positions (no matter how different these are from our own positions) we can claim any meaningful participation in honoring diversity and inclusion. (from Postcolonial Literature in English (ENG 365), Dr. Reshmi Dutt-Ballerstadt)

Academic Integrity:

In this course, we will adhere to the policy on academic honesty, as published in the Linfield University Course Catalog. Linfield University operates under the assumption that all students are honest and ethical in the way they conduct their personal and scholastic lives. Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Anything less is unacceptable and is considered a violation of academic integrity. Furthermore, a breach of academic integrity will have concrete consequences that may include failing a particular course or even dismissal from the University.

Violations of academic integrity include but are not limited to the following:

Cheating: Using or attempting to use unauthorized sources, materials, information, or study aids in any submitted academic work.

Plagiarism: Submission of academic work that includes material copied or paraphrased from published or unpublished sources without proper documentation. This includes self-plagiarism, the submission of work created by the student for another class unless he or she receives consent from both instructors.

Fabrication: Deliberate falsification or invention of any information, data, or citation in academic work.

Facilitating Academic Dishonesty: Knowingly helping or attempting to help another to violate the University's policy on academic integrity.

Academic Dishonesty

Teachers are held to the very highest ethical standards. Academic dishonesty will not be tolerated in the Education Department at Linfield University and will result in serious consequences. If you choose to engage in academic dishonesty in an education course and are caught, you will fail the assignment. In addition, all or any of the following may apply: you may fail the course, you may be denied the opportunity to repeat the course, your admittance in the teacher education program may be denied, your admittance to part-time or full-time student teaching may be denied, you may be pulled from your school placement (EDUC 040 observation, EDUC 150 aiding, EDUC 270/290 field experience, EDUC 491/492/493/494/495 part-time or full-time student teaching), and your offense may be referred to the Dean of Students. The professor will make the decision and an appeal may be made to the Education Department. For a description of Linfield University's policy with regard to academic dishonesty, consult the Linfield University Course Catalogue Linfield

McMinnville and OCE: Disability Statement:

Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations please contact Jeff Larson, Program Director of Learning Support Services (LSS), as early as possible to request accommodation for your disability. The timeliness of your request will allow LSS to promptly arrange the details of your support. LSS is located in Melrose Hall 020 (503-883-2562), or LSS@linfield.edu. We also encourage students to communicate with faculty about their accommodations.

COVID-19 Consideration:

Students who are currently sick or who are on quarantine will communicate to Jeff Larson, Program Director of Learning Support Services (LSS), as early as possible to request temporary accommodation for their individual situation. LSS is located in Melrose Hall 020 (503-883-2562) or LSS@linfield.edu. Once notified by LSS for the need of accommodation, the instructor will determine the most appropriate way to stay current with class material and any missed work.

All Linfield College faculty, staff and students are required to adhere to the temporary policies including face coverings, physical distancing and others linked [here](#).

COVID-19: In Case of Local Outbreak:

In the event of disruption of normal classroom activities due to a coronavirus outbreak, information pertaining to the completion of this course will be communicated to all students. It is possible that the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to the course syllabus by the instructor.

Graduate ESOL Mid-Term & Final Assessment

In-service teachers preparing for an English to Speakers of Other Languages (ESOL) endorsement are required to demonstrate their competency on the Teacher of English to Speakers of Other Languages (TESOL) standards and the Oregon Administrative Rules (OAR 584-060-0062).

This form is to be completed by the University Supervisor.

* Required

1. Student name *

2. Supervisor *

3. Site supervisor *

4. School *

5. District *

6. Grade Level *

7. Semester *

Select your answer



8. Is this for mid-term review or final? *

Mid-term

Final

SIOP Evaluation

The SIOP Student Teaching Assessment uses a 1-4 scale, with 4 being the highest score and 1 representing the lowest score.

4 = Exceeds Standard: Student teacher is able to demonstrate mastery independently.

3 = Proficient: Student teacher is able to demonstrate competency with minimal support.

2 = Developing Proficiency: Student teacher is able to occasionally demonstrate competency with significant support.

1 = Does Not Meet Standard: Student teacher is not able to demonstrate competency.

0 = No Evidence: Student teacher has not demonstrated or attempted to implement.

9. Preparation *

	4	3	2
Content objectives clearly defined, displayed, and reviewed with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language objectives clearly defined, displayed, and reviewed with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content concepts appropriate for age and educational background of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supplementary materials used to a high degree, making lessons clear and meaningful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adaptation of content to all levels of student proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, or speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Building Background *

	4	3	2
Concepts explicitly linked to students' background experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Links explicitly made between past learning and new concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Key vocabulary emphasized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Comprehensible Input *

	4	3	2
Speech appropriate for students' proficiency level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear explanation of academic tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A variety of techniques used to make concepts clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Strategies

	4	3	2
Ample opportunities provided for students to use learning strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scaffolding techniques consistently used assisting and supporting students understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A variety of questions or tasks that promote higher-order thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Interaction *

	4	3	2
Frequent opportunities for interaction and discussion between teacher / student, encouraging elaborated responses about lesson concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grouping configurations support language and content objectives of lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sufficient wait time for student responses consistently provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Practice & Application *

	4	3	2
Hands-on materials and/or manipulatives provided for students to practice using new content knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities provided for students to apply content and language knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities integrate all language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Lesson Delivery *

	4	3	2
Content objectives clearly supported by lesson delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language objectives clearly supported by lesson delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students engaged approximately 90% - 100% of the period	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pacing of the lesson appropriate to students' ability level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Review & Assessment *

	4	3	2
Comprehensive review of key vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprehensive review of key content concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular feedback provided to students on their output	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment of student comprehension and learning of all lesson objectives throughout the lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Feedback on ESOL Lesson Plans

17. Strengths *

18. Areas of Growth *

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.



Linfield Education Department Professional Characteristics

Follows Policies, Rules, & Regulations (CAEP 1)

Professional dress and manner. Follows the policies, rules and regulations of the host placement and the Linfield College Education Department Professional Conduct Expectations.

4: Exceeds Standard	3: Proficient	2: Developing Proficiency	1: Does Not Meet Standard	0
Professional dress and manner. Consistently follows all policies, rules, & regulations of host placement (e.g., turning off cell phone, not working on Linfield homework in class).	Dresses appropriately. Follows all policies, rules, & regulations of host placement (e.g., turning off cell phone, not working on Linfield homework in class).	Occasionally dresses inappropriately. Follows all policies, rules, & regulations of host placement (e.g., turning off cell phone, not working on Linfield homework in class), with occasional need for correction.	Inappropriate attire. Seems to disregard policies, rules, & regulations of host placement (e.g., turning off cell phone, not working on Linfield homework in class).	No evidence

Dependability (CAEP 1)

Present and punctual. Communicates schedule changes. Follows through with expectations of school, teacher, and the Linfield College Education Department.

4: Exceeds Standard	3: Proficient	2: Developing Proficiency	1: Does Not Meet Standard	0
Present and punctual. Always communicates clearly about schedule changes and other needs in a timely manner.	Present and punctual. Communicates if late. Absence is a rare occurrence.	Occasionally late and/or absent. Does not always communicate in a timely fashion.	Often late and/or absent. Does not communicate with classroom teacher.	No evidence

Oral Communication (CAEP 1)

Interpersonal skills with students and staff. Ability to speak clearly one-on-one and with groups of students and adults.

4: Exceeds Standard	3: Proficient	2: Developing Proficiency	1: Does Not Meet Standard	0
---------------------	---------------	---------------------------	---------------------------	---

Highly developed interpersonal skills with students and staff. Confident when in group situations or speaking in front of others.	Interacts courteously with students and staff. Comfortable when in group situations or speaking in front of others.	Occasionally interacts with students and staff with a lack of courtesy. Occasional discomfort when in group situations or speaking in front of others.	Inappropriate and/or personal interactions with students and staff. Uncomfortable when in group situations or speaking in front of others. Seems reluctant to develop in this area.	No evidence
---	---	--	---	-------------

Written Communication (CAEP 1)
Clear, focused, and organized. Professional vocabulary. Attention to conventions (accurate spelling, punctuation, grammar).

4: Exceeds Standard	3: Proficient	2: Developing Proficiency	1: Does Not Meet Standard	0
Exceptionally clear, focused, organized. Well-chosen vocabulary.	Clear, focused, organized. Occasional minor errors.	Usually clear, focused, organized. Occasional major errors or frequent minor errors.	Lack of organization. Frequent, significant errors.	No evidence

Culturally Responsive (CAEP 1)
Values individual differences and diversity. Demonstrates equity and respect (e.g., treats students differently based upon students' needs).

4: Exceeds Standard	3: Proficient	2: Developing Proficiency	1: Does Not Meet Standard	0
Demonstrates equity as a responsibility to do different things for students based on their academic readiness and cultural identities.	Demonstrates equity as doing different things for students based only on their individualism.	Attempts to be equitable. May display unconscious bias and/or deficit thinking.	Unresponsive to individual differences. Stereotypical thinking. Culturally insensitive interactions.	No evidence

PK-12 Student Interactions (CAEP 1)
Appropriate interactions: problem solves, redirects and provides guidance to students.

4: Exceeds Standard	3: Proficient	2: Developing Proficiency	1: Does Not Meet Standard	0
Provides excellent assistance to students. Effectively problem solves, redirects, and provides guidance & feedback to students without prompting.	Completes tasks and assists students competently. Problem solves, redirects, and provides guidance & feedback to students with little prompting.	Requires modeling or guidance in completing tasks and assisting students. Problem solves, redirects, and provides guidance & feedback to students with some prompting.	Assistance to students is minimal and/or ineffective. Requires frequent prompting to problem solve, redirect, and provide guidance & feedback to students.	No evidence
Initiative / Responsibility (CAEP 1) Self-starter. Creates opportunities. Seeks Challenges. Completes tasks on-time.				
4: Exceeds Standard	3: Proficient	2: Developing Proficiency	1: Does Not Meet Standard	0
Creates opportunities. Self-starter. Seeks challenges. Completes tasks on time with consistent attention to detail and without prompting.	Motivated to learn. Works independently. Completes tasks on time without prompting.	Shows mixed motivation and occasionally needs prompting. Completes assigned tasks but may occasionally be late.	Lacks motivation. Needs prompting. Does not complete assigned tasks.	No evidence
Open to Suggestions / Adaptability (CAEP 1) Flexible and versatile. Initiates and implements constructive feedback.				
4: Exceeds Standard	3: Proficient	2: Developing Proficiency	1: Does Not Meet Standard	0

Flexible and versatile. Eagerly accepts and implements constructive feedback.	Open to suggestions and able to adapt thinking. Accepts constructive feedback.	Usually open to suggestions but struggles to adapt thinking. Occasionally may require assistance in accepting constructive feedback.	Inflexible thinking and inability or unwillingness to adapt. Negative response to constructive feedback.	No evidence
---	--	--	--	-------------

Starting Spring 2019, the Linfield Education Department's Technology scores will be included in the overall scores.

Technology				
Facilitate and inspire student learning and creativity (ISTE Standard 1)				
Technology: Engage Student Learning (CAEP 1.5)				
Uses technology to engage students in learning opportunities.				
4: Exceeds Standard	3: Proficient	2: Developing Proficiency	1: Does Not Meet Standard	0
Student teacher uses their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.	Student teacher uses their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning in both face-to-face and virtual environments.	Student teacher rarely uses their knowledge of technology to facilitate student learning experiences in face-to-face or virtual environments.	Technology interferes with student learning experiences in face-to-face or virtual environments and/or technology is not used.	No evidence
Descriptors (any of the following merit a proficient or exceeds level) Student teacher uses technology to: <ol style="list-style-type: none"> Promote, support, and model creative and innovative thinking and inventiveness Engage students in exploring real-world issues and solving authentic problems using digital tools and resources Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments 				

Design and develop digital age learning experiences and assessments (ISTE Standard 2)

Technology: Design, Implement & Assess Student Learning (CAEP 1.5)

Uses technology to effectively design, implement, and assess students' learning experiences.

4: Exceeds Standard	3: Proficient	2: Developing Proficiency	1: Does Not Meet Standard	0
Student teacher designs, develops, and evaluates authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context.	Student teacher designs and/or develops learning experiences and assessments incorporating contemporary tools and resources.	Student teacher minimally incorporates contemporary tools and resources to develop learning experiences.	Student teacher does not incorporate contemporary tools and resources to develop learning experiences.	No evidence

Descriptors (any of the following merit a proficient or exceeds level)

Student teacher uses technology to:

- a) Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b) Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c) Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d) Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

Model digital age work and learning (ISTE Standard 3)

Technology: Enhance Professional Practice and Collaboration (CAEP 1.5)

Uses technology to enhance professional practice through collaboration with colleagues, mentor teacher, college supervisor, and parents/guardians.

4: Exceeds Standard	3: Proficient	2: Developing Proficiency	1: Does Not Meet Standard	0
Student teacher exhibits knowledge, skills, and work processes representative of an innovative professional in a global and digital society.	Student teacher exhibits knowledge, skills, and/or work processes in a global and digital society.	Student teacher exhibits some work processes in a global and digital society.	Student teacher's digital work processes do not incorporate current digital society.	No evidence

Descriptors (any of the following merit a proficient or exceeds level)

Student teacher uses technology to:

- a) Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b) Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community
- c) Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- d) Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning