

**Dixie State University
Department of Education
Spring 2017 Syllabus**

Course: Methods, Strategies & Materials for Language Arts/ESL-23121

Section: EDUC 4410-01

Meeting Days, Time & Location: Mondays from 12:00 to 1:40 p.m. – Meets in WEDU 136

Instructor: Dr. Adriana Brandt

Office Hours:

Monday: 10:00 to 11:00 a.m. and 2:00 to 4:00 p.m.

Wednesday: 2:00 to 4:00 p.m.

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DSU Department of Education Program Standards

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|  <p>Department of Education</p> | <p>Mission Statement The mission of the Department of Education is to create learning experiences for its candidates that foster collaboration, professionalism and competence in content and pedagogical knowledge. Through the integration of leadership, scholarship, reflection, and community partnerships, the Department prepares its candidates to be outstanding teachers within diverse and changing communities.</p> |
| <p>DSU Program Standards/ Utah Effective Standards (The standards listed below incorporate national (CAEP), state standards (UETS) and Dixie State University core themes of learning, engagement and opportunity)</p> | |
| <p>The Learner and Learning –</p> <p>Standard 1: Learner Development – The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.</p> <p>Standard 2: Learning Differences – The teacher understands individual learner differences and cultural linguistic diversity</p> <p>Standard 3: Learning Environment – The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation</p> | |
| <p>Instructional Practice –</p> <p>Standard 4: Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline.</p> <p>Standard 5: Assessment – The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.</p> <p>Standard 6: Instructional Planning – The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.</p> <p>Standard 7: Instructional Strategies – The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.</p> | |
| <p>Professional Responsibility –</p> <p>Standard 8: Reflection and Continuous Growth – The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.</p> <p>Standard 9: Leadership and Collaboration – The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.</p> <p>Standard 10: Professional and Ethical Behavior – The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515</p> | |

TESOL/CAEP Standards for P-12 Teacher Education

(The national standards listed below address the professional expertise needed by ESL educators to work with language minority students (ELLs).)

Domain 1: Language: Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (ELLs) develop language and literacy and achieve in the content areas.

Standard 1.a. Language as a System: Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

Standard 1.b. Language Acquisition and Development: Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

Domain 2. Culture: Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

Standard 2. Culture as It Affects Student Learning: Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Domain 3. Planning, Implementing, and Managing Instruction: Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

Standard 3.a. Planning for Standards-Based ESL and Content Instruction: Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction: Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction: Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Domain 4. Assessment: Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

Standard 4.a. Issues of Assessment for English Language Learners: Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

Standard 4.b. Language Proficiency Assessment: Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

Standard 4.c. Classroom-Based Assessment for ESL: Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.

Domain 5. Professionalism: Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

Standard 5.a. ESL Research and History: Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

Standard 5.b. Professional Development, Partnerships, and Advocacy: Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

Required Textbooks

Levine, L.N. & McCloskey, M.L. (2013). *Teaching English language and content in mainstream classes* (2nd ed.). Upper Saddle, NJ: Pearson.

Suggested Textbooks

Echevarria, J., Vogt, M., & Short, D. (2012). *Making content comprehensible for English learners: The SIOP model* (4th ed.). Boston, MA: Pearson Education.

Vogt, M. & Echevarria, J. (2008). *99 ideas and activities for teaching English language learners with the SIOP model*. Boston, MA: Pearson Education.

Reiss, J. (2008). *102 content strategies for English language learners: Teaching for academic success in grades 3-12*. Upper Saddle, NJ: Pearson.

Course Philosophy

We know the world first from within ourselves. We must work to recognize and, if necessary, disable the filters that influence how we know the world and construct our knowledge. Learning happens within a process of open-minded observation and active engagement with others, with texts, and with ideas. Thoughtful analysis and reflection of such engagement, in light of our own self-awareness, will help us to collaboratively construct new knowledge.

Course Description

Required for all Elementary Education students. This course partially fulfills the requirement for ESL Endorsement. This course will focus on the instructional strategies and methodologies for ESL students in elementary schools. Course content will include teaching oral language, literacy skills, and content areas through the integration of culture and language. Teacher candidates will have an opportunity to demonstrate their knowledge by developing a lesson plan that reflects the needs of ESL students through appropriate adaptation of techniques and strategies. Pedagogical knowledge will be gained through practicum experiences in local elementary schools. Combined lecture / practicum. Prerequisite: Admission to the Dixie State University Elementary Education program. FA, SP.

Course Objectives and Outcomes:

| <u>Student will (I can):</u> | <u>Corresponding Course Assessment</u> |
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| Develop pedagogical knowledge of applications of major methodologies and approaches in relation to the various needs of English language learners (e.g. language proficiency, age, cultural backgrounds, and learning styles) and contextual factors of mainstream students <i>(TESOL/CAEP 1b, 2, 3a, 3b, 5b)</i> | <ul style="list-style-type: none">▪ SIOP Lessons and Self-Reflections▪ Action Research Project▪ Teaching Invitation▪ Pause-and-Reflect Papers▪ Homework + Application Activities |
| Develop skills to implement and apply research into practice. <i>(TESOL/CAEP 1b)</i> | <ul style="list-style-type: none">▪ Action Research Project▪ Teaching Invitations |
| Develop knowledge in the implementation of technology to enhance student learning. <i>(TESOL/CAEP 3b)</i> | <ul style="list-style-type: none">▪ Teaching Invitations▪ Homework + Application Activities |
| Increase knowledge of developing lesson plans based on the concept of Sheltered Instruction Observation Protocol (SIOP) in content areas. <i>(TESOL/CAEP 1b, 3a, 3b)</i> | <ul style="list-style-type: none">▪ SIOP Lessons and Self-Reflections▪ Pause-and-Reflect Papers▪ Homework + Application Activities |

Date and Time of Final Exam: Monday, May 1 from 12:40 to 2:40 p.m.; WEDU 136

Grading Scale

The total points a student has earned are divided by the total points possible to obtain a percentage, which corresponds to a letter grade. The grade breakdown is listed below:

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| A = 95-100% | B- = 80-83% | D+ = 65-69% |
| A- = 90-94% | C+ = 77-79% | D = 64-66% |
| B+ = 87-89% | C = 74-76% | D- = 60-63% |
| B = 84-86% | C- = 70-73% | F = 59% or below |

Each semester, you must maintain an overall GPA of 3.0. All course grades must be C or better.

It is the responsibility of the student to verify that all grades have been correctly entered into CANVAS by the instructor. Monitor CANVAS weekly and notify the instructor immediately if you are missing a grade or have received an incorrect grade.

Save assignments to verify your claims. Grades will not be changed without proof of instructor oversight or error, and no grade can be changed once final grades have been entered.

Course Policies

1. **Attendance is mandatory.** This is **not** a lecture-based class. Full credit is only available to those students who attend each session, are present for the entire session, and meaningfully contribute to our community of learners. Consequently, your input and participation are valuable and essential to your learning outcomes and those of your classmates, and your active participation is expected. **Acceptable excused absences require a doctor's note.** Please notify (via e-mail) or see the instructor regarding other absences. Students who miss sessions are expected to make up any missed in-class activities by producing written evidence that the learning activities were completed. Missing three class sessions will result in a mandatory conference with the professor, and possible failure of the course.
2. **Late Assignments and Absences Related to College Functions:** Assignments are due on specific dates. I am happy to grade and record assignments that are turned in early or on time. However, late work is not accepted. If you are absent on the day an assignment is due, e-mail the assignment (as an attachment) to me before class begins or have a classmate submit it for you. Absences related to college functions will be excused if proper documentation is provided well in advance of absence.
3. **Due Dates:** All assignments are due on the date indicated in the tentative schedule outlined in the course syllabus. Any changes to due dates will be announced by the instructor at least two weeks in advance.
4. **Computing devices** in the classroom are only allowed if the student is utilizing for the sole purpose of learning for the specific class. If the instructor feels that a student is engaged in an unrelated activity (e.g. working on an assignment for another class, social media unrelated to course objectives, etc.), s/he will be asked to put the device away.
5. **Cell phones and text messaging:** Cell phones must be on 'vibrate' during class sessions. If you do need to answer a call, please do so with respect and courtesy to your fellow students and the instructor. **Text messaging is not allowed during class.**

6. **Nature of coursework:** In this course, you will be evaluated based on participation in a learning process, and the creation of individual and group projects that emerge from participation in learning activities and homework. A variety of learning activities, assignments, and assessments will be used to help you understand course concepts. These also will model planning, teaching, and assessment strategies that can be used with young learners. As mentioned in Policy #1, full credit is only available to those students who attend each session, who meaningfully contribute to our community of learners, and who provide evidence of deep and thoughtful engagement in individual and group assignments.
7. If you have questions, or wish to discuss your understanding of this class, be sure to make an appointment with the instructor. The instructor encourages students to visit the office during office hours or by appointment.

Practicum: Keep in mind that this is a Practicum course, and 20% of your final grade will be based upon your practicum grade. There are three scores entered by your practicum supervisor for your performance in practicum: two formal DSU lesson evaluation based on lessons you design, and your practicum final evaluation. The practicum final evaluation will consider all aspects of your performance in your practicum assignment, including dispositions and input from your mentor teacher. Two additional scores will be drawn from your SIOP lesson evaluation forms for your math and science lessons observed by your supervisor this semester. The sum of these five scores will constitute your final practicum grade, and will be weighted as twenty percent of your final overall grade in this course. **Failure to pass practicum will result in failure to pass the class.**

DSU Policies, Procedures, and Semester Dates

Click on this link <http://www.dixie.edu/reg/syllabus/> for comprehensive information on the Semester Dates, the Final Exam Schedule, University resources such as the library, Disability Resource Center, IT Student Help Desk, Online Writing Lab, Testing Center, Tutoring Center, Wellness Center and Writing Center. In addition, please review DSU policies and statements with regards to Academic Integrity, Disruptive Behavior and Absences related to university functions.

If you are a student with a medical, psychological, or learning disability or think you might have a disability and would like accommodations, contact the Disability Resource Center (435-652-7516) in the North Plaza. The Disability Resource Center (<http://dixie.edu/drcenter/>) will determine eligibility of the student requesting special services and determine the appropriate accommodations related to their disability.

Title IX: The Dixie State University's Sexual Harassment and Sexual Misconduct policies are compliant with Federal laws prohibiting discrimination requires that faculty, student employees and staff members report any incidents of sex discrimination, including sexual harassment, sexual misconduct, stalking on the basis of sex, dating/intimate partner violence or sexual exploitation and/or related experiences or incidents.

D-MAIL: Important class and college information will be sent to your D-mail account. This information includes your DSU bill, financial aid/scholarship notices, and notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSU. All DSU students are automatically assigned an e-mail account. Your Banner ID username and password are the same for your D-mail account. **You will be held responsible for information sent to your Dmail,** so please check it often.

Instructure Canvas: This class will utilize the CANVAS tool provided by DSU Computing. CANVAS can be access from the website <https://canvas.dixie.edu/>. Online tutorials for

CANVAS can be found at <http://guides.instructure.com/>. If anyone has forgotten their login information or your course is not displaying, please contact the Helpdesk and/or the website <http://www.dixie.edu/helpdesk/>. The Helpdesk is located in the Smith Computer Center's main computer lab.

Non-student in the classroom and other designated study areas: In order to fulfill the assigned responsibilities of the instructors and the institution, college personnel are deemed to have the right and the authority to control the learning environment, to perform their duties, and to maintain the classroom for optimal learning. In support of existing policy of DSU, it is expected that only bona fide students defined and classified by the DSU catalog (Policy 5.16), will attend classes, unless specific prior permission for guests has been obtained from the instructor.

Infants, children, and adolescents are not allowed at DSU except in certain areas and under certain circumstances. College facilities and classrooms are not designed for children, and their presence may disrupt students and teachers. In the event of an emergency where prior approval cannot be obtained 24 hours in advance, the student shall request permission to bring children to class prior to the beginning of class. The decision of the instructor regarding non-students in the classroom is final. (DSU Policy 5-23.7- 23.7.8.)

Overview of Course Assignments

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| Class attendance and participation <i>(13 class sessions x 10 points each)</i> | 130 |
| Pause-and-Reflect Papers/Discussion Preparation <i>(6 assignments x 10 points each)</i> | 60 |
| Miscellaneous Homework + Application Assignments <i>(3 assignments x 25 points)</i> | 75 |
| Projects Graded on a Rubric <ul style="list-style-type: none"> • Action Research Project (<i>due 2/6, 3/10 & 4/24</i>) • Teaching Invitation (<i>due March 6</i>) • Final Exam: SIOP Reflections (<i>due May 1</i>) | 245 100 150 |
| Total Assignment Points Available | 760 <i>(80% of grade)</i> |
| Practicum Points Available | 20 <i>(20% of grade)</i> |

Pause-and-Reflect Papers: 10 points (due throughout semester via Canvas)

Throughout the semester, and for most readings assignments, you will be assigned a reflective prompt that links to that week's reading. You will respond to this prompt in a minimum one-page reflection paper. You will post this via Canvas by 8:00 a.m. on the respective due date. See Canvas for additional details

Action Research Project: 245 points

(research question and introduction due 2/6 for 25 points; introduction, literature review & study procedures due 3/10 for 50 points; full project due 4/24 for 170 points)

After you have read articles on the action research process, you will develop your own action research project and will report your results in a qualitative paper. In collaboration with your mentor teacher, you will identify and select a learner in your practicum classroom to profile. The priority areas for learners to profile are as follows, in rank order: 1) English language learner; 2) middle-of-the-pack learner who receives no other interventions; 3) small group of learners who have similar areas for growth. Through interviews with the teacher and learner, observation of the teacher and learner, and working directly with the learner, you will obtain data regarding your mentor teacher's plans, strategies, and how assessment data is used for helping the

learner(s) acquire language and content knowledge. Then, you will develop a research-informed plan to assist the learner(s). You will implement this plan, discuss with your mentor teacher, and self-reflect on the effectiveness of the plan you developed and implemented. See Canvas for additional details and project rubric. The first half of this project replaces your midterm exam.

Teaching Invitation: 100 points (due March 6 in class)

Individually or in pairs, you will design a teaching invitation to share insight with your peers in an interactive way. The topic of your invitation will be drawn from your action research question; this assignment will provide you an opportunity to dig deeper into the literature surrounding your topic, as well as develop your teacher leadership skills through your invitation design. Invitations will be presented in class, and should highlight major takeaways and practical insights for your peers. See full assignment description and sample invitations for additional information.

Final Exam: SIOP Reflections: 150 points (due May 1 at 12:40 p.m.)

To prepare for your practicum observations, you will create three (3) lesson plans that incorporate the basic principles of SIOP. At the end of the semester, you will submit a reflection on each of these three lessons that outlines a) your major SIOP takeaways, alongside your own strengths and areas for growth with respect to the eight components and 30 features of SIOP; 2) how you impacted students' learning throughout the lesson; and 3) how you plan to grow with respect to SIOP, and how you will respond to your supervisor's feedback on your lesson plan development and delivery. These three lesson reflections will be submitted along with your lesson plans and accompanying SIOP protocol and DSU education evaluation sheets. See full assignment description in Canvas for additional information.

Practicum: Three SIOP Lessons: 20% of course grade

(lessons + observation forms due at 12:40 p.m. on May 1)

This is a practicum course. Twenty percent (20%) of your final grade in this course will be based on your practicum scores. There are three scores entered by your practicum supervisor for your performance in practicum: two formal DSU lesson evaluations based on lessons you design, and your practicum final evaluation. The practicum final evaluation will consider all aspects of your performance in your practicum assignment, including dispositions and input from your mentor teacher. Two additional scores will be drawn from your SIOP lesson evaluation forms for your math and science lessons observed by your supervisor this semester. The sum of these five scores (each score is out of 4 x 5 scores total) will constitute your final practicum grade, and will be weighted as twenty percent of your final overall grade in this course. Failure to pass practicum will result in failure to pass the class.

Tentative Course Schedule (subject to change with notice)

| Session | Date | Topic(s) | Homework/Assignments Due This Day | |
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| 1 | January 9 | Class Introduction + SIOP Crash Course <ul style="list-style-type: none"> ▪ Course expectations & syllabus ▪ Review SIOP principles from previous semesters ▪ Introduction to new SIOP principles | | |
| January 16 | | Martin Luther King, Jr. Day – NO CLASSES | | |
| 2 | January 23 | Introduction to Action Research <ul style="list-style-type: none"> ▪ In-class activity: Mock action research project development ▪ Planning our projects: Developing research questions | <p>READ:</p> <ul style="list-style-type: none"> ▪ Mitchell et al., "Benefits of collaborative action research..." (<i>in Canvas</i>) ▪ Sowa, "Understanding our learners and developing reflective practice..." (<i>in Canvas</i>) <p>DO:</p> <p>Pause-and-reflect paper over articles (10 pts.)</p> <p>ON THE RADAR:</p> <p>Research question for Action Research Project</p> | |

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| 3 | January 30 | <p>Principles of Teaching Language</p> <ul style="list-style-type: none"> ▪ Intercultural communication in teaching and learning ▪ SIOP Featured Principle: Comprehensible Input | <p>READ + VIEW:</p> <ul style="list-style-type: none"> ▪ Levine & McCloskey, Chapter 7 ▪ "Making Meaning in the Immersion Classroom" (all 5 parts for input): http://bit.ly/2a7BHLE <p>DO:</p> <p>Pause-and-reflect paper over readings + videos (10 pts.)</p> <p>ON THE RADAR:</p> <p>Research question for Action Research Project</p> |
| 4 | February 6 | <p>Culturally-Responsive Instruction</p> <ul style="list-style-type: none"> ▪ Cultural context of learners ▪ SIOP Featured Principle: Strategies ▪ Action Research: Developing a Literature Review | <p>READ:</p> <ul style="list-style-type: none"> ▪ Chapter 3 in Levine & McCloskey ▪ Kugler, "Is anyone listening to families' dreams?" (<i>in Canvas</i>) ▪ Gay, "Preparing for culturally responsive teaching" (<i>in Canvas</i>) <p>DO:</p> <ul style="list-style-type: none"> ▪ Pause-and-reflect paper over articles (10 pts.) ▪ Submit introduction + research question for Action Research project (25 pts.) <p>ON THE RADAR:</p> <p>SIOP lessons + observations</p> <p>Teaching Invitation</p> <p>Action Research Project</p> |
| 5 | February 13 | <p>Culturally-Responsive Instruction (continued)</p> <ul style="list-style-type: none"> ▪ Cultural context of learners ▪ Building home/community relationships ▪ Teaching Invitation workshop ▪ Action Research: Methods Madness | <p>DO:</p> <p>Bring materials for Teaching Invitation workshop session</p> <p>ON THE RADAR:</p> <p>SIOP lessons + observations</p> <p>Teaching Invitation</p> <p>Action Research Project</p> |

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| February 20 | | President's Day – NO CLASSES | |
| 6 | February 27 | Workshop Session: Teaching Invitations + Action Research Projects | <p>DO: Bring materials for Teaching Invitation workshop session Submit home-school extension of your lesson plan via Canvas (25 pts.)</p> <p>ON THE RADAR: SIOP lessons + observations Teaching Invitation Action Research Project</p> |
| 7 | March 6 | Teaching Invitation Presentations | <p>DO:</p> <ul style="list-style-type: none"> ▪ Bring Teaching Invitation materials + post overview via Canvas (100 pts.) ▪ Midterm Action Research submission due by 11 p.m. on 3/10 (50 pts.) <p>ON THE RADAR: SIOP lessons + observations Action Research Project</p> |
| March 13-17 | | Spring Break – NO CLASSES | |
| 8 | March 20 | <p>Classroom Structures for Language Learning: Tasks to Promote Higher-Order Thinking</p> <ul style="list-style-type: none"> ▪ Models for language learning ▪ DLI programs in Utah ▪ SIOP Featured Principle: Practice & Application ▪ Higher-order questions and tasks for small groups | <p>READ + LISTEN:</p> <ul style="list-style-type: none"> ▪ Chapters 4 & 10 in Levine & McCloskey ▪ Kluger, "The power of the bilingual brain" ▪ NPR All Things Considered: "A kindergartener's year in Mandarin immersion" <p>DO: Pause-and-reflect paper over readings + podcast (10 pts.)</p> <p>ON THE RADAR: SIOP lessons + observations Action Research Project</p> |

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| 9 | March 27 | <p>Classroom Structures for Language Learning: Centers and Grouping</p> <ul style="list-style-type: none"> ▪ Collaborative learning centers in the classroom ▪ Overview of Standards for Effective Pedagogy ▪ Lesson workshopping | <p>READ:</p> <ul style="list-style-type: none"> ▪ Assigned pages from “Effective centers...” (<i>in Canvas</i>) ▪ ERIC Digest Brief on Standards for Effective Pedagogy (<i>in Canvas</i>) <p>DO:</p> <p>Pause-and-reflect paper over readings (10 pts.)</p> <p>ON THE RADAR:</p> <p>SIOP lessons + observations Action Research Project</p> |
| 10 | April 3 | <p>Classroom Structures for Language Learning: Oral Language Development</p> <ul style="list-style-type: none"> ▪ Instructional conversations (IC) revisited ▪ IRE vs. IRF discourse patterns ▪ Lesson workshopping | <p>READ:</p> <ul style="list-style-type: none"> ▪ Chapters 5 & 6 in Levine & McCloskey ▪ Overview of Instructional Conversations (<i>in Canvas</i>) <p>DO:</p> <p>Pause-and-reflect paper over readings (10 pts.)</p> <p>ON THE RADAR:</p> <p>SIOP lessons + observations Action Research Project</p> |
| 11 | April 10 | <p>Classroom Structures for Language Learning: Workshop Day</p> <ul style="list-style-type: none"> ▪ Instructional conversation planning ▪ Lesson workshopping ▪ Action Research Q&A | <p>DO:</p> <p>Bring ideas for 1) your own IC and 2) how you'd implement centers in an existing lesson</p> |

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| 12 | April 17 | Classroom Structures for Language Learning: Putting Our Learning Into Action <ul style="list-style-type: none"> ▪ IC presentations ▪ Lesson workshopping | <p>DO:</p> <ul style="list-style-type: none"> ▪ Be prepared to present your IC to a group of your peers (25 pts.) ▪ Submit lesson plan with center updates + all center task cards (25 pts.) <p>ON THE RADAR:</p> SIOP lessons + observations Action Research Project |
| 13 | April 24 | Sharing our Action Research & SIOP Review: Old & New Principles <ul style="list-style-type: none"> ▪ Small group sharing of AR findings ▪ Small group activities to review principles ▪ Applying principles to our lesson reflections ▪ Q&A about final SIOP lesson reflection submissions | <p>DO:</p> <p>Action research project due (170 pts.)</p> Bring SIOP notes & lessons and evaluation sheets to class |
| May 1 12:40 to 2:40 p.m. WEDU 136 | | <p>FINAL EXAM: SIOP Lesson Reflections Due (150 pts.)</p> | |

