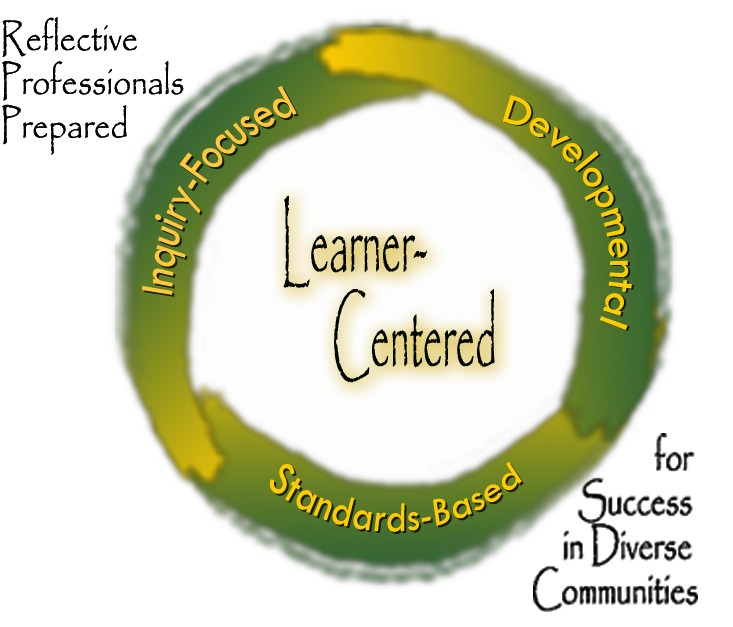
University of Alabama at Birmingham

Course Syllabus: Summer 2016



EESL 650

*Strategies for Teaching Math & Science to ELLs*

**Instructor:** Cindy Hunt

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**Telephone (messages): 256-476-0512**

**ESL Program Offices:** EB 100

**Office Hours:** By appointment

**Semester Credit Hours** Three (3)

**Pre-requisites:** Interest in teaching ELLs

**Blackboard URL:** [**https://uab.instructure.com/**](https://uab.instructure.com/)

**ESL website:** [www.ed.uab.edu/esl](http://www.ed.uab.edu/esl)

**UAB SCHOOL OF EDUCATION VISION STATEMENT**

“The UAB School of Education (SOE) will be a recognized leader in preparing professionals to meet the needs of a diverse society throughout the 21st century.”

**UAB SCHOOL OF EDUCATION MISSION STATEMENT**

“The UAB/SOE prepares and supports skillful, reflective professionals who improve the quality of life in diverse communities. We accomplish our mission through implementation of learner-centered programs that are developmental, inquiry-focused, and standards-based.”

# RELATIONSHIP OF THIS COURSE TO THE UAB CONCEPTUAL FRAMEWORK

Each course in the UAB/SOE is integrally tied to national and state professional standards, including those set forth by the Interstate Teacher New Assessment and Support Consortium (INTASC, 2002), Teachers of English to Speakers of Other Languages, Inc. (TESOL, 2002), the National Council on Accreditation in Teacher Education (NCATE, 2002), the National Board for Professional Teaching Standards (NBPTS, 2001), National Council of Teachers of Mathematics (NCTM, 2010), National Science Teachers Association (NSTA, 2010) and the Alabama Administrative Code (2004, 2007). The close attention paid to integrating these standards into this course ensures that candidates who graduate from this program will be prepared with the knowledge, skills, and dispositions needed to be effective practitioners who promote the quality of live of individuals in diverse communities. Professional standards tied to this course are assessed within a developmental framework and are designed to engage candidates in active inquiry and self-reflection.

**I. PURPOSE OF COURSE/OVERVIEW**

This course provides knowledge and strategies for making math and science accessible to ELLs at all grade levels, K-12. Classroom teachers will learn to develop effective instruction that simultaneously promotes achievement in math/science content and academic language development in reading, writing, listening and speaking for ELLs, within the framework of sheltered instruction.

This course will include opportunities to explore, evaluate and use professional documents, content area texts, and materials to design instruction that supports and meets the individual needs of ELs.

**II. REQUIRED TEXTBOOK(S)/ADDITONAL COURSE READINGS**

Students are required to have all 4 course textbooks. Care should be taken in obtaining the right edition. Textbooks can be purchased from the UAB Bookstore (Hill University Center) or from Snoozy’s Bookstore (14th St. & 10th Ave, Birmingham). Textbooks may also be purchased online as hard copy or ebooks from several online vendors.

***Textbooks***

**Beltran, Dolores, Eugenia Mora-Flores, Lilia Sarmiento. (2013). *Science for English Language Learners: Developing Academic Language Through Inquiry-Based Instruction.* Shell Education Publishing**

**Gottlieb, Margo, Anne Katz , Gisela Ernst-Slavit. (2009). *Paper to Practice: Using TESOL English Language Proficiency Standards PreK-12.* TESOL Publications**

**Gottlieb, Margo, Gisela Ernst-Slavit. (2014). *Academic Language in Diverse Classrooms: Definitions and Contexts.* Corwin**

**Kersaint, Gladis, Denisse R Thompson, Mariana Petkova. (2012). *Teaching Mathematics to English Language Learners****.* **Routledge**

***Selected journal articles, book chapters, and classroom materials***

Assignments related to journal articles, text readings and classroom materials will be available to students using electronic or on-line media. Where possible, journal articles will be accessed through digital journals on the Sterne Library website.

***Web-based Programs required in EESL 650:*** *Canvas, Livebinder, SurveyMonkey,*

Students will develop networking strategies to provide channels of interaction with classmates, ESL teaching peers, etc… Networking channels may include but not be limited to *Canvas,* wikis, blogs, podcasts. Students must select networking channels that provide free access.

**III. COURSE OUTCOMES/OBJECTIVES AND RELATIONSHIP TO PROFESSIONAL**

**STANDARDS AND EVALUATION METHODS**

In striving for a more complete understanding of what constitutes excellence in teaching in the broad sense and effectiveness in teaching in the narrow sense of one’s own academic area, the students of this course will acquire and demonstrate knowledge in accordance with the state requirements and beyond. The National Board Professional Standards for Teaching English as New Language serve to guide the outcomes and objectives for EESL 650.

|  |  |
| --- | --- |
| COURSE OUTCOME(S)/OBJECTIVE(S) *Students will demonstrate an understanding of:* | EVALUATION METHODS |
| The parallels between best practices in English language learning and science/mathematics instruction.  The role of academic English proficiency in learning science and mathmatics.  Cultural influences that affect how ELLs learn the concepts and language of math and science.  The role students background knowledge and previous learning experiences in learning math, science and English.  The criteria for organizing culturally responsive pedagogy related to math and science instruction.  The role of STEM in assisting ELL students in developing academic language proficiency.  The importance of considering English proficiency levels of ELLs when strategically designing instruction and assessment.  Assessment techniques designed to highlight ELLs’ strengths & determine ELLs’ weaknesses. | Collaborative projects Teaching practicum for ELs Embedded technology activitiesIn-Class activitiesCooperative activitiesReflective writing Strategic design of lessons and assessments  Practice assessing productive language tasks |

**IV. COURSE REQUIREMENTS**: See Appendix A

**V. PROJECTED COURSE OUTLINE**

**(Specific dates TBA, by Cohort. Scheudle may vary based on grant-partners’ needs)**

|  |  |
| --- | --- |
| **Summer 2016**  **Sessions** | **SESSION TOPICS** |
| **Session 1:**  **Introductions & Overview**  Dates/Times by Cohort | **Cultural Perspectives**  **Professional Perspectives**  **In-practice Examples**  **Biosketch Outline** |
| **Session 2:**  **EL Applications**  Dates/Times by Cohort | **IN Set-up**  **Effective Programs and Best Practices**  **SLA principles & Aspects of academic English language**  **Language of Science and Mathematics**  **Principles of science and mathematics instruction** |
| **Session 3:**  **Strategic Design**  Dates/Times by Cohort | **Content standards for science and mathematics**  **Role of academic language in learning science and mathematics**  **Collaborative Planning**  **E-Portfolio Overview** |
| **Session :**  **Aligning & Designing Instruction**  Dates/Times by Cohort | **Aligning standards of content and English language development**  **Blended objectives for content and English language development**  **Designing authentic assessments for English learners**  **Collaborative planning** |
| **Virtual Session 4:**  **Model Lessons**  (Practicum/online) | **Model Lessons Practicum (internship)**  **Reflective group discussion (online)**  **Livebinder development & sharing (online)**  **(Livebinder set-up and online** |
| **Session 5:**  **Collaborative Practice**  Date/Time by Cohort | **Debrief and evalutate math/science teaching practicum**  **Collaborative and Professional development**  **Troubleshooting science and math instruction/assessment**  **Next Steps**  **(Interactive Notebook due at beginning of Session 5)** |

**VI. ASSIGNMENT/PRODUCT POINT VALUES AND GRADING SCALE**

In order to successfully complete this course, each student must attain at least 70% for each of the following assessment items. Detailed information on each assessment item is provided in Appendix A (Course Requirements) on the pages indicated. The grading sheet is provided in Appendix C. The Grading Scale is as follows: **A** (90-100) **B** (80-89) **C** (70-79) **F** (69 and below)

**Assessment Items Percentage Page**

**1. Electronic Portfolio & Peer-Evaluaton 10% 7**

**2. Interactive Notebook (Hard-copy) 10% 7**

**3. Science Model-Lesson Project 25% 8**

**4. Math Model-Lesson Project 25% 8**

**5. Teaching Practicum Electronic Artifact & Evaluation 10% 9**

**6. Review of Literature and Resources 10%**

**7. Critical Reflection and Application Paper 10% 9**

**Total 100%**

# VII. HIGH STAKES ASSESSMENT

The UAB/SOE faculties have developed an integrated, multidimensional assessment program that requires that all candidates demonstrate attainment of important professional standards as explained in UAB’s *SOE Assessment Handbook* (posted on-line). Since this course is not a required course towards a degree program, but rather serves only as an elective, it does not have any high stakes assessment artifacts.

# VIII. ASSESSMENT OF PROFESSIONAL DISPOSITIONS

The UAB/SOE faculties have developed a formal process for assessing each candidate’s professional dispositions. This professional dispositions process is explained on the SOE website.

**IX. COURSE POLICIES**

**Policy Regarding Reasonable Accommodations**

If you are registered with Disability Support Services (DSS), please make an appointment with your instructor to discuss accommodations that may be necessary. If you have a disability but have not contacted DSS, please call 934-4205 or visit DSS at 516 Hill University Center. Students with disabilities must be registered with DSS and provide an accommodation request letter before receiving accommodations in this class.

**Policy Regarding Student E-Mail Requirement**

UAB requires that each student have an e-mail address. If you do not have an e-mail account, please contact Office of Academic Computing and Technology at 934-7065.

**Policy Regarding Student Absences**

Students are expected to attend all scheduled sessions (see Projected Course Outline above). Because of the collaborative nature of the course, each student supports or hinders the learning of others. Instructors should be notified as soon as any unforeseen circumstances arise. Notification of the instructor is the **sole** responsibility of the student and must be, if possible, made (a) by the student, (b) by phone or voice mail **and** (c) submitted in writing (email, if possible; handwritten, otherwise). Absence from a session **will** require (a) completion of all in-class activities or assignments, (b) an additional or auxiliary assignment, **and** (c) a face-to-face meeting scheduled with and at the convenience of the instructor. The student is **solely** responsible for contacting the instructor to receive, complete, and submit auxiliary assignments required as the result of missing any session. Failure to contact instructor, and/or complete missed assignments as required will result in an assignment of a grade of “0” for each assignment missed.

While in attendance, each student is expected to (a) complete all assignments **on or before** the assigned submission dates, (b) contribute and participate in meaningful ways, (c) participate in **all** class-related activities, and (d) contribute thoughtful and reflective information through surveys related to program refinement and improvement.

# UAB Graduate Student Academic Conduct Policy

UAB graduate students are expected to conduct themselves ethically in all academic matters. The Graduate School’s Academic Policy can be found in Section 7, Policy 1 (Academic Conduct) in the Graduate School Policies and Procedures handbook: <http://www.uab.edu/graduate/polporc.htm>

**Policy Regarding Late Assignments**

Assignments are designed to support student learning, build background knowledge and promote interaction during class time. Each assignment is closely tied to course objectives and serves as an integral part of instructional design. Students are strongly encouraged to complete assignments **on or before** the assigned due date. Only assignments submitted **on or before** the assigned due date will be considered for full credit. Instructors expect work to be submitted **on or before** published due dates.

Because students are provided with due dates related to projects and final portfolio submissions, points will be deducted for late submission of these assessment items. **Five points** will be deducted from the final course grade for late submission of projects or final portfolio. Students who elect to take an incomplete, “I”, will have **an additional five points** deducted from the final course grade.

If extenuating circumstances prohibit submission of completed assignments, the student should contact the instructor as soon as the circumstance arises. Examples of extenuating circumstances may include medical emergencies, legal obligations, or death of an immediate family.

**Policy Regarding Oral and Written Communication**

Faculty in the UAB School of Education expects all candidates to be proficient in the areas of spoken and written communication. Consequently, the course instructor reserves the right to recommend remediation for any candidate whose oral and written communication skills are considered unsatisfactory. This remediation might include an objective diagnostic writing evaluation or completion of EDU 210.

**Policy Regarding Academic Misconduct**

UAB Faculty expects all members of its academic community to function according to the highest ethical and professional standards. Academic dishonesty and misconduct includes, but is not limited to, acts of abetting, cheating, plagiarism, fabrication, and misrepresentation. Candidates are expected to honor the UAB Academic Code of Conduct as detailed in the most current *UAB Student Catalog.* Please consult this resource for additional information regarding the specific procedures to be undertaken when a student violates the UAB Academic Code of Conduct.

**Turn-It-In Policy**

The UAB School of Education is committed to the fundamental values of preserving academic honesty as defined in the Student Handbook. The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism. The instructor will identify assignments that students must submit to Turnitin. Students are required to submit the complete Turnitin originality report for their paper along with a hard copy or electronic copy of the paper, as determined by the instructor. Properly quoted and cited text will show up as a match on Turnitin. The originality report will allow the student and the instructor to detect accurate attribution as well as plagiarism.

**APPENDICES**

**Appendix A:** Course Requirements p. 7

**Appendix B:** Forms p. 11

**Appendix C:** Canvas & Sterne Library p. 17

**Appendix D:** Course Grading Sheet p. 17

**APPENDIX A) Course Requirements**

Assessment Item 1) Electronic Portfolio & Peer-evaluation (e-Portfolio) 10%

Each student will create, publish and submit an online electronic portfolio using a free version of one of the following online tools: Livebinder, Canvas Portfolio, or flashdrive. Students may choose to purchase upgrade versions, if desired. Only the free version is required for use in this class.

The e-portfolio must include the following sections or tabs:

* **Section or Tab1 = About the Author.**
  + Your name, experience, role and contact information you are comfortable sharing.
  + A biosketch-brief description of yourself. (250-400 words)
* **Section or Tab 2 = EESL 650 Course Materials**
  + Course Syllabus
  + Link to UAB ESL site
  + Link to each lead author’s websites, abstracts or reviews of each course text
  + Link to Livebinder, Survey Monkey, videos and other external resources used in class.
* **Section or Tab 3 = Original Model STEM/ESL Science Lesson** (See requirements below)
  + Abstract or Vignette
    - 250-400 word description of the model science lesson
  + Model ESL Science Lesson Plan
    - Detailed lesson plan template from EESL 690 or EESL 650
  + Support or Supplemental Materials
    - Templates, handouts, diagrams, practice sheets, etc…
  + Electronic Artifact of STEM-Science Teaching
    - Video recording and/or slide show of teaching peers and/or students original lesson.
* **Section or Tab 4 = Original Model STEM/ESL Math Lesson** (See requirements below)
  + Abstract or Vignette
    - 250-400 word description of the model math lesson
  + Model ESL Science Lesson Plan
    - Detailed lesson plan template from EESL 690 or EESL 650
  + Support or Supplemental Materials
    - Templates, handouts, diagrams, practice sheets, etc…
  + Electronic Artifact of STEM-Math Teaching
    - Video recording and/or slide show of teaching peers and/or students original lesson.
* **Section or Tab 5 = STEM Perspectives for ELs** (See requirements below)
  + Graphic Organizer: Comparison of professional perspectives
  + Presentation piece (PowerPoint, Prezi, etc…) comparing professional perspectives
  + Personal Position Paper: Effective Teaching and Learning of STEM for ELs
    - Statement of how your professional practice will improve STEM learning for ELs.
    - Support research-based beliefs and practices with appropriate citation(s).
* **Section or Tab 6 = STEM Resources** (See requirements below)
  + Review of ESL Math Resources.
  + Review of ESL Science Resources.
  + Review of STEM/21st Century Skills Resources.
  + Graphic organizer or presentation piece comparing text perspectives
* **Section or Tab 7 = Evaluations & Reflections**
  + Critical Reflection Paper (See template, page 14.)
  + Evaluation of a peer’s Model Lessons (Use template, page ) Post a copy of your checklist as PDF. Compose a 400-600 word summary of your evaluation that includes: 3-4 commendations and 2-3 recommendations (12-pt font, double-spaced, PDF).
  + Evaluation of peer’s e-Portfolio (Use template on page 14 to guide evaluation.) Post a copy of your checklist as PDF. Compose and post a 200-400 word summary of your evaluation that includes: 3-4 commendations and 2-3 recommendations, (12-pt font, double-spaced, PDF).
* **Section or Tab 8 = Optional**

See “e-Portfolio Checklist”, pg. 16, to identify components that must be included in each folder**. Use the e-Portfolio Checklist to evaluate the e-portfolio of 1 peer. Submit your evaluation in the**

Assessment Item 2) Interactive Notebook (IN) 10%

Each student will create an IN, following a model. A 9.75” x 7.5” bound, college-ruled composition notebook will be used as an Interactive Notebook. A model IN will be developed and used in class. The student’s IN will serve as a model to use with ELL students and content-area teachers. A model will be provided to guide student development and use of the IN. INs will be evaluated using a rubric for 5 selected assignments (see IN Rubric, pg. 14). IN is due at last class (dates TBA by course section).

Assessment Item 3) Model ESL Science Lesson 25%

Students will work collaboratively in an assigned small group (2-4 members, TBA) to develop a model science lesson. Topics will be limited by the instructor from the *Alabama State Course of Study: Science* ([www.alex.state.al.us](http://www.alex.state.al.us)). Lesson design must include components of best practices for ELL, sheltered instruction. It is recommended that teachers focus on topics that would have a wide range of applications in a variety of grade levels. Students may use the short-version lesson plan template on page 12-13 of the course syllabus, or the template required for EESL 690.

Include in electronic portfolio:

* A brief abstract or vignette describing the lesson. (See template, page 16).
* Completed lesson plan template. (See template, page 12-13)
* Electronic versions (PDF Format) handouts, practice sheets, templates, etc…
* Electronic Artifact of teaching the lesson-video or slide-show.

Assessment Item 4) Model ESL Math Lesson 25%

Students will work collaboratively in a small group (2-4 members, TBA) to develop a model math lesson. Topics will be limited by the instructor from the *Alabama State Course of Study: Math* ([www.alex.state.al.us](http://www.alex.state.al.us)). Lesson design must include components of best practices for ELL, sheltered instruction. It is recommended that teachers focus on topics that would have a wide range of applications in a variety of grade levels. Students may use the short-version lesson plan template on page 11 of the course syllabus, or the template required for EESL 690.

Include in electronic portfolio:

* A 1-paragraph abstract or vignette describing the lesson.
* Completed lesson plan template.
* Electronic versions (PDF Format) handouts, practice sheets, templates, etc…
* Electronic Artifact of teaching the lesson-video or slide-show.

Assessment Item 5) STEM Perspectives for ELs 10%

Students will share professional perspectives on teaching ELs in math and science:

1- review NSTA and NCTM position papers related to teaching ELs and/or CLD learners in science/math.

* NSTA web address: <http://www.nsta.org/about/positions/>
* NCTM web address: <http://www.nctm.org/Standards-and-Positions/NCTM-Position-Statements/>

2-review Alabama CCRS position statements related to teaching ELs and/or CLD learners in science/math.

* Math CCRS: <http://alex.state.al.us/ccrs/node/74>
* Science CCRS: <http://alex.state.al.us/ccrs/node/284>

3- create a graphic organizer to compare the 4 sets of position statements listed in 1,2 above. Include in IN.

4- compose a 250-400 word position paper (12-pt font, dble-spaced) revealing your beliefs regarding the inclusion of ELs in STEM learning. Provide supporting citations to show alignment with the professional position statements reviewed in 1,2. Include in Livebinder or e-portfolio, section/tab 5.

Assessment Item 6) Review of STEM Literature/Resources 10%

Students will provide professional reviews from journal articles, online and/or web resources related to STEM learning, science and math instruction for ELs. Use the review template on page 16 to review each journal article and include link. Each student will select, locate, and review the following:

* Review of 2 journal articles related to math instruction for ELs.
* Review of 2 journal article related to science instruction for ELs.
* Review of 2 podcasts or video clips related to STEM or 21st Century Skills/Education.
* Review of 2 web-based resources related to science instruction for ELs.
* Review of 2 web-based resouces to math instruction for ELs.
* Create an original graphic organizer or presentation piece to compare each text’s perspectives related to the role of academic language and STEM learning for ELs. Include authors’ definitions of social, academic, and technical language, views on best practices for content learning and language learning, and examples of best practices for STEM and SLA. Include graphic organizer or presentation piece in Livebinder or e-portfolio section/tab 5.

Assessment Item 7) Critical Reflection and Application Paper 10%

Each student will write a critical reflection and application paper (1-3 pages) to describe strategies for teaching ELLs in science and math. (See template titled “Critical Reflection of Strategies for Teaching Math and Science to ELLs” on pg 16.) Your response to each question should include 2-3 well-developed paragraphs that express creative and thoughtful reflections or ideas that are supported by research. Citations will be required to support points of emphasis related to best practices, instructional strategies, and academic language development ELLs in science and math classrooms. Submit in e-portfolio.

**NOTE 1: Instructors reserve the right to amend Appendix A to reflect additions or deletions that are necessary to insure the fidelity of practice in each assessment item.**

**NOTE 2: Presentation pieces using PowerPoint must meet the following criteria:**

* **< 25 slides**
* **< 35 words per slide**
* **> 1 related picture or image**

**Appendix B: Forms**

**Model-Lesson Project Grading Rubric**

**\_\_\_Science Lesson \_\_\_Math Lesson**

**(Under Revision, 6/7/2016)**

**Group Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 25 total points possible = \_\_\_\_\_**

**ORAL PRESENTATION**

**PRODUCT**

* Lesson plan is fully developed.
* Includes effective use of ESL best practices and/or sheltered instruction.
* Vignette provides accurate description and sufficient teacher notes.

**POST-OBSERVATION CONFERENCE**

* Student attended conference.
* Student identified strengths of lesson and made recommendations for improvement.

|  |
| --- |
| **Lesson Plan Template** |
| Grade Level(s)\_\_\_\_\_\_\_\_\_\_\_\_\_ Content Topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Key: SW = Students will TW = Teacher will HOTS=Higher-order Thinking Skills |
| Lesson Title: |

|  |
| --- |
| Content Standard: |
| Content Source: |

|  |  |
| --- | --- |
| Key Vocabulary | Materials, Equipment, Supplies |
|  |  |
|  |  |
|  |  |
|  |  |
| HOTS: *List higher-order questions, skills or activities included in this lesson.* | |
|  | |
|  | |

|  |
| --- |
| Connections with Prior Knowledge/Building Background |
|  |
|  |

|  |  |
| --- | --- |
| Content Objectives | |
| Source | Objectives in Student-friendly Language |
|  |  |
| Language Objectives | |
| Source | Objectives in Student-friendly Language |
|  |  |
|  |  |
| Blended Content-Language Objectives | |
|  | |
|  | |

|  |
| --- |
| Meaningful Activities and Peer-to-Peer Interactive Oral Techniques (IPOTS) |
|  |
|  |

|  |
| --- |
| Review/Assessment |
|  |
|  |

|  |
| --- |
| Wrap-Up |
| * Key Vocabulary: |
| * Key Concepts: |
| * Objectives Met: |

|  |  |  |
| --- | --- | --- |
| Group Member | Group Member | Group Member |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| Vignette | | |
| Grade Level(s) | Content-area | Content Topic |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| ELP Level(s) |  |  |
|  |  |  |

|  |
| --- |
| General Description of Lesson |
|  |

|  |
| --- |
| Differentiation Supporting English Language Proficiency Levels |
|  |

|  |
| --- |
| Teacher Notes (process, procedure, safety, hints, tips…) |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Model-Lesson Peer-Evaluation Rubric** | | | | |
| 🗸 | Sheltered  Lesson Component | Observation of Sheltered Lesson Component | | |
| Clearly observed (2) | Limited observation (1) | Not observed  (0) |
|  | Preparation |  |  |  |
|  | Content objectives |  |  |  |
|  | Language objectives |  |  |  |
|  | Content concepts |  |  |  |
|  | Meaningful Activities |  |  |  |
|  | Building Background |  |  |  |
|  | Concepts linked to bkgd. |  |  |  |
|  | Links to prior learning |  |  |  |
|  | Key vocabulary |  |  |  |
|  | Comprehensible Input |  |  |  |
|  | Appropriate speech |  |  |  |
|  | Tasks clearly explained |  |  |  |
|  | Variety of techniques |  |  |  |
|  | Strategies |  |  |  |
|  | Student use of strategies |  |  |  |
|  | Scaffolding techniques |  |  |  |
|  | Promotion of HOTS |  |  |  |
|  | Interaction |  |  |  |
|  | Frequent interaction |  |  |  |
|  | Variety of groupings |  |  |  |
|  | Wait time provided |  |  |  |
|  | Concept clarification (L1) |  |  |  |
|  | Practice & Application |  |  |  |
|  | Hands-on materials |  |  |  |
|  | Application of L and C |  |  |  |
|  | Integration of lang. skills |  |  |  |
|  | Lesson Delivery |  |  |  |
|  | Content obj. supported |  |  |  |
|  | Language obj. supported |  |  |  |
|  | Student engagement |  |  |  |
|  | Pacing appropriate |  |  |  |
|  | Review & Assessment |  |  |  |
|  | Review of key vocab. |  |  |  |
|  | Review of key concepts |  |  |  |
|  | Timely feedback given |  |  |  |
|  | Checks for comprehension |  |  |  |

|  |
| --- |
| General Comments/Questions/Commendations/Recommendations |

Use template. Copy/paste into Word document to complete. Post response in Livebinder or e-portfolio.

|  |
| --- |
| **Critical Reflection and Application of Strategies for Teaching Math and Science to ELLs** |
| 1. Academic language development of ELLs is affected by many factors related to the background knowledge and previous learning. Based on your experiences in EESL 650, what factors related to SLA and academic language development should math and science teachers consider when designing instruction for ELLs in math and science? |
| 2. A wide variety of techniques and strategies are known to promote academic language development of ELLs. Based on your experiences in EESL 650, what techniques and strategies do you believe would prove most beneficial to academic language development of ELLs and most practical for use by science and math teachers? |
| 3. Based on your experiences in EESL 650, how will you improve support of ELLs in math and science through academic language development? |
| 4. Change in instructional practice is most directly affected by interaction between teaching peers. Additionally, change in instructional practice is only sustained when supported through intensive and ongoing professional development of knowledgeable practitioners. Based on your experiences in EESL 650, how do you plan to share what you have learned about strategies for teaching math and science to ELLs? |
| 5. Based on your experiences in EESL 650, how has your understanding of effective strategies for teaching math and science to ELLs changed? |
| 6. After reviewing a peer’s e-portfolio, offer 3 commendations and 3 recommendations. Cite specific aspects from the peer’s portfolio as support for your commendations and recommendations. Include the web address at the end of your response as a hyperlink. |

Interactive Notebooks will be graded using the rubric shown below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Interactive Notebook Grading Rubric** | | | |
| **Grade** | **Criteria** | | |
| 100  Meets 5  Standards | **The work meets all of these standards:**   * The assignment includes all required elements and is complete. * The assignment is correct. * The assignment was completed as instructed. * The assignment is neatly prepared and well organized. * The assignment represents a thorough understanding of all concepts. | | |
| **The student loses ten points for each missing item.** | | | |
| 90  Meets 4 standards | 80  Meets 3 standards | 70  Meets 2 standards | INC (INCOMPLETE)  Work that is incomplete or poorly done will receive a grade of incomplete.  RESUBMIT BY:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |  | Extras (2 points per extra)   * Includes extra organizational tools. * Effective use of color. * Creative expression of understanding. * Evidence of additional time/effort. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Literature/Resource Evaluation** | |  | | | |
| **Title:** | | | | | |
| **Author:** | | | | | |
| **Web Address:** | | | | | |
| **Rating Scale:** *Highlight the luminous star-type to indicate the usefulness of the resource.* | | | | | |
| **Supergiant**  (4-Terrific) | **Giant**  (3-Good) | | **Dwarf**  (2-Okay) | **White Dwarf**  (1-Marginal) | **Black Hole**  (0-Useless) |
| **Review:** *Write a* ***1-2 well-formed paragraphs (250-400 words)*** *to describe the usefulness of the information provided in your peer’s e-portfolio.* | | | | | |
|  | | | | | |

|  |  |
| --- | --- |
| **Model Lesson Abstract/Vingette** | Content Area: |
| **Model Lesson Title:** | |
| **Author:** | |
| ***Abstract (250-400 wwords)to provide an overview of lesson: audience, objectives, lesson-flow, assessment, etc…*** | |

**E-Portfolio Checklist Candidate\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| *The instructor will use this list to assess your electronic portfolio. Use this list as a guide to prepare your electronic portfolio components, model lessons, literature/resources reviews and interactive notebook. Place a checkmark (🗸) beside each item completed.* | |
| **Electronic Portfolio** (10 pts)   * Used Livebinders or Canvas. * All sections/tabs included and labeled. * Links and buttons correctly labeled and functional. * Documents, links, etc…included in correct location. * User-friendly and professional appearance. |  |
| **Section/Tab 1**  (10 pts)   * Biosketch professionally written.   + Includes education, training, etc…   + Describes professional teaching philosophy   + Describes professional goals and objectives |  |
| **Section/Tab 2 Course Materials** (10 pts)   * EESL Course Syllabus included * Personal description of ESL Program experience and link to UAB ESL site * Links to sites related to course materials   + Link to each lead author’s website and text review/abstract   + Link to general sites for Livebinder, Survey Monkey, videos, and other sources. |  |
| **Section/Tab 3 Model ESL Science Model** (25 pts)   * Abstract/Vignette includes relevant information. * Completed a sheltered lesson plan template. * Support and supplemental materials included * Electronic included and support understanding of lesson’s effectiveness. |  |
| **Section/Tab 4 Model ESL Math Lesson** (25%)   * Abstract/Vignette includes relevant information. * Completed a sheltered lesson plan template. * Support and supplemental materials included * Electronic included and support understanding of lesson’s effectiveness. |  |
| **Section/Tab 5 STEM Resources** (10%)   * Review NSTA and NCTM position papers. * NSTA web address: <http://www.nsta.org/about/positions/> * NCTM web address: <http://www.nctm.org/Standards-and-Positions/NCTM-Position-Statements/> * Review Alabama CCRS position statements. * Math CCRS: <http://alex.state.al.us/ccrs/node/74> * Science CCRS: <http://alex.state.al.us/ccrs/node/284> * Create a graphic organizer to compare the 4 sets of position statements listed in 1,2 above. Include in Livebinder or e-portfolio section/tab 5. * Compose a 250-400 word position paper (12-pt font, dble-spaced) revealing your beliefs regarding the inclusion of ELs in STEM learning. Provide supporting citations to show alignment with the professional position statements reviewed in 1,2. Include in Livebinder or e-portfolio, section/tab 5. |  |
| **Section/Tab 6 Review of Literature/Online Resources** (10%)   * Review of 2 journal articles related to math instruction for ELs * Review of 2 journal article related to science instruction for ELs * Review of 2 podcasts or video clips related to STEM or 21st Century Skills/Education (link in e-portfolio) * Review of 1 web-based resources related to science instruction for ELs (link in e-portfolio) * Review of 1 web-based resouces to math instruction for ELs (link in e-portfolio) * Comparison of STEM/ESL concerns from 4 course texts |  |
| **Section/Tab 7 Evaluations & Reflections** (15%)   * Completed and posted Critical Reflection paper * Ideas clearly stated and citations provided to support ideas * Evaluation summary of peer lessons included w/ commendations/recommendations. * Evaluation summary of peer e-portfolio included w/commendations/recommendations. |  |

**NOTE: Instructors reserve the right to amend documents in Appendix B to reflect additions or deletions that are necessary to insure the fidelity of practice in each assessment item.**

**APPENDIX C-Canvas and Online Resources at Sterne Library**

**Contact Dr. Josie Prado or Dr. Susan Spezzini for detailed information about Canvas.**

**Journal Access via Melvin Sterne Library.**

**Review of Literature** will require students to access professional journal articles. Many of the recommended articles are available online via Melvin Sterne Library. Follow the directions below to access online articles:

To access this article, go to UAB homepage, click on libraries, click on Melvin Sterne library, click on databases, click on Academic Search Premier at bottom of page. Type in article title in the searching: Academic Search Premier space, click search. The article will appear in a list of articles. Click on PDF Full-text at bottom of citation page to access the articles.

**NOTE:** Because many of the recommended articles were published during 2009 or 2010, online access may be limited. It is possible to access the articles in the hard-copy periodical. Check for availability of the print form using the Melvin Sterne Library search tools.

**Appendix D: Course Grading Sheet**

**COURSE GRADING SHEET** Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessment Item Possible Points Points Earned

**Item 1: Electronic Portfolio**  10 pts \_\_\_\_\_

**Item 2: Interactive Notebook**  10 pts \_\_\_\_\_

**Item 3: Model ESL Science Lesson** 25 pts \_\_\_\_\_

**Item 4: Model ESL Math Lesson** 25 pts \_\_\_\_\_

**Item 5: Math & Science Perspectives** 10 pts \_\_\_\_\_

**Item 6: Review of Literature & Resources** 10 pts \_\_\_\_\_

**Item 8: Critical Reflection/Application Paper** 10 pts \_\_\_\_\_

# POINTS EARNED 100 points \_\_\_\_\_\_

**Adjustments for Late Assignments**

\_\_\_\_\_Portfolio (-5 pts)

\_\_\_\_\_Incomplete (-5 pts)

**Points to be Deducted for Adjustments \_­­\_\_\_\_\_**

**ADJUSTED SCORE**

**TOTAL POINTS \_\_\_\_\_\_**

**COURSE GRADE \_\_\_\_\_**