LAE 3360 Managing the Secondary Language Arts Classroom Syllabus

[Semester and Year]

Instructor Information

Instructor: Dr. McIntyre-McCullough	Email: kemcinty@fiu.ed	Office: ZEB 255A
		Office Hours: M 11:00a.m.- 1:00 p.m.; W 2:00 p.m. - 4:00 p.m.; R 1:00 p.m. - 3:00 p.m.
		Phone: 305-348-3230

General Information

Description

This course is designed to support secondary English teachers in developing a practical and effective approach to classroom management in the English Language Arts classroom. The course focuses on a classroom management system that reaches the multilingual/multiethnic/multimodal learner and builds the classroom infrastructure. Through course readings, classroom observations, reflective writing, class discussion and presentations, participants will develop effective classroom management practices and establish a proactive, positive classroom that maximizes learning. This course is intended for students who are preparing for (or have already embarked upon) careers as classroom English teachers at the middle or high school level.

Rationale

Classroom management has traditionally been an issue in education for pre-service teachers. A lack of content knowledge has been cited as a concern for beginning teachers difficulty which causes professional attrition. Additionally, pre-service teachers may find difficulty in connecting with diverse student populations while maintaining an efficient classroom. Thus, this course was developed to mitigate this ongoing issue. The course is designed to prepare preservice teachers for the demands of the 21st century English Language Arts Secondary Classroom by enhancing teacher knowledge of strategy to bridge the gap between content and student engagement.

Objectives
- ❑ Develop a practical and effective approach to classroom management in the secondary English classroom
- ❑ Use approaches that will effectively reach the multi-lingual, multi-ethnic, multi-modal learner
- ❑ Become a reflective practitioner
- ❑ Use content knowledge to maintain efficacy in the classroom
- ❑ Learn and use strategies for effective classroom management in different types of classroom structures (Regular, Advanced, Honors, SPED, LEP, Advanced Placement, International Baccalaureate, Dual Enrollment, Cambridge)
- ❑ Create guidelines for classroom efficacy and student engagement
- ❑ Read, write, present critically
- ❑ Infuse rigor without student anxiety
- ❑ Create a culturally responsive global classroom

COE Conceptual Framework

The desired future of the College of Education (COE) at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1). The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state and professional standards (e.g., FEAPs, INTASC).

Vision and Mission of the College of Education

The desired future of the College of Education at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1).

The mission of the College of Education includes a three-pronged approach. First, the College is charged to prepare professionals who have the knowledge, abilities, and dispositions to facilitate and enhance learning and development within diverse settings. Second, the College must promote and facilitate the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning. The third part of the College's mission is to develop professional partnerships in the larger community that foster significant educational, social, economic and political change.   Consistent with the institution's role of public, urban, multicultural research university, the unit's mission is to serve the population of Southeast Florida, the State, the Nation and the international community by imparting knowledge through excellent teaching, creating new knowledge through research, and fostering and nurturing creativity and its expression through service (Mission Statement of the College of Education Conceptual Framework, 2007).

Expectations and Goals

Students in this course would have already completed the general classroom management course, EDF 3251. Students will apply strategies and knowledge of curriculum to maintain an efficient and disciplined secondary English classroom.

Program Standards/Competencies Covered in this Course

This course is aligned with the standards, principles, competencies, and practices of: Interstate New Teacher and Assessment Consortium (INTASC), Florida Educator Accomplished Practices (FEAPs), Professional Educator Competencies (PECs), Subject Area Competencies for English Education, National Council for Teachers of English(NCTE)/International Reading Association (IRA) Standards, and Florida Standards for Teachers of English for Speakers of Other Languages (ESOL).

INTASC

Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

FEAPs

Accomplished Practice: 2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently

> **Indicator:** a. Organizes, allocates, and manages the resources of time, space, and attention;

> **Indicator:** b. Manages individual and class behaviors through a well-planned management system;

> **Indicator:** c. Conveys high expectations to all students;

> **Indicator:** d. Respects students' cultural, linguistic and family background;

> **Indicator:** f. Maintains a climate of openness, inquiry, fairness and support;

> **Indicator:** h. Adapts the learning environment to accommodate the differing needs and diversity of students;

Accomplished Practice: 3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

> **Indicator:** a. Deliver engaging and challenging lessons;

> **Indicator:** b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

> **Indicator:** c. Identify gaps in students' subject matter knowledge

> **Indicator:** d. Modify instruction to respond to preconceptions or misconceptions

> **Indicator:** g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding

FL- Florida Teacher Standards for ESOL Endorsement

> **Domain:** Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

>> **Standard:** Standard 1: ESL/ESOL Research and History Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

>> **Standard:** Standard 2: Standards-Based ESL and Content Instruction Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.

>> **Standard:** Standard 3: Effective Use of Resources and Technologies Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies

> **Domain:** Domain 4: ESOL Curriculum and Materials Development

Standard: Standard 1: Planning for Standards-Based Instruction of ELLs Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

Standard: Standard 2: Instructional Resources and Technology Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

PECs

1. **Knowledge of Instructional Design and Planning**

   Competency 5: Apply learning theories to instructional design and planning.

   Competency 7: Select and use culturally (i.e., regional, socio-economic, home language) responsive instructional materials and practices in planning.

2. **Knowledge of Appropriate Student-centered Learning Environments**

   Competency 1: Select and use appropriate techniques for organizing, allocating, and managing the resources of time, space, and attention in a variety of learning environments (e.g., face-to-face, virtual).

   Competency 2: Apply appropriate strategies and procedures to manage individual student behaviors and group dynamics.

   Competency 3: Use effective techniques for communicating high expectations to all students.

   Competency 4: Evaluate and adapt the learning environment to accommodate the needs and backgrounds (i.e., cultural, home language, family) of all students.

   Competency 6: Determine skills and practices that encourage innovation and foster a safe climate of openness, inquiry, equity, and support for all students.

3. **Knowledge of Instructional Delivery and Facilitation through a Comprehensive Understanding of Subject Matter**

   Competency 1: Use motivational strategies to engage and challenge all students.

   Competency 2: Apply appropriate instructional practices for developing content area literacy.

   Competency 3: Analyze gaps in students' subject matter knowledge in order to improve instructional delivery.

   Competency 4: Assess and adapt instruction to address preconceptions and misconceptions of subject matter.

   Competency 7: Select varied strategies, resources, and appropriate technology for relevant and comprehensible instruction.

7. **Knowledge of Research-based Practices Appropriate for Teaching English Language Learners (ELLs)**

   Competency 2: Analyze student developmental characteristics in relation to first and second language literacy acquisition stages to design instruction for students.

   Competency 4: Evaluate and differentiate standards-based curriculum, materials, resources, and technology for ELLs based on multicultural, multi-level learning environments.

Subject Area Competencies in English Education (Florida English Education Competencies)

1. Knowledge of the effective use of the English language at the postsecondary level Course Materials
2. Knowledge of effective writing skills
3. Knowledge of literacy processes across genres
4. Knowledge of a wide range of fiction, nonfiction, and informational texts
5. Knowledge of critical responses to media
6. Demonstration of the ability to respond critically through an analysis of a literary selection

NCTE/IRA Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Required Text

Penniman, B. M. (2009). *Building the English classroom: Foundations, support, success* Urbana: National Council of Teachers of English.

Emmer, E. T., & Evertson, C. M. (2017). *Classroom management for middle and high school teachers*. Boston: Pearson.

Internet access: Access to internet is necessary for successful completion of this course.

Optional Text

Wong, H. K., & Wong, R. T. (2013). *The first days of school: how to be an effective teacher*. Seoul, Korea: Global Contents.

Guidelines

Course Requirements and Grading Standards (Subject to Change)

 A.   Readings and Participation Students are required to participate in class discussions. At the professor's discretion, activities and questions will be randomly assigned in class based on the material being discussed. Students will be able to successfully complete these activities if they have read the assigned readings and/or attended the class lecture. Students are expected to read the assigned readings prior to the class so that they are prepared to participate in the class discussions. These points cannot be made up, even with an excused absence. You must be in attendance the entire class in order to earn the full points.

 B. Examinations

On designated classes, you will have a quiz over the topic(s) discussed. Each quiz may consist of short answer, fill-in-the-blank, or multiple-choice questions. If you are ill or have an emergency and cannot attend the class on that day, please notify me in advance. Make-up tests will not be given.

Grading Criteria

Assignment	Points Possible	Total Points
Quizzes will be given periodically on in-class notes	3 @ 10 points	30 points
Classroom Guidelines-student created rules for their classroom based on reading and in-class activities. No more than 10 rules.	30 points	30 points
Written Analysis of a Regular Classroom Observation & Interview-students are required to observe an English classroom in middle or high school for two hours minimum, take notes, interview the teacher for an hour, and write a written analysis of classroom management based on reading and in-class activities. MLA format	70 points	70 points
Midterm-assessment of requirements thus far.	50 points	50 points
Unit Plan with guidelines/strategies for learners-students will create a unit plan including literary genre, analysis of a piece of a poem/prose, a core text with strategies, guidelines, formal, informal assessment, reading, writing, and discussion activities. From that unit a lesson will be used to teach in the observed classroom for the TaskStream assignment.	80 points	80 points
Unit Presentation-present the unit for your colleagues' benefit and create a google docs or other means to share.	50 points	50 points
Mock Teacher Exam-a practice English Education Exam will be administered to gauge your progress in class and knowledge of the Subject Area Competencies.	70 points	70 points
Video Lesson & Written Analysis (TaskStream)-the students will videotape themselves as he/she	80 points	80 points

teaches the lesson and write a written analysis of their implementation of the lesson, their classroom management skills, and their student engagement in said classroom. Consider concepts covered in class to further development your analysis.		
Total points		460 points
Bonus Points for Classroom Participation	Up to 60 points	520 points

Final Grades

A 460-428 (100-93)	C+ 367-350 (79-76)
A- 427-416 (92-90)	C 349-336 (75-73)
B+ 415-396 (89-86)	C- 335-322 (72-70)
B 395-382 (85-83)	D 321-276 (69-60)
B- 381-368 (82-80)	F-275-0 (59-0)

Video Lesson & Written Analysis (*TaskStream Artifact)

Video Lesson & Written Analysis: Refer to the attached eFolio artifacts and rubric.

 Assignments are due on the date specified in the syllabus. If you cannot attend class on the date an assignment is due you can (a) give it to a classmate to turn in, or (b) turn it in early. All late papers will automatically be deducted 5 points for each day it is late

. Exceptions to this policy will only be granted with VALID WRITTEN DOCUMENTATION FROM A DOCTOR.

EMAIL SUBMISSION OF ASSIGNMENTS are accepted at the same time class is set to begin. If it was emailed and it is not received in time, it is considered late and will not be accepted.

 All papers must be typed, double-spaced with 1-inch margins-MLA or APA format
https://owl.english.purdue.edu/owl/resource/747/13/

Taskstream Artifact and 3-point Rubric

TaskStream is the COE's new web-based electronic portfolio application that will allow you to upload and share selected work via the world wide web. This electronic portfolio system also has tools that allow you to create standards-based lesson plans, evaluation rubrics, and entire instructional units. Beginning in Fall 2008, all students enrolled in the College of Education are required to subscribe and maintain a TaskStream account throughout their FIU career so that they can generate and maintain an electronic portfolio of their work in the college. You can purchase TaskStream directly online at any time of the year. You have the option of selecting the terms of their subscription. However, the Taskstream account must be maintained throughout your professional preparation program. Costs and other Taskstream information can be found at this COE website: http://education.fiu.edu/taskstream/

 A Description of the course artifact and 3-point rubric that reflects the conceptual framework (e.g., knowledge, skills, and dispositions) and FEAPS is included at the end of this document. ONCE YOUR ARTIFACT IS GRADED AND APPROVED FOR THE COURSE, IT MUST BE UPLOADED IN TASKSTREAM BY THE DATE PROVIDED BY YOUR INSTRUCTOR OR A GRADE OF "F" WILL BE ASSIGNED.

Taskstream Policy:

All students in courses with critical tasks on Taskstream must purchase accounts and upload artifacts • Faculty must specify in course syllabi the Taskstream assignment, rubric, and upload policy • If pedagogically feasible, students should upload course artifacts two weeks before the end of classes; final deadline for all uploads is 48 hours before grades are due • Students who earn an "Unacceptable" rating on the course critical task will be provided with one (1) remediation to achieve the Acceptable level. If students are unable to achieve Acceptable, the rating of "Unacceptable" will remain and students will receive a non-passing grade in the course • Students who fail to upload artifacts by the deadline will receive an "I" (Incomplete) or a non-passing grade in the course, at the discretion of the instructor • Faculty must provide final Taskstream evaluation before final grades are submitted • Taskstream will be inactivated by the end of the first week of the subsequent semester and students who have not uploaded as required will no longer be able to do so without email confirmation from the instructor

Artifact and Rubric

Artifact *In Three Parts*:

I. *Design a Lesson and Videotape your teaching*   Design a classroom a lesson that includes all the strategies that were discussed in class relative to a specific novel or short story that address cultural, linguistic, language development (ELL students) and learning style differences found in a typical Secondary Language Arts classroom. These activities must meet requirements for state-adopted standards and appropriate rigor for grade level and developmental stage. Each activity must have an assessment (formal or informal). The lesson must be more than thirty (30) minutes in length. Provide a copy to be uploaded along with your lesson. (20 points).

II. Draw the Physical - A schematic of where materials, desks, computers, pencil sharpeners, shelves, bookcases, etc. are located including an explanation of traffic flow and safety precautions that the teacher have considered in schematic design. In addition, this will also address a seating chart of your proposed class. Write a small discussion of whether you agreed with his/her choices and why. (20 points)

III. Analysis – After having observed this class and taught a lesson. Think about what would make this learning environment better both for you and the students. Consider learner profiles, readiness, teacher knowledge of students, class size, issues of diversity, ELL vs SPED students, implementation/effectiveness of strategies, assessment, How did you mitigate behavior, time on task, use of technology, consequences, your transition from one activity to another… How did theory meet practice? What more do you need to master and what advice would you give your future teacher self? (40 points)

Task Stream Rubric

FL- Florida Educator Accomplished Practices (2010)	Mastery	Proficient	Limited
The Learning Environment FEAP2(a) **Standards** **Area:** Quality of Instruction **Accomplished Practice:** 2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently: **Indicator:** a. Organizes, allocates, and manages the resources of time, space, and attention;	Candidate in the narrative portion completely organizes, allocates, and manages resources of time, space, and attention in a manner that is student-centered and safe.	Candidate in the narrative portion organizes allocates, and manages resources such as time, space, and attention that is student-centered and safe.	Candidate in the narrative portion fails to organize, allocate, and manage resources such as time, space, and attention that is student-centered and safe.
The Learning Environment FEAP 2 (b) **Standards**	Candidate in the narrative portion has successfully managed individual and class	Candidate in the narrative portion manages individual and class behaviors through a well-planned	Candidate in the narrative portion fails to manage individual and class behaviors through

Area: Quality of Instruction **Accomplished Practice:** 2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently: **Indicator:** b. Manages individual and class behaviors through a well-planned management system;	behaviors through a well-planned management system that is student-centered and safe.	management system that is student-centered and safe.	a well-planned management system that is student-centered and safe.
The Learning Environment FEAP 2 (c, d, f) **Standards** **Area:** Quality of Instruction **Accomplished Practice:** 2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently: **Indicator:** c. Conveys high expectations to all students; **Indicator:** d. Respects students' cultural, linguistic and family background; **Indicator:** f. Maintains a climate of openness, inquiry, fairness and support;	Candidate in the narrative portion has successfully conveys high expectations to all students including culturally and linguistically specified with a climate of openness, inquiry, fairness and support that is student-centered and safe.	Candidate in the narrative portion satisfactorily conveys high expectations to all students including culturally and linguistically specified with a climate of openness, inquiry, fairness and support that is student-centered and safe.	Candidate in the narrative portion fails to convey high expectations to all students including culturally and linguistically specified with a climate of openness, inquiry, fairness and support that is student-centered and safe.
Learning Environment FEAP (a).2.d,h **Standards** **Area:** Quality of Instruction **Accomplished Practice:** 2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently: **Indicator:** d. Respects students' cultural, linguistic and family background; **Indicator:** h. Adapts the learning environment to accommodate the	Candidate in the narrative portion very effectively adapts the learning environment to accommodate the differing needs and diversity of students, and respects cultural, linguistic, and family background that is student-centered and safe.	Candidate in the narrative portion has some adaptations of the learning environment to accommodate the differing needs and diversity of students, and respects cultural, linguistic, and family background that is student-centered and safe.	Candidate in the narrative portion has little adaptations of the learning environment to accommodate the differing needs and diversity of students, and respects cultural, linguistic, and family background that is student-centered and safe.

differing needs and diversity of students; and			
Instructional Delivery and Facilitation FEAP (a).3.a, b, c **Standards** **Area:** Quality of Instruction **Accomplished Practice:** 3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to: **Indicator:** a. Deliver engaging and challenging lessons; **Indicator:** b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter; **Indicator:** c. Identify gaps in students' subject matter knowledge;	Candidate demonstrates mastery by successfully creating a thematic unit with five lessons surrounding a novel or short story and delivering engaging and challenging lessons to students, deepening and enriching students' understanding through literary strategies, verbalization and written production of thought, and application of subject matter, as well as identify gaps in student's subject matter knowledge.	Candidate demonstrates by creating a thematic unit with five lessons surrounding a novel or short story and delivering engaging and challenging lessons to students, deepening and enriching students' understanding through literary strategies, verbalization and written production of thought, and application of subject matter, as well as identify gaps in student's subject matter knowledge.	Candidate fails to demonstrates mastery by creating a thematic unit with five lessons surrounding a novel or short story and delivering engaging and challenging lessons to students, deepening and enriching students' understanding through literary strategies, verbalization and written production of thought, and application of subject matter, as well as identify gaps in student's subject matter knowledge.
Instructional Delivery and Facilitation FEAP (a).3.d **Standards** **Area:** Quality of Instruction **Accomplished Practice:** 3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to: **Indicator:** d. Modify instruction to respond to preconceptions or misconceptions;	Candidate when designing activities engages students in discussion of the subject very effectively modifies instruction to respond to any preconceptions and misconceptions related to the subject being taught.	Candidate when designing activities, engages students in discussion demonstrates some evidence of providing instructional modifications to respond to preconceptions and misconceptions related to the subject matter being taught.	Candidate when designing activities, engages students in discussion demonstrates little evidence of providing instructional modifications to respond to preconceptions and misconceptions related to the subject matter being taught.
Instructional Delivery and Facilitation FEAP (a).3.g. **Standards** **Area:** Quality of Instruction **Accomplished Practice:** 3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to: **Indicator:** g. Apply varied instructional strategies and	Candidate when designing activities very effectively applies varied instructional strategies and resources, including appropriate technology, to provide comprehensive instruction and to teach for student understanding.	Candidate when designing activities demonstrates some evidence of applying varied instructional strategies and resources, including appropriate technology, to provide comprehensive instruction and to teach for student understanding.	Candidate when designing activities demonstrates little evidence of applying varied instructional strategies and resources, including appropriate technology, to provide comprehensive instruction and to teach for student understanding.

resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;			
ESOL Domain 1 Standard 1: Culture as a Factor in ELLs' Learning **Standards** **FL- Florida Teacher Standards for ESOL Endorsement** **Domain:** Domain 1: Culture (Cross-Cultural Communications) **Standard:** Standard 1: Culture as a factor in ELLs' Learning Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.	Candidate when designing activities very effectively understands and applies knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.	Candidate when designing activities demonstrates some evidence of how to understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.	Candidate when designing activities demonstrates little evidence of how to understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
ESOL Domain 2 Standard 1: Language as a System **Standards** **FL- Florida Teacher Standards for ESOL Endorsement** **Domain:** Domain 2: Language and Literacy (Applied Linguistics) **Standard:** Standard 1: Language as a System Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs' acquisition of English in order to learn and to read, write, and communicate orally in English.	Candidate in the lesson plan development and presentation demonstrates excellence in the knowledge of the components of language and understanding of language as an integrative and communicative system, and applies knowledge of phonology, morphology, syntax, semantics, and pragmatics to support ELLs' development of listening, speaking, reading, and writing skills in English.	Candidate in the lesson plan development and presentation demonstrates some knowledge of the components of language and understanding of language as an integrative and communicative system, and does not apply knowledge of phonology, morphology, syntax, semantics, and pragmatics to support ELLs' development of listening, speaking, reading, and writing skills in English	Candidate in the lesson plan development and presentation demonstrates little knowledge of the components of language and understanding of language as an integrative and communicative system, and does not apply knowledge of phonology, morphology, syntax, semantics, and pragmatics to support ELLs' development of listening, speaking, reading, and writing skills in English
ESOL Domain 3 Standard 2: Standards-Based ESL and Content Instruction **Standards** **FL- Florida Teacher Standards for ESOL Endorsement**	Candidate in the lesson plan development and presentation demonstrates excellence in managing, and implementing a variety of teaching strategies	Candidate in the lesson plan development and presentation demonstrates some evidence of how to demonstrate, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs'	Candidate in the lesson plan development and presentation demonstrates little evidence of how to demonstrate, manage, and implement a variety of teaching strategies and techniques for

Domain: Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL) **Standard:** Standard 2: Standards-Based ESL and Content Instruction Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.	and techniques for developing and integrating ELLs English listening, speaking, reading, and writing skills and supports ELLs' access to the core curriculum by teaching language through academic content.	English listening, speaking, reading, and writing skills and supporting ELLs access to the core curriculum by teaching language through academic content.	developing and integrating ELLs' English listening, speaking, reading, and writing skills and supporting ELLs access to the core curriculum by teaching language through academic content.
ESOL Domain 4 Standard 1: Planning for Standards-Based Instruction of ELLs **Standards** **FL- Florida Teacher Standards for ESOL Endorsement** **Domain:** Domain 4: ESOL Curriculum and Materials Development **Standard:** Standard 1: Planning for Standards-Based Instruction of ELLs Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.	Candidate in the lesson plan development demonstrates excellence in implementing the use of culturally, linguistically, and socially supportive materials, resources, strategies and technologies enhancing instruction for students from diverse backgrounds and at varying English proficiency levels.	Candidate in the lesson plan development demonstrates some evidence of implementation of culturally, linguistically, and socially supportive materials, resources, strategies and technologies enhancing instruction for students from diverse backgrounds and at varying English proficiency levels.	Candidate in the lesson plan development demonstrates little evidence of implementation of culturally, linguistically, and socially supportive materials, resources, strategies and technologies enhancing instruction for students from diverse backgrounds and at varying English proficiency levels.

C Field Experience Requirement: Two hours are required for this course with a one hour interview of your teacher.

D Course Policies

Class Attendance: It is expected that all students will be in attendance for all class sessions. This is a class that requires active in-class participation from each member. It becomes particularly difficult if you miss a class session in which an assignment or concept is taught. Many times, information is presented in only one class session. If you miss a class YOU are responsible for any material given or changes made during the class period.

 Make-Up Exam/Assignment Due Date Policy : Opportunities for make-up exams and/or assignments are limited to documented medical emergencies or personal emergencies pre-approved by the professor. Assignment descriptions and expectations will be discussed in class. If you cannot attend class on the date an assignment is due you can (a) give it to a classmate to turn in, or (b) turn it in early. Any assignments turned in late will result in a deduction of 5 points for each day it is late. An assignment is considered late if it is given to the instructor after the dismissal of the class session in which it is due.   NO EMAIL SUBMISSION OF ASSIGNMENTS.

Religious Holidays Policy: Students who are absent from academic or social activities because of religious observances will not be penalized. A student who desires to be excused from class to observe a religious holy day of his or her religious faith should notify all of his or her instructors at least two (2) weeks in advance.

The student is responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to make up any work missed. Examinations, major assignments, and university ceremonies will not be scheduled on a major religious holy day. If an examination was administered during the class at which a student is excused for a religious observance, the student should make arrangements with the instructor to be examined at an alternate time or be given a comparable assignment.

Policy for Assigning an Incomplete "I" Grade: An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious and documented interruption not caused by the student's own negligence. An incomplete must be made up as quickly as possible, but no later than two (2) consecutive semesters after the initial taking of the course or it will automatically default to an "F" or the grade that the student earned in the course. There is no extension of the two (2) semester deadline. The student must not register again for the course to make up the incomplete. Students who have incomplete grades on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.

In such cases where the course instructor determines that it is appropriate to award a student a grade of "I" (incomplete) the following steps must be followed. Using an Official University Form, the course instructor will report the following: 1. The grade earned by the student to date. 2. The missing work and the percentage of the final grade it represents (this requires the details of the specific missing assignment). 3. The date the instructor expects the missing work to be submitted or in the case of an examination made up. 4. The justification for awarding the grade of "I". 5. Have the student sign the form. 6. Submit the form to the Department Chair and Dean, and maintain a copy for instructor records and provide a copy for the student. 7. Upon satisfying the requirements for a grade, the instructor will sign off on the form and attach it to the change of grade form she or he will submit.

E   Academic Integrity Statement (July 2007) (http://www.fiu.edu/~sccr/standards_of_conduct.htm)

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can include up to dismissal from the University.

Be assured and forewarned that cheating will not be tolerated in this course. All cases of suspected cheating or plagiarism will be referred to the University's Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being found guilty of dishonest academic practice, the instructor shall make an academic judgment about the student's grade on that work and in that course and shall report such incidents to the Primary Administrative Officer.

Misconduct includes: Cheating: The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism: The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism

F Disability Resource Center (http://drc.fiu.edu/) The Disability Resource Center's mission is to provide FIU students with disabilities the necessary supports to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-3483532 or visit them at the Graham Center (GC) 190.

G EPS Code of Professional Decorum

The following expectations constitute the Code of Professional Decorum governing conduct in the Department of Educational & Psychological Studies (EPS). These expectations are essential to the department's goal of providing

students with a quality education in an environment conducive to learning. A committee of EPS students and faculty developed this Code. Students and faculty in the department of EPS shall: a) be respectful of the learning environment; b) be respectful of all individuals in class; c) have a professional commitment to learning; and d) have professional integrity.

1. Shall be Respectful of the Learning Environment • Be punctual: Arrive to class and return from breaks on-time • Keep beepers and cellular phones off or on silent mode during class • Avoid disruptive conduct (i.e., any behavior that interferes with class functions)

2. Shall Be Respectful of All Individuals in Class • Appropriately participate in classroom discussions and activities • Allow equal opportunity for all class members to participate • Have respect for the opinions of others by voicing disagreements in a professional manner

3. Shall Have a Professional Commitment to Learning • Complete and turn in assignments on time • Make personal efforts to get assistance from fellow classmates/faculty to facilitate learning • Strive for perfect class attendance

4. Shall Have Professional Integrity • Engage in academic honesty • If absent from class, take personal responsibility for missed content • Professionally represent yourself and the university at all intern sites

XIII Course Outline/Schedule

Course Schedule: *** The following schedule is tentative and is subject to change. ***

Instructor has the right to modify the course syllabus for any reason throughout the semester provided that fair and adequate notice is given to students; and that students are not unfairly disadvantaged.

Course Schedule

Week	Reading	Topics	Assignments/ FEAPs Criteria
1 1/10	Emmer 1-2 Penniman 1	Learning Theories Gradual Release Model-Brush's *Birthday Party* Prose Analysis Observation & Interview info Unit Plan info Consequences & Rules http://www.brightonk12.com/webpages/mholowicki/index.cfm?subpage=581663	Classroom Guidelines due next class (Reading, Writing, Movement, Group) FEAPs 2a, 2c, ESOL1-4 SAC1-3, 6
2 1/7	Emmer 3-4 Penniman 2	Small Group discussions CRISS Reading Culturally Responsive Approach https://www.youtube.com/watch?v=RwIhUcSGqgs	FEAPs 2c, 2d 3b, 3g, ESOL 1 SAC 1-3
3 1/24	Emmer 5-6 Penniman 3	Song/Poem Analysis https://www.youtube.com/watch?v=_dl2L4v6ecM&t=2s https://www.youtube.com/watch?v=_dl2L4v6ecM&t=2s CRISS Writing	2 Hours of observation and 1 hour of Interview Paper due next class SAC 1-3, 6
4	Emmer 7-8	Rubric	Observation & Interview Analysis due

1/31	Penniman 4	Scenarios- Group Assignment/Presentations http://www.usf.edu/atle/documents/handout-classroom-management.pdf http://cte.sfasu.edu/wp-content/uploads/2014/03/Classroom-Management-Scenarios.pdf	Prepare for Midterm FEAPs 2b
5 2/7	Emmer 9-10 Penniman 5	Midterm Gaps in Knowledge http://www.interventioncentral.org/behavioral-interventions/challenging-students/teacher-behavioral-strategies-menu	FEAPs 2h, 3b, 3c, 3d, 3g, ESOL 1-4 SAC 2
6 2/14	Emmer 11 Penniman 6	Journals, Grading, Discussions, Alternative Assessments	Lesson due that will be taught in a regular classroom FEAPs 2a, 2f, 3a SAC 1-2
7 2/21	Penniman 7-8	YouTube, Art, WebQuests Using and Critically Responding to Media Tweak Lessons for content, learner (ESOL, ESE, Low Reading Level), variety of assignments https://www.birdvilleschools.net/cms/lib/TX01000797/Centricity/Domain/829/Beowulf_Webquest.pdf http://www.byrdseed.com/four-ways-to-differentiate-objectives/	Lesson due next class FEAPs 2 & 3, ESOL 1-4 SAC 5
8 2/28	Penniman 9-10	Scenarios Analysis	Lesson Plans Due SAC 1-2
9 3/7		Mock State Exam	FEAPs 2 & 3 ESOL 1-4 SAC 1-6
SPRING BREAK 3/11-3/15			
10 3/21		Review Results Creating Assessments	FEAPs 2 & 3 ESOL 1-4
11 3/28		Presenting Units/Feedback	Unit Presentations FEAPs 2 & 3 ESOL 1-4 SAC 1-3, 5-6
12 4/4		Presenting Units/Feedback	Unit Presentations FEAPs 2 & 3 ESOL 1-4 SAC 1-3, 5-6
13		Presenting Units/Feedback	Unit Presentations

4/11			Lesson video in a regular classroom and written analysis due next class uploaded to TaskStream FEAPs 2 & 3 ESOL 1-4 SAC 1-3, 5-6
14 4/18		Lesson video and written analysis *Upload to TaskStream when profressor says.*	Written Analysis of Lesson Video due FEAPs 2 & 3 ESOL 1-4 SAC 1-3, 5-6