WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
COURSE SYLLABUS

COURSE NUMBER: MLL 7405

COURSE TITLE: Teaching Literacy for ELLs

National Reading Panel: www.nationalreadingpanel.org
Common Core State Standards: http://www.corestandards.org/
APA Link: http://www.apastyle.org

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>15</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

COURSE TEXTS:

If you would like more precise information regarding the textbook(s) for this class, please visit the bookstore website at http://www.wilmu.edu/bookstore

Many of our texts are now e-texts. This was done to reduce costs for candidates. Please check the bookstore website carefully when ordering texts to make sure that you order all required texts. Some courses will have both e-texts and traditional texts. The bookstore will have the correct listings. The information is included here for ordering and accessing e-texts only:

Thank you for choosing to purchase Wilmington’s Pearson Digital Library. To get started go to http://www.pearsoncustom.com/de/wilmington/digitallibrary/education/index.html.

You can either buy an access code card from the library or redeem it online, or you can purchase access to the Library directly online. Attached is a PowerPoint for your reference to help you register for the Digital Library. You can follow the instructions in the PowerPoint, or watch this short video to see how to get signed up:
http://screencast.com/t/p19LuzgkQs

For more information on how to best utilize your e-text, check out this quick video:
http://screencast.com/t/B2iI3t7fy
Course Texts

*Teaching Reading To English Language Learners (E-Book) 2nd edition* Herrera
ISBN 9780132855198 Copyright 10Publisher Pearson Binding Jumpbook

*Getting It Right For Young Children From Diverse Background (E-Book) Espinosa*
ISBN 9780133036183 Copyright 15Publisher CoursesmarEdition 2Binding Jumpbook

**OFFICE HOURS OR METHOD OF CONTACT:**
Amy NieKamp: Instructor: amy.b.niekamp@wilmu.edu
Office Hours: Online Only
Monday through Friday 6pm-9pm, Saturday and Sunday 9am to noon
Please allow a minimum of 8 hours for response.

The College of Education conceptual framework includes an emphasis on adjusting and adapting teaching methodologies in a contextually appropriate and sensitive manner and subsequent reflection upon teaching and learning. All courses reflect the conceptual framework.

**You WILL need a microphone and headset if you are taking this as a distance course!**

**COLLEGE OF EDUCATION PROGRAM ATTRIBUTES**

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

1. Master knowledge-based course content;
2. View yourself as a teacher and learner, deconstruct inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
3. Remain attentive to contextual and cultural sensitivity;
4. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
5. Engage in authentic participation, collegiality, and collaboration
6. Participate in an ongoing, developmental sequence of learning activities that support continuous improvement experimentation and professional growth;
7. Become involved in learning experiences that are standards driven, and;
8. Utilize technology effectively.

**Wilmington University Graduation Competencies:** Upon graduation, candidates are expected to have gained an advanced level of applicable knowledge in the graduate competencies, as appropriate to one’s field of study. Below is a list of the competencies.

1. **Oral Communication**
   1.1 Appraise the needs of diverse audiences and then speak in a clear, confident, and succinct manner.
1.2 Research, construct, and deliver professional presentations using a variety of communication tools and techniques.

2. Written Communication
2.1 Write with clarity and precision using correct English grammar: mechanics (punctuation) usage (sentence structure and vocabulary)
2.2 Exhibit competence in writing for specific purposes, diverse audiences, and genres.
2.3 Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student’s program of study.

3. Disciplined Inquiry
3.1 Employ scientific quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.

4. Information Literacy
4.1 Using contemporary technology, evaluate and utilize credible, discipline specific information effectively and with appropriate attribution.

5. Ethics
5.1 Demonstrate knowledge and application of prescribed ethical codes and behaviors promoted by the profession.

IDEA Course and Instructor Evaluations: Wilmington University takes instructor and course evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of WU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks prior to the end of each class, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments and feedback.

The course measures your learning on specific items on the IDEA. Your syllabus denotes them as Essential and Important. These are listed as items 21-32 on the course evaluation that are submitted to you. It is important that you evaluate your progress on these as you move through each course. They correspond to the following items:

1. Gaining factual knowledge. (Terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories.
3. Learning to apply course material. (To improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
5. Acquiring skills in working with others as a member of a team.
6. Developing creative capacities. (Writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity. (Music, science, literature, etc.)
8. Developing skill in expressing myself orally or in writing.
9. Learning how to find and use resources for answering questions or solving problems.
10. Developing a clearer understanding of, and commitment to, personal values.
11. Learning to analyze and critically evaluate ideas, arguments, and points of view.
12. Acquiring an interest in learning more by asking my own questions and seeking answers.

I. COURSE DESCRIPTION:

The relationship of literacy skill (listening, speaking, reading, and writing) development and the second language acquisition process is examined. Social and cultural language differences, second language acquisition, developmental stages, metacognitive theory, research-based theory, instructional implications, and practical classroom applications will be emphasized. The process by which the aforementioned factors elucidate and strengthen ELLs’ second language literacy development is linked to instruction. Action research and study of an ELL’s language and literacy development is required.

Successful candidates:

- Read the assigned chapters and complete tasks before the scheduled class meeting, whether that is F2F or online.
- Attend class each week, arrive on time, complete the readings before class, and are prepared to discuss them intelligently in class. Read with a questioning attitude rather than for absorption of facts: What do I believe to be true? What is particularly challenging? What is hard for me to understand? How do these ideas relate to others covered in other classes?
- Have absences approved by instructor prior to absence with the exception of a valid emergency. Missing more than 2 class meetings will result in a failing grade.
- Adhere to the WU Academic Integrity Policy. Detailed information can be found by clicking on the following link: https://www.wilmu.edu/studentlife/acadintegrity.aspx
- Submit work that is original in nature and is created during the time frame of this course. Candidates may not submit the same work for two different assignments.
- Provide professional feedback to peers. Since feedback is an important aspect of this course, please use professional well thought-out statements when offering feedback. When done well, appropriate and professional peer feedback can greatly enhance the learning experience for all involved.
- Turn off all potentially disruptive electronic devices such as cell phones. No texting during class time. Please be respectful of your classmates and instructor.
- Follow the basic format of current APA style when writing papers and submitting assignments. The APA Manual is a required text for the program.
- Use their WU wildcats email address for communicating with the instructor.
II. PROGRAM/IRA/TESOL COMPETENCIES:

Program competencies are derived from the Teachers of English to Speakers of Other Languages (TESOL) Professional Teaching Standards. Alignment to other standards includes InTASC and ISTE (NETS).

COMPETENCY 1: 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. (TESOL Standard 1: Language)

<table>
<thead>
<tr>
<th>LEARNING OUTCOME</th>
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<tbody>
<tr>
<td>Current and historical theories and research in language acquisition as applied to ELLs.</td>
</tr>
<tr>
<td>Theories and research that explain how L1 literacy development differs from L2 literacy development.</td>
</tr>
<tr>
<td>The importance of ells’ home languages and building on these language skills as a foundation for learning English.</td>
</tr>
<tr>
<td>The sociocultural, psychological, and political variables that facilitate the process of learning English.</td>
</tr>
<tr>
<td>The role of the individual learner variables in the process of learning English.</td>
</tr>
</tbody>
</table>

Learning Activities: The candidate will:

1. Develop a Family involvement in literacy development proposal.
2. Participate in Discussion Board Reflections.
3. Research and write about a Hot Topic in literacy as it relates to ELLs.

COMPETENCY 2: 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. (TESOL Standard 2: Culture)

<table>
<thead>
<tr>
<th>LEARNING OUTCOME</th>
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<tbody>
<tr>
<td>Cultural values and beliefs in the context of teaching and learning in ELL.</td>
</tr>
<tr>
<td>The effects of racism, stereotyping, and discrimination in the context of teaching and learning in ELL.</td>
</tr>
<tr>
<td>Home/school communication used to enhance teaching and learning in ELL as well as to build mutually beneficial partnerships with families of ELLs.</td>
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<tr>
<td>The interrelationship between language and culture.</td>
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</tbody>
</table>

Learning Activities: The candidate will:

1. Develop a Family involvement in literacy development proposal.
COMPETENCY 3: 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. (TESOL Standard 3: Planning, Implementing, and Managing Instruction)

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
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<tbody>
<tr>
<td>Plan standards based ELL and content related instruction.</td>
</tr>
<tr>
<td>Create a supportive, accepting educational environment that promotes standards-based language learning.</td>
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<td>Plan students’ learning experiences based on an assessment of the students’ level of language proficiency.</td>
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<tr>
<td>Provide for the particular needs of students with limited formal schooling in their first language.</td>
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<tr>
<td>Organize learning around standards-based subject matter and language learning objectives.</td>
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<tr>
<td>Incorporate activities, tasks, and assignments that incorporate language authentically and are related to content-area materials.</td>
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<tr>
<td>Provide activities and materials that incorporate all domains of language learning listening, speaking, reading, and writing.</td>
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<tr>
<td>Develop students’ listening skills for a variety of academic and social purposes.</td>
</tr>
<tr>
<td>Develop students’ speaking skills for a variety of academic and social purposes.</td>
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<tr>
<td>Provide standards-based instruction that builds upon students’ oral English in order to develop literacy.</td>
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<td>Provide standards-based reading instruction adapted for ELLs.</td>
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<tr>
<td>Provide standards-based writing instruction adapted for ELLs.</td>
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<tr>
<td>Develop students’ writing through a variety of activities, form sentence formation to expository writing.</td>
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<tr>
<td>Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials for instruction.</td>
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<tr>
<td>Select materials that are appropriate to students’ developing language and content area abilities, including the appropriate use of their first language.</td>
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<tr>
<td>Employ a variety of materials for language learning that includes pictures, realia, and books.</td>
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<tr>
<td>Use appropriate technological resources to enhance language and content-area instruction for ELLs.</td>
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<tr>
<td>Use appropriate software and Internet resource to enhance ELL and content area instruction.</td>
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</table>

Learning Activities: The candidate will:
1. Develop a Family involvement in literacy development proposal.
2. Develop an Integrated literacy skills/core content lesson plan.
COMPETENCY 5: 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. *(TESOL Standard 5: Professionalism)*

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
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<tbody>
<tr>
<td>Demonstrate knowledge of historical language teaching methods.</td>
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<td>Demonstrate knowledge of the evolution of policy and law in terms of the ELL field.</td>
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<tr>
<td>Advocate for and serve as a language and educational resource for ELL students and their families.</td>
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<tr>
<td>Serve as a professional ELL resource to colleagues.</td>
</tr>
<tr>
<td>Advocate for ELL students’ access to all available academic resources.</td>
</tr>
<tr>
<td>Establish and pursue professional goals in the field of ELL.</td>
</tr>
<tr>
<td>Work with colleagues to provide a comprehensive and challenging educational opportunity for ELLs.</td>
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<tr>
<td>Engage in collaborative teaching with content area teachers.</td>
</tr>
<tr>
<td>Model academic proficiency in the English language.</td>
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</table>

Learning Activities: The candidate will:

1. Research and write about a Hot Topic in literacy as it relates to ELLs.
2. Develop a Family involvement in literacy development proposal.

III. METHODOLOGY:

This course will use modeling, cooperative learning, large and small group discussions, response and reflection, hands-on activities, and lecture.

IV. TESTING PROCEDURES/STUDENT EVALUATIONS:

Effective fall 2015, you will need to document your placement information in Taskstream. This needs to be completed by the end of week 2 of either the block or semester.

If you are not currently teaching in a K-12 setting, you will need to contact the Program Chair to make your placement. This notification should be sent two weeks prior to the beginning of the course.

NOTE: All assignments must be completed with children who reflect your degree choice.
An additional document has been added to your syllabus, which is a permission form for videotaping K-12 students. Please secure this document before working with students. It is advised that when taping, students’ faces are not included, or any view that would allow them to be identified. Videos will be required to be uploaded to BB/Taskstream beginning fall 2015, for multiple courses. Instructions for uploading this type of file is found on your home Blackboard page under the Kaltura Media Tools menu bar at the top of the page. There are direction for both Windows and Mac users, as well as general information about submitting assignments with Kaltura. Be sure to save your videos to your own computer so that you may access them at a later date, if necessary. It is best to name the files according to the specific course and assignment (MRD 7801 SEA A, for instance).

NOTE: ALL assignments are submitted through SAFE ASSIGN via BlackBoard. It is not acceptable to re-submit a paper from any previous academic course.

A. Assignments:

**Structured External Assignment A: Family Involvement in Literacy Development Proposal**

(TESOL Standards 1, 2, 3, & 5)

Utilize teachers, paraprofessionals, and administrators in your building in order to conduct a review of the current parent involvement plan for the families of ELLs as well as to solicit ideas to enhance existing plans. Utilize community resources to gain access to the perspective of district ELL families regarding school/home relationships, including their needs and wishes for an optimal involvement plan. With resulting data and support from contemporary literature, write an ideal parent involvement plan to be presented to school district stakeholders. The Plan should serve to bridge the school, its students, families, and the community in a partnership of advocacy and action for ESOL students’ literacy and learning needs. The development of this plan should utilize both the information you’ve gained from your initial inquiry as well as pertinent professional literature. This Structured External Assignment is to be completed on your E-Folio site under the course MLL7405. Submit verification form separately from the assignment. Label it YourlastnameFirstnameMLL7405SEAA_VF.

**Structured External Assignment B: Hot Topics Report**

(TESOL Standards 1, & 5)

Conduct research on an ELL Policy that directly impacts your English Language Learners in the classroom and your instruction. These factors may include ELL Laws and Regulations, Language policy at the Local Level, Important ELL cases, Immigration and Schools Policies, and contemporary views by scholarly academic leaders in the field of TESOL. After reviewing current (within 5 years) scholarly articles, your text, and TESOL journals; prepare a critical analysis of your findings and reflect on the issue with your professional understanding and personal experience. Discuss ways this knowledge can support instruction, ELL families in the community, and the impact of these policies on your teaching pedagogy and the
classroom environment. *Prepare a brief PPT/Prezi that illustrates the summary of your findings. This will be uploaded into the BlackBoard Discussion Board and discussed with your peers. This Structured External Assignment is to be completed on your E-Folio site under the course MLL7405. Submit verification form separately from the assignment. Label it YourlastnameFirstnameMLL7405SEAA_VF.

Integrated Literacy Skills/Core Content Lesson Plan 20%

(TESOL Standard 3)
Students will develop an integrated literacy lesson plan incorporating all four literacy skill areas (listening, speaking, reading, and writing) into one core content area lesson plan. Common Core Standards will be identified. Lesson integrates technology in supporting the needs of students.

Optimal Oral Language Development Environment Reflection 10%

(TESOL Standards 1, &3)
Students will reflect upon specific classroom environments that provide optimal opportunities to develop oral language effectively and efficiently.

Discussion Board 10%

(TESOL Standard 1)
Participate in in-class and on-line discussions relating to literacy for ELLs. Thought-provoking questions or topics to consider will be posted on the Discussion Board each week by the instructor.

B. Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>92-94</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
</tr>
<tr>
<td>F</td>
<td>less than 74</td>
</tr>
<tr>
<td>FA</td>
<td>Failure due to Absence</td>
</tr>
<tr>
<td>NA</td>
<td>Never attended</td>
</tr>
<tr>
<td>NG</td>
<td>No grade submitted</td>
</tr>
</tbody>
</table>

Incomplete: This grade is given if a student is unable to complete course requirements for reasons that are beyond the student’s control. Incomplete grades are never given for unsatisfactory performance. An Incomplete grade requires the agreement and approval of the instructor. Incomplete grades automatically change to F on the 60th calendar day following the last day of the class, if course requirements have not been met by that time or if the instructor has not approved an extension. There is a one-year time limit for grade changes by instructors.
ATTENDANCE POLICY:

Wilmington University Policy:
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects the student to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that their educational experience does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergency situations.

College of Education Policy:
In the College of Education, faculty must approve all requests for exceptions to the College policy. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

CONTENT OUTLINE AND ASSIGNMENT SCHEDULE: provided by instructor

Syllabus is posted (2 weeks before classes start)
- Introduction board is open as well.
  - Introduce yourself!

Week 1: “Theory”
- Herrera text: Chapters 1 & 2
- Espinosa text: as needed
- Review assigned articles, websites, videos located in Readings * activities section
- Post responses to discussion board (see Rubric)

Week 2: “Effective Instruction”
- Herrera text: Chapter 5 & 6
- Espinosa text: as needed
- Review assigned articles, websites, videos located in Readings * activities section
- Post responses to discussion board (see Rubric)

Week 3: “Integrated lessons”
- Herrera text: Chapter 9 & 10
- Espinosa text: as needed
- Review assigned articles, websites, videos located in Readings * activities section
- Post responses to discussion board (see Rubric)
- Assignment: “Hot Topics in Literacy” research paper Due (See Rubric)

Week 4: “Emergent Literacy”
- Herrera text: Chapter 3 & 4
- Espinosa text: as needed
- Review assigned articles, websites, videos located in Readings * activities section
- Post responses to discussion board (see Rubric)
Assignment: “Optimal Oral Language Environment” reflection Due (See Rubric)

Week 5: “Reading Development”
- Herrera text: Chapter 7
- Espinosa text: as needed
- Review assigned articles, websites, videos located in Readings * activities section
- Post responses to discussion board (see Rubric)
- Chat: “Hot Topics in Literacy” (date/time TBA)

Week 6: “Writing Development”
- Herrera text: Chapter 8
- Espinosa text: as needed
- Review assigned articles, websites, videos located in Readings * activities section
- Post responses to discussion board (see Rubric)
- Assignment: “Family Involvement in Literacy Development” Proposal Due (See Rubric)

Week 7: “Synthesizing what you learned”
- Review assigned articles, websites, videos located in Readings * activities section
- Post a response to discussion board (see Rubric)
- Chat: ““Family Involvement in Literacy Development” Proposal” (date/time TBA)
- Assignment: “Integrated Literacy skills/core content lesson plan” Due (See Rubric)
Student Release Form

(to be completed either by the parents/legal guardians of minor students involved in this project or by students who are 18 or more years of age that are involved in this project)

Dear Parent/Guardian:

I am a participant this term in a course that requires clinical fieldwork for graduate candidates conducted by Wilmington University. This course is part of a graduate level degree in one area of teacher preparation. The primary purpose of this course is to develop a model of teaching that can measure and lead to improvement of the performance of teacher candidates and their impact upon K-12 student achievement.

This course may include submissions of short video recordings of lessons taught in your child’s class or with your child, individually. Although the video recordings involve both the teacher and various students, the primary focus is on the teacher’s instruction, not on the students in the class. In the course of taping, your child may appear on the video recordings. Also, I may submit samples of student work as evidence of teaching practice, and that work may include some of your child’s work.

No student’s last name will appear on any materials that are submitted. Wilmington University, at its sole discretion, may use and distribute my video recordings, my comments and my classroom materials for assessment development, professional development of novice teachers, research purposes, and any other purpose Wilmington University deem appropriate to further the mission of the pilot. The form below will be used to document your permission.

Sincerely,

(Teacher Candidate Signature)

PERMISSION SLIP

Student Name: ____________________________
School/Teacher: ____________________________

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a pilot being conducted by Wilmington University, and agree to the following:

☐ I DO give permission to you to include my child’s image on video recordings as he or she participates in a class conducted at ________________________________ by ________________________________ and/or to reproduce materials that my child may produce as part of classroom activities. No last names will appear on any materials submitted by the teacher.

☐ I DO NOT give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: ______________________________________ Date: ______________________
Formulario de Autorización de Estudiante

Wilmington Universidad Facultad de Educación

(A completar ya sea por los padres/guardián legales de los alumnos menores de edad involucrados en este proyecto, o por estudiantes que tengan 18 o más años de edad que están involucrados en este proyecto).

Estimado Padre/Guardián Legal: 

Soy un candidato Universidad Wilmington Preparación de Maestros de completar mi Enseñanza Estudiante experiencia de trabajo de campo en la escuela de su hijo. Durante este tiempo, voy a necesitar que presentar grabaciones de vídeo de corta duración de las lecciones que se enseñan en la clase de su hijo. Aunque las grabaciones de vídeo implican tanto el profesor y varios estudiantes, el enfoque principal es en la instrucción del maestro, no en los estudiantes de la clase. En el curso de la grabación, su hijo puede aparecer en las grabaciones de vídeo. Además, puedo enviar muestras de trabajos de alumnos como prueba de la práctica docente, y que el trabajo puede incluir algunos de los trabajos de su hijo. El apellido de ningún estudiante aparecerá en cualquier material que se presentan.

Universidad de Wilmington, a su entera discreción, puede usar y distribuir mis grabaciones de vídeo, mis comentarios y mis materiales de aula para el desarrollo de la evaluación, el desarrollo profesional de los profesores novatos, con fines de investigación, y cualquier otro propósito Universidad Wilmington consideren apropiadas para promover la misión del piloto. El siguiente formulario se utilizará para documentar su permiso.

Sinceramente,

(Nombre de Candidato/a Maestro/a)

(Firme de Candidato/a Maestro/a)

FORMULARIO DE PERMISO - Para ser devuelto

Nombre del Estudiante: _____________________________ Nombre de el/la Maestro/a: ________________

Yo soy el padre/guardián legal del niño mencionado anteriormente. He recibido y leído su carta con respecto a un piloto que está siendo llevada a cabo por la Universidad de Wilmington, y de acuerdo a lo siguiente:

☐ Me doy permiso para incluir la imagen de mi hijo en las grabaciones de vídeo como él o ella participa en la clase o para reproducir materiales que mi hijo/a puede realizar como parte de las actividades del aula.

☐ NO doy permiso para grabar vídeo a mi hijo o para reproducir materiales que mi hijo/a puede realizar como parte de las actividades del aula.

Firme del Padre o Guardián: _____________________________ Fecha: _____________________________
Candidato a maestro procedimientos de
aula Videograbación

Introducción: Estos procedimientos están dados para ayudarle a producir clips de video que representan claramente la enseñanza y el aprendizaje en el aula. Con el fin de capturar los elementos de la instrucción y el aprendizaje del estudiante, tendrá que producir clips de video de alta calidad de audio y video. Los procedimientos a continuación le ayudarán a producir con éxito videoclips con problemas mínimos.

Preparación y Práctica: En primer lugar, no esperamos una producción de Hollywood (profesional). Es importante, sin embargo, que la calidad de las actividades grabadas en vídeo sea suficiente para que los evaluadores a entender lo que sucedió en su salón de clases. Como regla general, la calidad del sonido en general es más importante que la calidad de video para entender la enseñanza y el aprendizaje de ser capturado.

Si no está familiarizado con el proceso de grabación en vídeo, póngase en contacto con Sra. Jennifer Sheets a Jennifer.m.sheets@wilmu.edu, Dr. Michele Brewer a Michele.a.brewer@wilmu.edu, Tyler Wells a tyler.a.wells@wilmu.edu o Michael Curry a michael.g.curry@wilmu.edu por asistencia con la grabación o considere contactar otro profesor estudiante que ha hecho o está haciendo la grabación en video.

- **Avise a su cooperando / maestro mentor y el director** de su escuela de su necesidad de lecciones videocinta. Discuta cualquier arreglo para un operador de cámara con ellos. Si utiliza un operador de cámara, mira a personas que ya tienen la aprobación para estar en las aulas, por ejemplo, el maestro cooperador, su supervisor universitario, designados ayudantes estudiantiles.

- **Pensar** cerca dónde usted y sus alumnos será durante las actividades a ser retratados en el video. ¿Serán diferentes actividades requieren que los estudiantes para reagruparse y moverse dentro del aula? ¿Cómo se registrará el uso de materiales de instrucción? ¿Cuál será la cámara necesita para capturar? ¿En su caso, cuando se debe la cámara operador zoom o rotar la cámara a una nueva posición?

- **Practica el proceso de grabación de vídeo**. Esto proporcionará la oportunidad de probar el equipo y dar a los estudiantes la oportunidad de acostumbrarse a la cámara.

- **Ajustar**, si es necesario, a la fuente de luz. No coloque la cámara delante de la ventana u otras fuentes de luz brillante.
# Delaware Professional Teaching Standards

(Revised July 2003)

<table>
<thead>
<tr>
<th>Standard #1</th>
<th>The teacher understands the core concepts and structure(s) of the discipline(s) and their related content standards and creates learning experiences that make the content meaningful to students.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard #2 Human Development and Learning</strong></td>
<td>The teacher understands how children develop and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of each learner.</td>
</tr>
<tr>
<td><strong>Standard #3 Diverse Learners</strong></td>
<td>The teacher understands how students differ and adapts instruction for diverse learners.</td>
</tr>
<tr>
<td><strong>Standard #4 Communication</strong></td>
<td>The teacher understands and uses effective communication.</td>
</tr>
<tr>
<td><strong>Standard #5 Learning Environment</strong></td>
<td>The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.</td>
</tr>
<tr>
<td><strong>Standard #6 Planning for Instruction</strong></td>
<td>The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and Delaware's student content standards.</td>
</tr>
<tr>
<td><strong>Standard #7 Instructional Strategies</strong></td>
<td>The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding, and application of knowledge.</td>
</tr>
<tr>
<td><strong>Standard #8 Assessment</strong></td>
<td>The teacher understands multiple assessment strategies and uses them for the continuous development of students.</td>
</tr>
<tr>
<td><strong>Standard #9 Professional Growth</strong></td>
<td>The teacher understands the importance of continuous learning and pursues opportunities to improve teaching.</td>
</tr>
<tr>
<td><strong>Standard #10 Professional Relationships</strong></td>
<td>The teacher understands the role of the school in the community and collaborates with colleagues, parents/guardians, and other members of the community to support student learning and well-being.</td>
</tr>
<tr>
<td><strong>Standard #11 Educational Technology</strong></td>
<td>The teacher understands the role of educational technology in learning and uses educational technology as an instructional and management tool.</td>
</tr>
<tr>
<td><strong>Standard #12 Professional Conduct</strong></td>
<td>The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.</td>
</tr>
</tbody>
</table>

The first draft document was developed by the members of Delaware’s Task Force to Develop Professional Teaching Standards. The second Draft Committee and prepared by Yvonne Harper of the Assessments and Accountability Branch of the Delaware State Department of Education and William J. Thompson of TBA Consultants, Stratham, New Hampshire.
Multicultural Language Learners (MLL)

The MLL ESOL Literacy Degree provided by Wilmington University includes five courses that meet the TESOL (Teachers of English Speakers of Other Languages) Standards. The competencies designated in the syllabi correspond to those Domains and Standards listed below. Successful completion of these courses meets the educational standards designated by the State of Delaware for issuance of a K-12 ESL endorsement.

**Domain I: Language (Competency 1)** 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
- Standard 1.b. Language Acquisition and Development

**Domain II: Culture (Competency 2)** 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

**Domain III: Planning, Implementing, and Managing Instruction (Competency 3)** 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
- Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction
- Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction

**Domain IV: Assessment (Competency 4)** 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
- Standard 4.b. Language Proficiency Assessment
- Standard 4.c. Classroom-Based Assessment for ESL

**Domain V: Professionalism (Competency 5)** 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
- Standard 5.b. Professional Development, Partnerships, and Advocacy
Suggested Resources for Students

Many significant publications can now be found on the internet. This list of suggested resources provides links to course related topics, but is only a small selection of links that may be accessed to supplement your learning. They are presented in this format in order that you may access them easily. This list will be updated for active links and information on a yearly basis, minimally.

General:
www.eslcafe.com
www.eduplace.com
www.eslmonkeys.com/
http://teacher.scholastic.com/activities
http://school.discovery.com
http://www.funbrain.com/
http://www.brainpop.com/
http://www.eslgold.com/
http://www.eslpartyland.com/
http://www.pdictionary.com/
http://www.readingmatrix.com/
www.manythings.org
http://a4esl.org/
www.everythingsesl.net
http://www.cal.org/
http://www.ncela.gwu.edu/
http://iteslj.org/

ELLs and Cultural Considerations: (see above “General” list)

Second Language Acquisition:
http://www.languageimpact.com/articles/rw/krashenbk.htm
http://www.sdkrashen.com/SL_Acquisition_and_Learning/index.html
http://www.hw.ac.uk/langWWW/icsla/icsla.htm#Applying

Instructional Strategies for English Language Learners: (see above “General” list as well)
http://boe.mono.k12.wv.us/Programs/esl/instructional_strategies/instructional_strategies.html
http://www.champaignschools.org/ESL/ia30hr/instructionalstrategies.htm
http://www.kerrvilleisd.net/SpecialPrograms/ESLInstructionalStrategies.htm

ELLs and Oral Language Development: (see above “General” list as well)
http://www.fonetiks.org/
Emergent Literacy: (see above “General” list as well)
http://www.sadlier-oxford.com/phonics/control_page/front2.htm
http://www.storylineonline.net/

ELLs and Reading: (see above “General” list as well)
www.starfall.com
http://www.seussville.com/university/reading/
http://www.readwritethink.org/
http://school.discovery.com/schrockguide/arts/artlit.html
http://www.storylineonline.net/

ELLs and Writing: (see above “General” list as well)
http://www.readwritethink.org/
http://readwritethink.org/materials/letter_generator/

Content Reading and Writing:
http://www.seussville.com/university
http://school.discovery.com/schrockguide/arts/artlit.html
http://kids.nationalgeographic.com/
http://www.brainpop.com/
http://www.medialit.org/focus/eng_home.html
http://www.medialit.org
http://www.vocabulary.co.il/
http://esl.fis.edu/vocab/index-fp.htm#es/1

Policy and Regulations:
http://www.colorincolorado.org/ell-basics/ell-policy-research
http://www.idra.org/IDRA_Newsletter/August_1997_Policy/Policies_Affecting_Bilingual_Education_and_ESL_Programs/
COURSE: MLL 7405  
TITLE: Teaching Literacy for ELLs

GRADUATION COMP:

Written Communication
2.1  Write clearly, concisely, and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
2.2  Use appropriate APA format for scholarly writings.

Ethics
5. Demonstrate knowledge and application of prescribed ethical code(s) and/or behavior promoted by the profession.

MEASURED PROGRAM COMP/TESOL STANDARD:
1. b.1 Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs.
1. b.2 Candidates understand theories and research that explain how L1 literacy development differs from L2 literacy development.
1. b.3 Recognize the importance of ELLs' L1 and language varieties and build on these skills for a foundation for learning English.
1. b.4 Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning English.
2. c Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs’ learning.
2. d Understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.
3. b.4 Develop students’ listening skills for a variety of academic and social purposes.
3. b.5 Develop students’ speaking skills for a variety of academic and social purposes.
3. b.6 Provide standards-based instruction that builds upon students’ oral English to support learning to read and write.
3. b.7 Provide standards-based reading instruction adapted to ELLs.
3. b.8 Provide standards-based writing instruction adapted to ELLs. Develop students’ writing through a range of activities from sentence formation to expository writing.
3. c.3 Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia.
3. c.4 Use technological resources (e.g., Web, software, computers, and related devices) to enhance language and content-area instruction for ELLs.
5. b.1 Participate in professional growth opportunities.
5. b.2 Establish professional goals.
5. b.3. Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ELLs in the school.
5. b.5. Advocate for ELLs’ access to academic classes, resources, and instructional technology.
5. b.6. Support ELL families.
5. b.7. Serve as professional resource personnel in their educational community.

Structured External Assignment (SEA A): Utilize teachers, paraprofessionals, and administrators in your building in order to conduct a review of the current parent involvement plan for the families of ELLs as well as to solicit ideas to enhance existing plans. Utilize community resources to gain access to the perspective of district ELL families regarding school/home relationships, including their needs and wishes for an optimal involvement plan. With resulting data and support from contemporary literature, write an ideal parent involvement plan to be presented to school district stakeholders. The Plan should serve to bridge the school, its students, families, and the community in a partnership of advocacy and action for ESOL students’ literacy and learning needs. The development of this plan should utilize both the information you’ve gained from your initial inquiry as well as pertinent professional literature. This Structured External Assignment is to be completed on your E-Folio site under the course MLL7405. Submit verification form separately from the assignment. Label it YourlastnameFirstnameMLL7405SEAA_VF.

NOTE: ALL assignments are submitted through SAFE ASSIGN via BlackBoard. It is not acceptable to re-submit a paper from any previous academic course.

ISTE Standard 1: Facilitate and Inspire Student Learning and Creativity; Standard 3: Model Digital-Age Work and Learning; Standard 5: Engage in Professional Growth and Leadership
InTASC Standard 10: Leadership and Collaboration
## Performance Level

<table>
<thead>
<tr>
<th></th>
<th>1 Unsatisfactory</th>
<th>2 Developing</th>
<th>3 Acceptable</th>
<th>4 Proficient (Target)</th>
<th>5 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review of current parent involvement plan</strong>&lt;br&gt;TESOL: 5.b.3</td>
<td>3 sources of professional/community/parental inquiry within the school are pursued and cited.</td>
<td>4 sources of professional/community/parental inquiry within the school are pursued and cited.</td>
<td>5 sources of professional/community/parental inquiry within the school are pursued and cited.</td>
<td>6 sources of professional/community/parental inquiry within the school are pursued and cited.</td>
<td>7 sources of professional/community/parental inquiry within the school are pursued and cited.</td>
</tr>
<tr>
<td><strong>Program content is research based</strong>&lt;br&gt;TESOL: 1.b.1, 1.b.2</td>
<td>Parent Involvement Plan Proposal is not based upon current trends in ESL research as evidenced by variables that affect English Language Learning (including L1 vs. L2 development)</td>
<td>Parent Involvement Plan Proposal represents some current trends in ESL research as evidenced by variables that affect English Language Learning (including L1 vs. L2 development)</td>
<td>Parent Involvement Plan Proposal mirrors some current trends in ESL research as evidenced by variables that affect English Language Learning (including L1 vs. L2 development)</td>
<td>Parent Involvement Plan Proposal mostly correlates with current instructional trends in ESL research as evidenced by variables that affect English Language Learning (including L1 vs. L2 development)</td>
<td>Parent Involvement Plan Proposal correlates with current instructional trends in ESL research, as evidenced by variables that affect English Language Learning (including L1 vs. L2 development)</td>
</tr>
<tr>
<td><strong>Ideal parent involvement plan</strong>&lt;br&gt;TESOL: 1.b.3, 1.b.4, 2.c, 2.d, 3.b.4, 3.b.5, 3.b.6, 3.b.7, 3.b.8, 5.b.1, 5.b.2, 5.b.3&lt;br&gt;GC: 5.1</td>
<td>Proposal requirement considers and addresses less than 80% of programmatic guiding questions, as identified by school personnel. However, no plan of implementation, which takes into account ESOL students’ linguistic, cultural, and home backgrounds, learner variables affecting L2 acquisition, supports ESOL students and their families academically and socially, and allows for any professional growth of developer, is offered.</td>
<td>Proposal requirement considers and addresses 80% of programmatic guiding questions, as identified by school personnel. Additionally a plan of implementation, which partially takes into account ESOL students’ linguistic, cultural, and home backgrounds, learner variables affecting L2 acquisition, marginally supports ESOL students and their families academically and socially, and allows for minimal professional growth of developer, is offered.</td>
<td>Proposal requirement considers and addresses 90% of programmatic guiding questions, as identified by school personnel, through analysis and reflection. Additionally a plan of implementation, which takes into account ESOL students’ linguistic, cultural, and home backgrounds, learner variables affecting L2 acquisition, collaboratively supports ESOL students and their families academically and socially, and allows for professional growth of developer, is offered.</td>
<td>Proposal requirement considers and addresses 100% of programmatic guiding questions, as identified by school personnel, through critical analysis and reflection. Additionally a plan of implementation, which takes into account ESOL students’ linguistic, cultural, and home backgrounds, learner variables affecting L2 acquisition, collaboratively supports ESOL students and their families academically and socially, and allows for professional growth of developer, is described.</td>
<td>Proposal requirement considers and addresses 100% of programmatic guiding questions, as identified by school personnel, through critical analysis and reflection. Additionally, a clear plan of implementation, which takes into account ESOL students’ linguistic, cultural, and home backgrounds, learner variables affecting L2 acquisition, collaboratively supports ESOL students and their families academically and socially, and allows for professional growth of developer, is described.</td>
</tr>
</tbody>
</table>

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**College of Education**  
**Professional Partners**  
**Creating Environments for Learning**  
Syllabus is sole property of Wilmington University
Innovative ideas
TESOL: 3.c.3, 3.c.4, 5.b.5, 5.b.6, 5.b.7
ISTE 1, 3; 5
InTASC 10

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>1 Unsatisfactory</th>
<th>2 Developing</th>
<th>3 Acceptable</th>
<th>4 Proficient (Target)</th>
<th>5 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed program has incorporated innovative ideas that utilize appropriate ESOL instruction techniques and technologies, encourage all aspects of students’ educational needs while encouraging community involvement, ESOL student and family advocacy, and allow the candidate to serve as a professional resource. However, success and feasibility of ideas is questioned. Ideas demonstrate no evidence of professional literature examples.</td>
<td>Proposed program has successfully and feasibly incorporated innovative ideas that utilize appropriate ESOL instruction techniques and technologies, encourage all aspects of students’ educational needs while encouraging community involvement, ESOL student and family advocacy, and allow the candidate to serve as a professional resource. Ideas mimic professional literature examples.</td>
<td>Proposed program has successfully and feasibly incorporated innovative ideas that utilize appropriate ESOL instruction techniques and technologies, encourage all aspects of students’ educational needs while encouraging community involvement, ESOL student and family advocacy, and allow the candidate to serve as a professional resource. Ideas build upon professional literature examples.</td>
<td>Proposed program has successfully and feasibly incorporated innovative ideas that utilize appropriate ESOL instruction techniques and technologies, encourage all aspects of students’ educational needs while encouraging community involvement, ESOL student and family advocacy, and allow the candidate to serve as a professional resource. Ideas build upon yet challenge professional literature examples.</td>
<td></td>
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</table>

Critical Evaluation
TESOL: 5.b.5

| Written content synthesizes and evaluates the content of less than 3 articles which support equality and advocate for ELLs in the academic setting. | Written content synthesizes and evaluates the content of 4 articles which support equality and advocate for ELLs in the academic setting. | Written content synthesizes and evaluates the content of 5 articles which support equality and advocate for ELLs in the academic setting. | Written content succinctly synthesizes and convincingly evaluates the content of 6 articles which clearly support equality and advocate for ELLs in the academic setting. |

Sources

| 1 source related to programs of ESOL student and family advocacy have been identified and utilized. | At least 2 quality sources related to programs of ESOL student and family advocacy have been identified and utilized. | At least 3 quality sources related to programs of ESOL student and family advocacy have been identified and utilized. | At least 4 quality sources related to programs of ESOL student and family advocacy have been identified and utilized. | At least 5 plus quality sources related to programs of ESOL student and family advocacy have been identified and utilized. |

Writing quality
GC (WC): 2.1, 2.2

| Scores 1 on writing rubric | Scores 2 on writing rubric | Scores 3 on writing rubric | Scores 4 on writing rubric | Scores 5 on writing rubric |
WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION / MLL PROGRAM
SEA & SCORING RUBRIC B: Literacy and ELLs Research
NCATE ASSESSMENT 6 (TESOL)

COURSE: MLL 7405  TITLE: Teaching Literacy for ELLs

MEASURED PROGRAM COMP/TESOL STANDARD:
1. b.2 Candidates understand theories and research that explain how L1 literacy development differs from L2 literacy development.
1. b.3 Recognize the importance of ELLs' L1 and language varieties and build on these skills for a foundation for learning English.
5. a.1 Demonstrate knowledge of language teaching methods in their historical contexts.
5. a.2 Demonstrate knowledge of the evolution of laws and policy in the ESL profession

Structured External Assignment (SEA B): Conduct research on an ELL Policy that directly impacts your English Language Learners in the classroom and your instruction. These factors may include ELL Laws and Regulations, Language policy at the Local Level, Important ELL cases, Immigration and Schools Policies, and contemporary views by scholarly academic leaders in the field of TESOL. After reviewing current (within 5 years) scholarly articles, your text, and TESOL journals; prepare a critical analysis of your findings and reflect on the issue with your professional understanding and personal experience. Discuss ways this knowledge can support instruction, ELL families in the community, and the impact of these policies on your teaching pedagogy and the classroom environment. *Prepare a brief PPT/Prezi that illustrates the summary of your findings. This will be uploaded into the BlackBoard Discussion Board and discussed with your peers. This Structured External Assignment is to be completed on your E-Folio site under the course MLL7405. Submit verification form separately from the assignment. Label it YourlastnameFirstnameMLL7405SEAB_VF.

NOTE: ALL assignments are submitted through SAFE ASSIGN via BlackBoard.
It is not acceptable to re-submit a paper from any previous academic course.

InTasc Standard 4: Content Knowledge; Standard 9: Professional Learning and Ethical Practice
**SEA & SCORING RUBRIC B: Literacy and ELLs Research**

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Unsatisfactory</td>
<td>Developing</td>
<td>Acceptable</td>
<td>Proficient (Target)</td>
<td>Exemplary</td>
</tr>
<tr>
<td>TESOL: 1.b.2, 1.b.3</td>
<td>Written content does not explore one topic in the field of literacy as it relates to policy, English Language Learners, but wanders and does not explains research results and viewpoints.</td>
<td>Written content mostly explores one topic in the field of literacy as it relates to policy, English Language Learners and mostly explains various research results and viewpoints.</td>
<td>Written content explores one in the field of literacy as it relates to policy, English Language Learners and explains research results and viewpoints.</td>
<td>Written content clearly and precisely explores one topic in the field of literacy as it relates to policy, English Language Learners and explains all relevant research article results and expounds many viewpoints.</td>
<td>Written content clearly and precisely explores one topic in the field of literacy as it relates to policy, English Language Learners and explains all relevant research article results and expounds many viewpoints.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Evaluation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESOL: 4, 9</td>
<td>Written content synthesizes and evaluates 3 articles representing a variety of sources of research data and academic discussion surrounding a specific concept in ELL Literacy Policy research today. Thesis statement is clearly defined and relevant to current (within 5 years) effects of literacy</td>
<td>Written content synthesizes and evaluates 4 articles representing a variety of sources of research data and academic discussion surrounding a specific concept in ELL Literacy Policy research today. Thesis statement is clearly defined and relevant to current (within 5 years) effects of literacy</td>
<td>Written content synthesizes and evaluates 5 articles representing a variety of sources of research data and academic discussion surrounding a specific concept in ELL Literacy Policy research today. Thesis statement is clearly defined and relevant to current (within 5 years) effects of literacy</td>
<td>Written content synthesizes and evaluates 6 articles representing a variety of sources of research data and academic discussion surrounding a specific concept in ELL Literacy Policy research today. Thesis statement is clearly defined and relevant to current (within 5 years) effects of literacy</td>
<td>Written content synthesizes and evaluates 7 articles representing a variety of sources of research data and academic discussion surrounding a specific concept in ELL Literacy Policy research today. Thesis statement is clearly defined and relevant to current (within 5 years) effects of literacy</td>
</tr>
<tr>
<td>Reflections</td>
<td>TESOL: 1.b.2, 5.a.1, 5.a.2</td>
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<tr>
<td>Reflection simply restates content without making connections between <em>Policy and literacy</em> and English Language Learners and provides thoughtful connections to either personal or professional experience.</td>
<td>Reflection offers connections between <em>Policy and literacy</em> and English Language Learners and includes a strong connection to either personal or professional experience and offers valid suggestions for application.</td>
<td></td>
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<thead>
<tr>
<th>Writing quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scores 1 on writing rubric</td>
</tr>
</tbody>
</table>
## DISCUSSION BOARD RUBRIC MRD/MLL

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>0 Unsatisfactory</th>
<th>0.25 Emerging</th>
<th>0.50 Satisfactory</th>
<th>0.75 Proficient</th>
<th>1.0 point Distinguished</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Discussion</td>
<td>Does not enter discussion.</td>
<td>Provides minimal comments and information to other participants. Participates infrequently in on-line discussions or e-mail; and postings are irrelevant or superficial</td>
<td>Sporadically provides comments and some new information. Interacts with only one or two participants by posting queries, comments, and thoughtful responses</td>
<td>Provides comments and some new information in a fairly regular manner. Interacts with a few selected participants by posting queries, comments, and thoughtful responses</td>
<td>Provides comments and new information in a regular and equitable manner. Interacts with a variety of participants by posting queries, comments, and thoughtful responses</td>
<td></td>
</tr>
<tr>
<td>Content of Posting</td>
<td>Does not add to the discussion.</td>
<td>Adds little to the substantive discussion but may contribute to the social aspects of the course.</td>
<td>Postings consist largely of personal opinions or experiences. Reveals a restricted understanding of the topic limited to information that could be derived from prior posts.</td>
<td>Makes significant contributions to the discussion. Reveals adequate understanding of the topic as evidenced by posts telling us something new.</td>
<td>Postings are accurate, original, and relevant. Even better than telling us something new, they raise new questions that lead to further discussion from a variety of people. Reveals a solid understanding of the topic as evidenced by thoughtful responses and questions.</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking evidenced by Posting</td>
<td>Does not enter posting.</td>
<td>Provides no evidence of agreement or disagreement with existing discussion.</td>
<td>Agrees or disagrees with existing discussion but provides no justification/explanation (e.g., text readings, resources).</td>
<td>Agrees or disagrees with existing discussion and provides limited justification/explanation (e.g., text readings, resources).</td>
<td>Offers a critical analysis of an existing posted idea or introduces a different interpretation to an existing idea.</td>
<td></td>
</tr>
<tr>
<td>Responsiveness IF required</td>
<td>Does not respond.</td>
<td>Logs onto Bb on one (1) occasion during the week and responds to the posted discussion. (1 initial post)</td>
<td>Logs onto Bb on one (1) occasion during the week and responds to the posted discussion. (1 initial post) by Wednesday.</td>
<td>Responds to the posted discussion. (1 initial post by Wednesday, 1 response post) by Friday.</td>
<td>Responds to the posted discussion. (1 initial post by Wednesday, 2 response posts) by Friday.</td>
<td></td>
</tr>
<tr>
<td>Writing Style</td>
<td>Does not write response.</td>
<td>Limited ability to convey ideas noted. Below expectations of work at this level. Errors noted in spelling, punctuation, and grammar.</td>
<td>Able to present ideas. Comes close to expectations for work at this level. Some punctuation and spelling errors but no errors in grammar identified.</td>
<td>Explicitly presents ideas. Work appropriate for this level of student. No spelling or grammar errors noted. A few minor punctuation errors identified.</td>
<td>Highly skilled presentation of ideas. Engages reading. Work exceeds expectations for this level of student. Absolutely no errors in spelling, punctuation, or grammar noted.</td>
<td></td>
</tr>
</tbody>
</table>

Modified by D. Emeigh 8/14. Adapted by T. Bennett/Created by Denise Westbrook, Full-time Nursing Faculty Wilmington College 3/05
Integrated skills/core content lesson plan

Students will develop an integrated literacy lesson plan incorporating all four literacy skill areas (listening, speaking, reading, and writing) into one core content area (Math, Language Arts, Science, or Social Studies) lesson plan.

**NOTE:** ALL assignments are submitted through SAFE ASSIGN via BlackBoard. It is not acceptable to re-submit a paper from any previous academic course.

**ISTE Standard 2:** Design and Develop Digital-Age Learning Experiences and Assessments; **Standard 4:** Promote and Model Digital Citizenship and Responsibility Teachers

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>1 UNSATISFACTORY</th>
<th>2 DEVELOPING</th>
<th>3 ACCEPTABLE</th>
<th>4 TARGET</th>
<th>5 EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Integration</td>
<td>One content area is marginally addressed throughout the content of the lesson. Common Core Standards are not included.</td>
<td>One content area is partially addressed throughout the content of the lesson. Common Core Standards are not addressed</td>
<td>One content area is addressed throughout the content of the lesson. Common Core Standards are addressed.</td>
<td>One content area is thoroughly integrated and addressed throughout the content of the lesson. Common Core Standards are addressed.</td>
<td>More than one content area is thoroughly integrated and addressed throughout the content of the lesson. Common Core Standards are addressed.</td>
</tr>
<tr>
<td>Areas of ELL development</td>
<td>One area of ELL development (listening, speaking, reading, and writing) is integrated throughout the lesson.</td>
<td>Two areas of ELL development (listening, speaking, reading, and writing) are integrated throughout the lesson.</td>
<td>Three areas of ELL development (listening, speaking, reading, and writing) are integrated throughout all components of the lesson.</td>
<td>All four areas of ELL development (listening, speaking, reading, and writing) are integrated throughout all components of the lesson.</td>
<td>All four areas of ELL development (listening, speaking, reading, and writing) are thoroughly and deeply integrated throughout all components of the lesson.</td>
</tr>
<tr>
<td>Lesson content</td>
<td>Lesson content is supported by content and state standards, marginally considers student needs, but does not reflect course text and supplemental materials.</td>
<td>Lesson content is supported by content and state standards, may consider student needs, and may reflect course text and supplemental materials.</td>
<td>Lesson content is supported by content and state standards and considers student needs while reflecting course text and supplemental materials. Lesson integrates technology in supporting the needs of students.</td>
<td>Lesson content is supported by content and state standards and thoughtfully considers student needs while clearly reflecting course text and supplemental materials. Lesson integrates technology in supporting the needs of students.</td>
<td>Lesson content is supported by content and state standards and thoughtfully considers student needs while clearly and thoroughly reflecting course text and supplemental materials. Lesson integrates technology in supporting the needs of students.</td>
</tr>
</tbody>
</table>

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Optimal oral language development environment reflection

Students will reflect upon specific classroom environments that provide optimal opportunities to develop oral language effectively and efficiently.

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<table>
<thead>
<tr>
<th>Performance Level</th>
<th>1 UNSATISFACTORY</th>
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<th>3 ACCEPTABLE</th>
<th>4 TARGET</th>
<th>5 EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Reflection is supported by one of the following: supplemental readings, activities, and in-class discussion.</td>
<td>Reflection is supported by two of the following: supplemental readings, activities, and in-class discussion.</td>
<td>Reflection is clearly and consistently supported by supplemental readings, activities, and in-class discussion.</td>
<td>Reflection is clearly and consistently supported by supplemental readings, activities, and in-class discussion.</td>
<td>Reflection is clearly and consistently supported by supplemental readings, activities, and in-class discussion. Additionally, outside experiences are drawn upon for support.</td>
</tr>
<tr>
<td>Self-reflection and implications</td>
<td>Self-reflection lacks personal connections, application to the classroom and implications.</td>
<td>Self-reflection includes brief personal connections, application to the classroom and 1 implication.</td>
<td>Self-reflection includes personal connections, application to the classroom and 2 implications.</td>
<td>Self-reflection includes personal connections, application to the classroom and 3 implications.</td>
<td>Self-reflection includes personal connections, application to the classroom and 3+ implications.</td>
</tr>
<tr>
<td>Written expression usage of Standard English is demonstrated.</td>
<td>Standard English usage is demonstrated with greater than 3 errors.</td>
<td>Standard English usage is demonstrated with 3 errors.</td>
<td>Standard English usage is demonstrated with 2 errors.</td>
<td>Standard English usage is demonstrated with 1 error.</td>
<td>Paper is error free</td>
</tr>
</tbody>
</table>
## WRITING RUBRIC: LITERACY PROGRAMS

<table>
<thead>
<tr>
<th>Unsatisfactory (0)</th>
<th>Developing (0.25)</th>
<th>Acc Eptable (0.5)</th>
<th>Target (0.75)</th>
<th>Exemplary (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing has a clear direction/ controlling idea/ thesis statement.</td>
<td>There is a minimal controlling idea or the controlling idea minimally previews the paper.</td>
<td>Controlling idea is vague or has different logic than parts of the body of the paper.</td>
<td>Controlling idea is somewhat vague or previews only part of the paper.</td>
<td>Controlling idea is well defined and previews most of the paper.</td>
</tr>
<tr>
<td>Writing has ample evidence to prove the controlling idea.</td>
<td>Minimal instances of specific evidence are offered and they minimally support the controlling idea.</td>
<td>Few instances of specific evidence are offered or they do not support the controlling idea throughout the majority of the paper.</td>
<td>Some instances of specific evidence are offered or they support the controlling idea throughout part of the paper.</td>
<td>Many instances of specific evidence are offered or they support the controlling idea throughout the majority of the paper.</td>
</tr>
<tr>
<td>Writing has transitions to assist with coherence and unity.</td>
<td>Writing minimally moves smoothly from one idea to another. There are mostly awkward jumps between points.</td>
<td>Writing moves smoothly from one idea to another some of the time. There are many awkward jumps between points.</td>
<td>Writing moves from one idea to another smoothly. There are some awkward jumps between points.</td>
<td>Writing moves from one idea to another smoothly. There are very few awkward jumps between points.</td>
</tr>
<tr>
<td>Writing is concise, well-written, and vocabulary incorporates academic language.</td>
<td>Has limited or inappropriate word choices that obscure meaning. Contains much slang and/or many colloquialisms. Mostly wordy or awkward.</td>
<td>Contains word choices that interfere with the meaning. Contains much slang and/or colloquialisms. Wordy or awkward. Limited academic language.</td>
<td>Good word choices. Some slang and/or colloquialisms. Some instances of wordiness or awkwardness. Some academic language.</td>
<td>Accurate and varied word choice. No slang and/or colloquialisms. Few instances of wordiness or awkwardness. Good use of academic language.</td>
</tr>
<tr>
<td>Mechanics, usage, grammar, and spelling (MUGS) are correct and the writing is error free.</td>
<td>More than 4 unique (MUGS) errors per page</td>
<td>Three unique (MUGS) errors per page</td>
<td>Two unique (MUGS) errors per page</td>
<td>One unique (MUGS) errors per page</td>
</tr>
<tr>
<td>APA formatting and use of sources are correct. See APA Checklist appropriate to each course.</td>
<td>8+ APA formatting or citation errors.</td>
<td>5-7 APA formatting or citation errors.</td>
<td>3-4 APA formatting or citation errors.</td>
<td>2 APA formatting or citation errors.</td>
</tr>
</tbody>
</table>

### APPROPRIATE TO GRADUATE LEVEL

- **Mechanics:** Punctuation, capitalization
- **Usage:** Correct and effective word use, especially homophones
- **Grammar:** Correct subject/verb agreement, syntax, complete sentences
- **Spelling:** Shows evidence of proofreading for spelling

Developed by Kate Cottle and Revised 9/30/2010; adapted by Kathryn Brown 2015

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29 AY 2016