RDG 448 410, 411
Integrated Learning: Characteristics and Challenges of English Language Learners in Field-Based Settings/Global Course
COURSE SYLLABUS
Fall 2015

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Optional:
   Texas TExES Generalist EC-6 (191) w/Online Practice Exam by Luis A Rosado
   ISBN-10: 0-7386-1051-8 or **ISBN-13:** 978-0-7386-1051-1

   Field-Based Teacher Education Program Handbook [revised July 2013].
   http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicSer
   vices/Available%20Programs/fieldBased/documents/14-15%20FieldBasedHandbook.pdf

On-Line Resources:

- English Language Proficiency Standards available on-line at
  http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html

- Texas English Language Proficiency Assessment System (TELPAS)
  http://www.tea.state.tx.us/student.assessment/ell/telpas/

- Dyslexia Handbook
  http://www.decodingdyslexiatx.org/wp-content/uploads/2014/05/TEA_DyslexiaHandbook_2014-
  DRAFT-5-12-14.pdf

Course Description:

The characteristics and challenges of English language learners will be explored. Attention will be given to the development of reading fluency and written communications in the content areas with second language learners. Language assessments will be studied. Prerequisites: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Internship.

This course has been selected as a Global Course tied to the Quality Enhancement Plan (QEP). Texas A&M University-Commerce QEP seeks to prepare students for an interconnected world. This course will examine the rich diversity of cultures and languages present in schools today. The characteristics and challenges of English language learners will be explored. Attention will be given to the development of reading fluency and

written communications in the content areas with second language learners. Language assessments and ELPS will be studied. This course explores the integrated nature of learning with reading as content focus. Seminars are conducted in CPDT centers; field-based applications take place in public schools under the guidance of public school teachers and university personnel that comprise the Instructional Leadership Team. Prerequisite ElEd 300; Rdg 350, 370; admission to teacher education program; placement in a CPDT center; minimum overall GPA of 2.5 and must have passed TSI.

This course is taught in an integrated manner during seminar by Center Faculty and includes
ELED 437, 438 and 443.

Objectives:
Conceptual Objectives: (Supported through TEKS and TExES Standards)
This course will focus on the teacher knowledge and application as supported by the standards listed below.

Student Learning Outcomes:
While engaged in learning and teaching, the intern will show evidence that s/he understands:

Pedagogy and Professional Responsibilities Standards (PPR)

Standard I Domain I
The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age
     groups.
1.2k the implications of students' developmental characteristics for planning appropriate instruction
1.3k characteristics and instructional needs of students with varied backgrounds, skill, interests, and learning
     needs
1.4k different approaches to learning that students may exhibit and what motivates students to become active,
     engaged learners
1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning
1.6k appropriate strategies for instructing English language learners

Standard I Domain III
1.25k the role of assessment in guiding instructional planning

Standard II Domain II
The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
2.1k the importance of creating a learning environment in which diversity and individual differences are respected
2.1s how to interact with students in ways that reflect support and show respect for all students
2.2s how to use strategies to ensure that interactions among students are polite, respectful, and cooperative

Standard III Domain III
The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs
*3.*6k how to present content to students in relevant and meaningful ways
3.7k the use of instructional materials, resources, ad technologies that are appropriate and engaging for students in varied learning situations
3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding
3.9k strategies and techniques for using instructional groupings to promote student learning

3.10k different types of motivation, factors affecting student motivation and effective motivational strategies in varied learning contexts

3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning

Quality Enhancement Plan (QEP)

SLO1 the interconnectedness of global dynamics within the classroom (issues, processes, trends and systems)

Dyslexia and Other Language Disorders

- the importance of oral language, knows the developmental processes of oral language, and provides a variety of instructional opportunities for students to develop listening and speaking skills;
- the fundamental language concepts and knows the structure and conventions of the English language;
- the processes of first-language (L1) and second language (L2) acquisition and the interrelatedness of L1 and L2 development;
- the ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction;
- the importance of utilizing formal and informal assessment data to inform instruction;
- factors that affect ESL students learning and implement strategies;
- the components of phonological and phonemic awareness and utilizes a variety of approaches to help students develop this awareness and its relationship to written language;
- the importance of the alphabetic principle to reading English, knows the elements of the alphabetic principle, and provides instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways;
- that literacy develops over and time and progresses from emergent to proficient stages and uses a variety of contexts to support the development of literacy;
- the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency;
- the importance of reading for understanding, know the components of comprehension, and teach strategies for improving students' comprehension;
- that writing to communicate is a developmental process and provides instruction that helps students develop competence in written communication;
- how students use and develop writing conventions;
- the basic principles of assessment and the use of a variety of literacy assessment practices to plan and implement literacy instruction for their students;
- the importance of illustrations and concrete examples with use of hands-on experiences, as well as content and vocabulary development for English language learners---example: use of cognates with English learners;
- that characteristics of dyslexia are typically exhibited as a deficit in the phonological components of language and that it is often unexpected in relation to other cognitive abilities and educational level;
- the recommendation process for dyslexia assessment and 504 procedures;
- the use of Response to Intervention (RTI) as a process to identify students at risk of dyslexia, as well as learning disabilities; and
- how to provide instructional modifications and early intervention strategies to support the needs of students at risk of dyslexia.

English Language Arts and Reading EC–6 Standards (TEKS and TExES)

Standard 1. *Oral Language:* Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard 2. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard 3. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard 4. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard 5. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard 6. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard 7. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard 8. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard 9. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard 10. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard 11. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard 12. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

COURSE REQUIREMENTS

1. *Attendance*— on time—at **all** scheduled university seminars, school-based class sessions, and school-based meetings.
2. Professionalism exemplified by preparation and enthusiasm for all school-based and seminar activities.
3. A weekly *Reflection Journal* of informal observations, reflections, and/or writing-to-learn activities in which teaching strategies, learning strategies, organization/management systems, effective instruction, and the accommodation of diversity are discussed.
4. Six formal written observations of mentors' lessons. [3 per rotation]
5. Six lessons (planned, taught, and evaluated). [3 per rotation]
6. Weekly *Individual Teacher Education Plans* (ITEPs) of planned and completed activities.
7. Culturally Responsive Teaching through Literature Activity
8. Field-Based Investigative Report of the procedures used for identifying, assessing and serving ELL and non-ELL students with dyslexia or a related disorder
9. Teaching Inquiry Project –final project due in residency.
10. Technology requirements will be met by the use of eCollege/Dropbox as well as utilizing technology to teach lessons in the EC-6 classroom.
11. A digital *ePortfolio* that showcases growth as a teacher – final product due in residency
12. Register for TExES Certification Exams.
13. Check degree evaluation for accuracy.

Instructional / Methods / Activities Assessments

This course utilizes a practicum approach such as observations, small group/whole group instruction, co-teaching, and full-time teaching in the field. Seminars will be held weekly and uses an integrated approach to connect learning and experiences.

The purpose of the **internship/residency** within the field-based program is twofold: (1) to demonstrate knowledge about content, pedagogy, technology, classroom management, assessment and evaluation, and the teaching and learning process; and (2) to demonstrate the ability to work with and manage students, plan lessons, and teach students using relevant and meaningful learning experiences in a professional manner. Thus, the assessment and evaluation of is also twofold as it addresses performance in both field based and seminar settings.

The primary force in the CPDT is the ***instructional leadership team*** that is coordinated by the mentor teachers and university liaisons with input from the interns, residents, and principals. Most decisions about the activities and experiences each intern/resident will have are determined by the *ILT* through discussion and consensus. The ILTs are usually composed of at least two mentor teachers, usually from different grade levels or content areas, an intern, and/or a resident, and university liaison.

The field-based teacher education program has been designed to provide each student with opportunities to learn about students, learning, and teaching in the best possible environment--the real public school classroom and apply the knowledge gained from the resident semester in the residency semester. While the focus in the internship semester is on knowledge and learning, the focus in the residency semester is on demonstration and application of skills. Therefore, the intern's responsibilities should include:

1. understand the physical and cultural environment of the school, faculty, and staff, and students;
2. learn the students' names and their cultural diversity as soon as possible;
3. demonstrate the ability to respond appropriately to diverse group of learners;
4. understand the mentor teacher's yearly curricular and instructional goals;
5. become familiar with the content objectives, essential elements, and curriculum in order to utilize them for   planning and instruction;
6. demonstrate a rich knowledge of content areas;
7. demonstrate effective interpersonal communication skills orally and in writing with professionals and students;
8. display the highest standards of professionalism and a commitment to improve the learning environment and
   the teaching profession;
9. observe the planning process and attend all available planning meetings;
10. assist the mentor teacher in planning, developing, and preparing materials;
11. become familiar with the classroom instructional and discipline management plan;
12. assist the teacher in supervising student performance and working with individual students;
13. observe and reflect upon curricular and instructional practices and research alternate learner-centered methods of instruction;
14. demonstrate a rich knowledge of pedagogy including effective teaching practices and relevant and meaningful learning experiences for students;
15. demonstrate knowledge and use of effective assessment and evaluation strategies to promote student learning;
16. explore and demonstrate knowledge in the use of the technology to enhance instruction and classroom management;
17. exhibit a commitment to teaching, learning, and excellence in the profession;
18. assume other responsibilities based upon ILT recommendations;
19. enhance instructional environment for public school students.

Assignment Descriptions:

Lesson Plans and Evaluation:
Student Learning Outcomes: (PPR Standards 1.1k – 1.6k, 1.25k, 2.1s, 2.2s, 3.5k-3.11k; ELA/Reading Standards 1-12)
Assessment Method: Documentation through observations (Mentor/Liaison), Journal Reflections, ITEP's/Lesson plans, lesson evaluations and Mid/Final Evaluation

- Demonstrate your knowledge of the typical stages of cognitive, social, physical and emotional development of your students by developing classroom management plans for the children you are teaching.
- Demonstrate your knowledge of student diversity by planning learning experiences and assessments that are responsive to difference among students.
- Establish a classroom climate that fosters learning, equity, and excellence.
- Manage student behavior through organized strategies.
- Communicate effectively in varied teaching and learning contexts.

- Actively engages students in all teaching and learning contexts.
- Four formal evaluations must be completed this semester. Two formal evaluations from the school (mentor teachers) and one from the university liaison in each of your placements must be completed. **At each evaluation please have prepared for the evaluator the following items: your lesson plan, a lesson evaluation form, and all handouts to be used during your lesson**.
- Midterm Evaluation
- Final Evaluation

Mentor Teacher Observations:
Student Learning Outcomes: (PPR Standards 3.5k, 3.6k, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k)
Assessment Method: Observations completed and strategies noted
   Six formal written observations of mentors' lessons. Interns will document observed differentiation and accommodation strategies utilized for diverse learners [3 per rotation]

The Reflective Teacher:
Student Learning Outcomes: (PPR Standards 2.1k, 2.1s, 2.2s)
Assessment Method: Mid-term & Final Evaluation with the (ILT) Instructional Leadership Team & Journal prompts related to classroom management
- Meetings with liaison and mentor(s)
- Mid-term & End of the Year evaluation
- Chapter/outside reading discussions
- Reflection journals
- Digital ePortfolio

Field-Based Investigative Report:
Student Learning Outcomes: (ELA/Reading Standards 1-12; PPR Standards 1.1k-1.6k, 1.25k; TEC §38.003 Screening and Treatment for Dyslexia and Related Disorders; TAC §74.28. Students with Dyslexia and Related Disorders)
Assessment Method: Narrative Report will be evaluated by means of a rubric
   Each intern will conduct a field-based investigation on their assigned campus of the procedures used for identifying, assessing and serving ELL and non-ELL students with dyslexia or a related disorder. The investigation includes detecting the array of instructional support services available to identified students and the resources available to teachers. Findings will be compiled in a narrative report and will be presented in seminar where the different campus processes will be compared and contrasted.

Culturally Responsive Teaching through Literature Activity.
Student Learning Outcomes: (QEP SLO1)
Assessment Method: Seminar presentation and written description will be assess by means of a rubric
   Each intern will select a children's multicultural literature book and write a brief description of how the selected book can be used to promote culturally responsive teaching and global interconnectedness within the classroom. Interns will individually present a book talk in seminar showcasing the book's content and findings. All interns will add their books and description to a shared document in order that it may become a compiled list for all interns. Global scholars will upload final document into their ManeSync ePortfolio**.**

Final Grading:

Grading will reflect a combination of seminar and field work. *Field focus: prior preparation, strength and delivery of lessons, knowledge of subject matter, utilization of lesson design, and assessment of student progress.*

The following holistic scoring will be utilized:

   A (90 – 100%) = Commendable. Well above average in initiative, thought, organization, reflection, and implementing professional choices. Evidences extensive control of own decision-making and learning processes. Monitors, adjusts, and manages independently. Excellent attitude, attendance, participation and completion of assignments by due date

B (80 – 89%) = Developing. Functional, but in need of instruction regarding initiative, thought, organization, reflection, and implementing professional choices. Evidences some control of own decision-making and learning processes. Monitors, adjusts, and manages--but requires intervention. Good attitude, attendance, participation and completion of assignments by due date

C (70 – 79%) = Needs Improvement. Some lack of initiative, thought, organization, reflection, and responsibility. Evidences little to no control of own decision-making and learning processes. Does not adequately monitor, adjust, and manage. Sometimes exhibits poor attitude, attendance, participation and completion of assignments by due date.

D (less than 70%) = Not recommended for teacher certification

Grades are determined by the ILT and are based on the following:

1. Professional growth as demonstrated by:
   a. Professional growth portfolio----ePortfolio (Weebly)
   b. Anecdotal records kept by the mentor teachers, university liaisons and seminar instructors
   c. Lesson plans, and/or weekly resident reports
   d. Lesson Evaluations by mentor teachers and university liaison
   e. Professionalism (major component)
2. Written reflections; outside reading and discussions
4. Classroom Management Notebook reflection.
5. Attendance at school and university seminars (Mandatory every scheduled day)
6. Mid-Term ILT Conference
7. Final ILT Conference

TECHNOLOGY REQUIREMENTS

This course is web-enhanced for the purposes of accessing the course syllabus, rubrics for assignments, communication with instructor and classmates through the use of Dropbox. The following information has been provided to assist you in preparing to use technology successfully in this course.

The following technology is required to be successful in this web enhanced course:

Internet connection – high speed recommended (not dial-up)
Word Processor (Microsoft Office Word – 2003 or 2007)
Access to University Library site
Access to an Email

ACCESS AND NAVIGATION

Access and Log in Information

This course may be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to https://leo.tamu-commerce.edu/login.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamucommerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
The instructor(s) of this course will be available to students before, during, and after seminar as well as in the field setting. They also may be contacted through email and phone.

Instructor(s) & e-mail:
<Insert Instructor's Information>
US Mail: C&I Dept., A&M University-Commerce, P.O. Box 3011, Commerce, TX 75429
Telephone: 903.886.5931
FAX: 903.886.5581

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

1. Attendance at all scheduled seminars, campus assigned days, and school/university meetings. Interns must be on time to seminar and on their assigned campus. ALL absences must be made up.
2. Professionalism at the highest level to be demonstrated at all school and university functions. An educator demonstrates his/her professionalism in ways such as being on time, participating in and contributing to class activities, accepting responsibility, and consistently demonstrating professionalism during class and on your assignments.
3. Prepared for all campus assignments, university assignments and university seminars.
4. Written assignments will be typed and corrected for grammar, spelling and punctuation
5. All assignments will be in a format that is easy to read, attractive, and turned into your liaison on time.
6. Assignments will be completed on your own time and not in the classroom.

Dyslexia Statement
The Department of Curriculum and Instruction believes that students with dyslexia and other language disorders deserve the right to proper identification and educational intervention. These students should have access to evidenced-based instruction that meets their educational needs To that end, the Department of Curriculum and Instruction prepares teachers to identify, assess, and provide multisensory instruction for students with these difficulties. Consistent with the Americans with Disabilities Act (1990) and Texas Law (38.003 *Screening and Treatment for Dyslexia and Related Disorders*, §74.28. *Students with Dyslexia and Related Disorders*) the Department of Curriculum and Instruction supports the learning and teaching of instruction that assists all students including those with dyslexia and other language disorders.

Academic Honesty Policy
Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Suggested web resources to students for reference regarding what constitutes plagiarism and how to avoid it.
http://www.plagiarism.org/ or http://www.unc.edu/depts/wcweb/handouts/plagiarism.html
or http://www.indiana.edu/~wts/pamphlets/plagiarism.shtm

University Specific Procedures:
ADA Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

The use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco is prohibited inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

Withdrawal Policy
Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript. If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered, I will not be able to change it. A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

Financial Aid Support
You will be dropped from class if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also **forgivable loans.** You may want to check in to this by contacting the Bursar's Office for more details.

MyLeo
As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to you 24/7 at **https://leo.tamu-commerce.edu/login.aspx.**

Class Cancellations
For weather related information regarding class cancellations enroll in the IRIS alert system on your myleo page, visit the TAMU-C website, listen to KETR, 88.9 FM, or call 886-5005.

COURSE OUTLINE/ CALENDAR

The course calendar and seminar schedule will be emailed to students and also distributed at the first seminar.