

University of Northern Colorado
ECLD 596
Effective Instruction
in Culturally and Linguistically Diverse Education

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A. Course Description

This course examines methods of instruction and assessment that target systematic integration of language and content in specific curriculum content areas. Course readings and projects strengthen teachers' theoretical foundation while providing hands-on experience in implementing effective instruction and assessment that address the new Colorado English Language Proficiency Standards (WIDA) to enhance student learning. Topics include selection and effective use of resources and materials, instructional and assessment strategies, program planning and improvement, communicating results of assessments to stakeholders, emphasizing culturally and linguistically responsive pedagogies.

B. Prerequisites

None.

C. Relationship of this Course to the Program Knowledge Base

This course is designed for educators seeking a K-12 endorsement or master's degree in linguistically diverse education or teaching diverse learners. The course provides a breadth of hands-on experiences with culturally responsive instructional strategies and methods of assessment that further strengthen teachers' knowledge and skills needed to work with CLD students in a variety of academic settings for students' academic success.

D. Professional Standards Met

- Colorado Department of Education (CDE) Standards for Culturally and Linguistically Diverse Education (CLD 8.22)
- Colorado Department of Education (CDE) Standards for Culturally and Linguistically and Linguistically Diverse Specialist (CLD 8.23)
- Colorado Department of Education (CDE) Standards for Knowledge of Literacy (R-5.01)
- Colorado Department of Education (CDE) Performance-based Standards for Colorado Teachers (5.01-5.08)
- Teachers of English as a Second or Other Language (TESOL) Teacher Preparation Standards (1-5)

E. Course Goals and Objectives

The purpose of this course is to prepare teachers to implement instructional and assessment strategies for emergent bilingual students that address the CELP standards, and reflect a culturally responsive approach to teaching diverse students.

The specific objectives for this course are:

<p>1. Demonstrate the understanding of the relationship between academic success and content specific language/literacy development, and the ability to incorporate this understanding in standards-based content and ESL instruction in the context of state requirements for CLD education.</p>	<p>CDE-CLD 8.22(1) (c), 8.22(2) (b), 8.22 (3) (b), 8.22 (3) (c), 8.22(2) (a), 8.22(3) (d), 8.22 (5) (b), 8.22 (5) (c) CDE Literacy 501.3K, 501.4K TESOL : 3.b.1, 3.b.2, 3.b.3, 3.b.4, 3.b.5, 3.b.6, 3.b.7 CDL Specialist 8.23(1)(a)</p>
<p>2. Demonstrate effective instruction and instructional planning that is systemic, sequential, and intellectually challenging, including the use of instructional materials that maintain and/or improve student achievement.</p>	<p>CDE-CLD 8.22 (3)(c), 8.22(3)(d) CDE Literacy 501.1D, 5.01.3D, 5.01.3S, 5.01.4G TESOL 3.a.3, 3.a.4. CDL Specialist 8.23(1)(a)</p>
<p>3. Demonstrate effective instructional techniques, methodologies, and strategies to develop English language and literacy and to meet the diverse needs of second language learners, including those students with learning disorders.</p>	<p>CDE-CLD 8.22 (3)(b) CDE Literacy 501.C TESOL : 3.b.1, 3.b.2, 3.b.3, 3.b.4, 3.b.5, 3.b.6, 3.b.7 CDL Specialist 8.23(1)(a)</p>
<p>4. Demonstrate the ability to plan and implement instruction that is intellectually challenging, to ensure academic language, literacy, and content learning for Ells.</p>	<p>CDE-CLD 8.22 (5) (c) CDE Literacy 5.01.1D, 501.3E TESOL 4.a.1, 4.a.2, 4.a.3, 4.a.3, 4.a.4, 4.b.1, 4.b.2, 4.b.3, 4.b.4, 4.b.5, 4.c.1, 4.c.2, 4.c.3 CDL Specialist 8.23(1)(a)</p>
<p>5. Demonstrate the ability to differentiate instruction based on the evaluation of student’s language proficiency and literacy levels.</p>	<p>CDE-CLD 8.22 (3)(b) CDE Literacy 501.C TESOL 3.c.1, 3.c.3, 4.b.1, 4.b.2, 4.b.3, 4.b.4, 4.b.5 CDL Specialist 8.23(1)(a)</p>
<p>6. Demonstrate knowledge and the ability to teach students conventions of written and oral discourse that includes intention and functions of speech, genres, and organizational features and patterns.</p>	<p>CDE-CLD 8.22(1)(c) CDE Literacy 501.3K, 501.4K CDL Specialist 8.23(1)(a)</p>
<p>7. Describe the role of culture in language development and academic success, including the relation of cultural identity and heritage language to English language learning and academic success.</p>	<p>8.22(4)(b), 8.22(4)(c) TESOL 2.a.1, 2.a.2, 2.a.3, 2.b.2, 2.b.4</p>

F. Content of the Course

1. Introduction to teaching in a new language and the SIOP Model

- a. Building background
 - b. Comprehensible input
 - c. Grouping configurations
 - d. Interaction, etc.
2. Theoretical foundations of the WIDA standards
 - a. Understanding and using language proficiency and academic content standards
 - b. The relationship between academic success and content specific language/literacy development
 - c. Incorporating standards-based content and ESL instruction for content specific language/literacy development
 3. Literacy in the curriculum, challenges for ELLs
 - a. Defining academic literacy, implications for teaching subject literacy
 - b. ELLs in content classrooms
 - c. Intellectual quality of classrooms
 - d. Understanding what makes academic language difficult
 - e. Assessing oral language and content area learning
 4. Understanding and using the WIDA standards and resources
 - a. Identifying language features, language functions, and model performance indicators, and creating content and language objectives related to content and ELP standards
 - b. Using WIDA Can-Do indicators to identify levels of language proficiency in the four domains of language
 5. Effective instruction and instructional planning
 - a. The selection and utilization of instructional materials and resources that are age, grade level, and language-proficiency appropriate, that are aligned with the curriculum, English language proficiency standards, and English language arts content standards
 - b. High-challenge, high-support classrooms
 - c. Supporting academic reading
 - d. Scaffolding writing through the genre curriculum cycle
 - e. Planning talk for learning and literacy
 6. Developing proficiency of the four domains of language
 - a. Listening
 - b. Speaking
 - c. Writing
 - d. Reading
 7. Communication and collaboration
 - a. Working with a team of educators to identify student proficiency levels, develop an instructional plan, and assess learning
 - b. Communicating to other educators, service providers, and family members the results of assessment and the rationale for an instructional plan that responds to the socio-economic, academic, and linguistic needs of the student.

G. Course Requirements

Assignment	Points	Submit
<i>Assignment 1: Participation and Quality of Discussions</i>	20	Ongoing
<i>Assignment 2: SIOP/WIDA Interdisciplinary Unit Development</i>	40	July 26
<i>Assignment 3: Electronic Resource List for Language Teaching</i>	20	June 30
<i>Assignment 4: School/District/State Educational Conditions for ELLs</i>	20	July 14
TOTAL	100	

Assignment and Project Descriptions

Participation and Professionalism. Participation consists of either face-to-face and/or online supported discussion formats and interactive class activities related to the course objectives. Both quantity and quality are both important. Weekly participation is expected.

Rubric for Canvas Discussion Board

Points	Description
Excellent	<p><u>Thread launch (Discussion Leader):</u> Clear and elaborate connections between text and commentary. Your arguments are supported by the text (including citation) and your efforts extend the meaning or clarify the text. You include an excerpt from the text, whether book, book chapter, article, or weblink, with page number. You make text-to-text, text-to-world, and/or self-to-text connections.</p> <p><u>Thread discussion (Respondents):</u> Shows thoughtful reflection upon and response to another student's statement. Includes an excerpt from that statement (cut and paste with quotes). You make self-to-other, self-to-text, text-to-text, and/or text-to-world connections.</p>
Acceptable	<p><u>Thread launch:</u> Vague or confusing connections between excerpt and commentary. Your text-to-text, text-to-world, and/or self-to-text connections are not clearly elaborated, or the connections you see are not obvious to the reader.</p> <p><u>Thread discussion:</u> Shows some reflection upon and response to another student's response. You make nominal connections between your experience and the research, or between previous and present discussion threads. You do not include excerpts from student postings or other readings.</p>
Unacceptable	<p><u>Thread launch:</u> Your statement is underdeveloped, all excerpt, or all commentary, shows little thought or effort. No reference to assigned readings.</p> <p><u>Thread discussion:</u> Your response is limited to banal celebration of other</p>

peoples' thinking, such as, "Lisa, I really liked what you wrote here!" You do not reference specific readings or other students' comments. You do not make relevant self-to-other, self-to-text, text-to-text, and/or text-to-world connections.

Assignment 2: Components of the Unit-In addition see Unit Format under Course Materials

Based on the format of the Sheltered Instruction Observation Protocol (SIOP), develop a content unit that will consist of four lesson plans. Select a content area topic for your unit that will be aligned with the Colorado Content Standards and then develop lessons that will support the learning of the content. Each lesson needs to cover a different content area.

When developing your language objectives for your unit and lessons, consult the Colorado Department of Education English Language student standards and include them as part of your lessons.

Criteria	Barely Acceptable 1	Acceptable 2	Competent 3	Exemplary 4	Total Score
1. Lesson Preparation	Language and content objectives not clearly stated or appropriate for the lessons; no plans for supplementary materials and adaptations of content; activities involved low-level skills and concepts.	Content and language objectives inconsistently included and not appropriate for the lessons; some supplementary materials were use; activities did not challenge students conceptually; no evidence of modifications.	Clear language and content objectives; supplementary materials and adaptation of content to meet students' individual proficiency levels; activities for the most part challenged students' higher order thinking.	Appropriate and clear language and content objectives consistently included in the unit; plans for supplementary materials and adaptation of content to meet students' individual proficiency levels; activities planned were meaningful, concepts appropriate for the age and educational background of students, and higher order thinking was consistently elicited.	
2. Building background	No effort was made to link new concepts not to students' background experiences; no links were made between past learning and new concepts; key vocabulary was not emphasized.	Concepts were not linked to students' background experiences; connections were made between past learning and new concepts; key vocabulary was introduced, but not written and visible for pupils.	Concepts were linked to past learning and sometimes to students' background experiences; key vocabulary was emphasized.	Concepts were explicitly linked to students' background experiences; links were made between past learning and new concepts; key vocabulary was emphasized.	
3. Comprehensible Input	No evidence of techniques to make content concepts clear such as visuals, modeling, or gestures; academic tasks were not clear.	Limited evidence of techniques to make content concepts clear such as visuals, modeling, or gestures; academic tasks were not clear.	Some evidence of techniques to make content concepts clear such as visuals, modeling, or gestures; academic tasks were not clear.	Sufficient evidence of techniques to make content concepts clear such as visuals, modeling, or gestures; academic tasks were not clear.	
4. Strategies	No opportunities for pupils to use learning strategies; no scaffolding techniques were evident; no questions that promoted higher- order thinking.	Few opportunities for pupils to use learning strategies; scaffolding techniques were occasionally evident; the student occasionally posed questions that promoted higher-order thinking.	Some opportunities for pupils to use strategies to extend their communicative competence, to construct and apply their academic knowledge, and to extend their sociolinguistics and sociocultural competence; the student often used scaffolding techniques to assist student understanding; the student used a variety of question types with students	Multiple and consistent use of learning strategies to extend communicative competence, to construct and apply academic knowledge, and to extend sociolinguistics and sociocultural competence; consistent use of scaffolding techniques to assist students' understanding; use of a variety of question types with students of all proficiency levels, including those that	

			of most proficiency levels, including those that promote higher-order thinking skills.	promote higher-order thinking skills.	
5. Interaction	Teacher-centered classroom environment. Activities are not planned that use structures for small group interactions. Students are called on individually, rather than allowing them to “think-pair-share” before being expected to speak in front of the whole class.	Frequent opportunities for students to interact with the teacher, but not with other students. No attempts to clarify concepts in L1.	Students have many opportunities to interact with the teacher and with each other. Teacher allows students to speak to each other in L1 to clarify concepts, and provides adequate wait time for student responses.	Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts; grouping configurations support language and content objectives of the lesson; consistently provides wait time for student response; Ample opportunities for students to clarify key concepts in L1.	
6. Practice/ Application	Lessons only use textbooks and worksheets, no manipulatives or hands-on materials are used. Limited time or opportunities for students to practice and apply the new concepts and language.	Lessons do not provide adequate opportunity for students to practice and apply new concepts and language.	Lessons provides hands-on materials for students to practice using new content and language knowledge; creates activities that integrate reading, writing, speaking, and listening over the course of the unit.	Lessons include multiple activities that use hands-on materials and/or manipulatives for students to practice and apply new content knowledge; uses activities that integrate reading, writing, listening, speaking, and viewing.	
7. Lesson Delivery	Language and content objectives were either not stated, or were not addressed in the lesson. Lessons move too quickly for the emergent bilinguals’ to follow.	Students are engaged only 50% of the period. Language and content objectives were either not stated, or were not addressed in the lesson. Lessons are somewhat paced the to match emergent bilinguals’ needs.	Content and language objectives are supported by lesson delivery; students are engaged at least 90% of the period; pacing is mindful of emergent bilinguals’ needs.	Content and language objectives are strongly supported by lesson delivery; language objectives are clearly supported by lesson delivery; Students are engaged 100% of the period; pacing of the lesson is appropriate to students’ ability level.	
8. Review/ Assessment	Lessons do not review language and content objectives. No feedback is provided to emergent bilinguals’ on their language production, and does not check for comprehension of concepts. No assessment was administered on emergent bilinguals’ learning.	Limited review of language and content objectives. Teacher does some spot checking of emergent bilinguals’ comprehension of concepts and language.	Lessons include review of concepts and vocabulary. Assessment adapted to the specific language and content knowledge levels of emergent bilinguals, teacher checks comprehension and gives feedback throughout the lesson.	Lessons provide comprehensive review of key vocabulary and content concepts. Teacher provides feedback to students on their output; conducts assessment of student comprehension and learning of all lesson objectives throughout the lesson.	

Assignment 3: Students will create a list of at least 20 resources that will provide ideas for the teaching of speaking, listening, reading, and writing in either an ESL or EFL setting. The list will be shared with the group as a way to create a “Resource Library” for future use. (Due June 30, 20 points) Please submit to our Discussion site so that everyone can have access to your work.

Include the following information:

Name and other identifiable information:

Main objective and goal of the resource:

How to access the resource:

Why is it important to include it as part of your list:

Possible uses in the classroom:

Assignment 4: Students will select a School, District, or State and using published data and interviews will write about the Educational Conditions for ELs in that particular site. Report should include historical information of the site in relationship to emerging bilinguals, number of ELs and grow, programs available, present opportunities for ELs and their family members. This is an opportunity for you to become familiar with a specific site and to evaluate how emergent bilingual students are being educated. (Due July 14, 20 points)

H. GRADING CRITERIA

Grade	Points	Grade	Points
A	95-100	C	76-74
A-	90-94	C-	73-70
B+	89-87	D+	69-67
B	86-84	D	66-64
B-	83-80	D-	64-60
C+	79-77	F	Less than 60

I. Required readings

CDE Guidebook on designing, delivering, and evaluating services for ELLs (available in Canvas under Course Materials and at http://www.cde.state.co.us/cde_english/index.htm)

Li, N. (2016). *Teaching ELLs across content areas: Issues and strategies*. Information Age Publishing.

Vogt, M.E., Echevarria, J., and Washman, M. (2014). *99 MORE Ideas and Activities for Teaching English Learners with the SIOP Model (SIOP Series)*. Pearson.

J. Suggested reading

TESOL Standards – <http://www.tesol.org/advance-the-field/standards/tesol-ncate-standards-for-p-12-teacher-education-programs>

K. Accommodations Statement

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

L. Academic Honesty

Students are required to follow guidelines related to academic honesty as outlined in the student handbook, available at <http://www.unco.edu/dos/docs/StudentHandbook.pdf>. Also see guidance related to plagiarism at http://www.unco.edu/dos/student_plagiarism.html.

M. Inclusivity in the classroom and UNC community

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (<http://www.unco.edu/cebs/diversity/framework.html>).