

T-210Z1 – DIMENSIONS OF DIVERSITY: ENGLISH LANGUAGE LEARNERS SPRING 2019

TEACHING TEAM: [OFFICE HOURS WITH RHONDA](#)

	Email	Office	Office Hours
Rhonda Bondie Arlyn Madsen-Bond Tim Sippel David Baiz	rhonda_bondie@gse.harvard.edu amadsenbond@bostonpublicschools.org timothy_sippel@gse.harvard.edu david_baiz@gse.harvard.edu	Larsen 313 A	Mondays & Tuesdays 1- 3:00 pm & by appt.



I'm Arlyn. While teaching third and fourth grade in a bilingual classroom in Chicago Public Schools, I earned a Master of Arts in Teaching with a bilingual and ESL concentration from Dominican University. Then, I moved home to Massachusetts where taught ESL and served as the ESL Department Chair at a middle school in Lawrence, MA. was a Semi-Finalist for Massachusetts Teacher of the Year in 2017. Then, I returned to graduate school full time to get a Master of Education at HGSE in the Language and Literacy Program - Reading Specialist Track. The picture is of me at graduation last year. Now I'm teaching second grade ESL in Boston Public Schools. I love ESL and am excited to be your TA this semester!



Learn something new about your instructor by clicking [here](#). Which actress is Rhonda?

[Rhonda's Faculty Page](#)



Hello, I'm Tim! I began my career as a Spanish bilingual elementary teacher in the Los Angeles Unified School District in 1991. I also taught adult ESL and served as a coordinator of English Learner programs during my 14 years in LAUSD. After earning my Master of Education from UCLA, I joined the Pasadena Unified School District where over several years I worked as a secondary assistant principal, district Director of College and Career Pathways, and then a high school principal. I was Pasadena's Principal of the Year in 2016. I am currently in a second-year doctoral student in the Ed.L.D. program. My wife currently works with a 5th grade Sheltered English Immersion class here Cambridge; we have two sons who are in 9th and 5th grades. I am grateful for the opportunity to learn and work with you!



Hi, I'm David. I am a second-year doctoral student with the Ed.L.D. program. I came to this program to explore how we can create school systems that fundamentally reshape how we do schooling so that all students can succeed, regardless of demographics. Before coming to the program, I was a middle school principal in New York City and a mathematics teacher before that. I believe central to any school's success is the role of teacher and the culture of learning that supports teacher growth. While New York is home (and Ohio is where I grew up), I'm currently in Cambridge full-time with my husband Michael and our ten-month old son Reese.

CLASS MEETINGS:

Dates	Time	Location
January 29 February 5, 12, 26 March 5, 12, 26	4:00 p.m. – 7:00 p.m.	Larsen 106

Universal Design for Learning & Accommodations

The design of this course is guided by the three principles of universal design for learning (UDL). The central practical premise of UDL is that a curriculum should include alternatives to make it accessible and appropriate for individuals with different backgrounds, language skills, abilities, and disabilities in widely varied learning contexts. Specifically, you will notice information is provided through multiple means of expression, you have multiple pathways to explore, learn, and challenge your thinking including readings, simulations, presentations, quizzes, and discussions. You also have choices in how you demonstrate your learning. In addition, contact your instructor to arrange accommodations if you have a disability or other special needs.

HGSE Diversity Competencies

The HGSE Faculty has endorsed a [statement of competencies](#) that are important for HGSE students to develop to be effective educational leaders. In this module, we will work toward three of the six competencies. Note: the competencies have been edited to reflect this module's focus on students with disabilities examining closely one aspect of human differences in relation to teaching and learning in schools.

If HGSE students work to develop:

An **understanding** of how culture and language shape the environment in which they live and work, affect each of their personal identities, and impact the lives and opportunities of students and teachers.

Personal skills and habits of mind to understand their own cultural identities, their personal triggers, and biases and take the next developmental steps in their *[instructional]* leadership journey

A **vision** of how their role as educational leaders can promote equity for students who are learning English, marshaling the resources of learning and teaching...

And if students continually engage in this work, by articulating their understandings and visions and by practicing their personal and professional skills in a diverse, ongoing group of peers during their course of study,

Then, upon graduation from HGSE, they will **contribute to creating and sustaining organizations of equity that will lead to high quality learning for ALL students.**

COURSE OVERVIEW:

English language learners (ELLs) present a set of unique opportunities and challenges to teachers in K-12 schools. Drawing upon current research and studies of effective practice, this course will introduce students to a range of practical strategies for enhancing the success of ELLs in their schools and classrooms. Students will examine the socio-emotional and socio-cultural experiences that can contribute to the schooling behaviors of ELLs and consider how children and adolescents acquire a second language. Course participants will also be introduced to the principles of effective sheltered instruction and will practice designing lessons, materials, and assessments that support ELLs in comprehending and engaging with grade-level content while developing their academic language and literacy in English. A variety of related supports and services will be discussed, including approaches for collaborating with immigrant families to promote student learning and development. This module includes seven class meetings enhanced with online components and school based field experiences. Successful completion of T-210Z1B satisfies the Sheltered English Instruction (SEI) endorsement requirement for initial educator licensure in Massachusetts. *Permission of instructor is required. Enrollment is limited to students in the following programs: Teacher Education, Undergraduate Teacher Education, and Language and Literacy. Required for reading specialist and teacher licensure candidates.*

Course must be taken for a letter grade.

COURSE FORMAT:

T-210Z1 is comprised of seven class sessions, online components, and school-based field experiences. Successful completion of this module satisfies the Sheltered English Instruction (SEI) endorsement requirement for initial educator licensure in Massachusetts who are enrolled in an initial educator licensure program at the Harvard Graduate School of Education. The module has three overarching goals:

Teachers will effectively carry out their responsibility for the teaching and learning of ELLs through

1. Understanding the policies and social and cultural issues that contribute to and impact the schooling of ELLs.
2. Expanding their knowledge of how language functions within academic content teaching and learning, and how children and adolescents acquire a second language.
3. Exploring the relationships among languages and cultures.
4. Implementing with students practical, research-based protocols, methods, and strategies to integrate subject-area content, language, and literacy development—per the expectations of the World Class Instructional Design and Assessment (WIDA) English Language Development Standards (ELDS)—and thus support ELLs’ success with all state academic standards.

COURSE ELEMENTS

ELL COURSE ASSIGNMENTS FALL 2018

SIX ASSESSMENTS	PURPOSE	DUE DATE
Personalized Preparation to Teach English Language Learners (100 points)	Acquire and apply knowledge of SEI to practices aligned with WIDA standards, specifically in areas that are meaningful to your professional growth. (Course Goals 1, 2, 3, & 4)	Weekly
School-Profile Infographic (Will be completed as part of a team in class)	Increase knowledge of policies, practices, and student outcomes related to ELLs (Course Goal 1 & 3)	Tuesday, 2/12
Task 2A EL Interview (10 points out of the 100 points of Personalized Tasks)	Understand student perspective, connect SEI to student perspective (Course Goals, 1,2, 3)	Tuesday, 3/5
In-Class Try-Outs of SEI	Apply knowledge of SEI by revising a lesson plan from field work to increase SEI strategies (Course Goal 2, 3)	Each class
Capstone Project (50 points) (Massachusetts Teacher Education Capstone Elements: Diverse Learners and Well-Structured Lessons)	Demonstrate Massachusetts state competencies to serve ELLs (Course Goals, 1,2, 3)	Tuesday, 3/26

PERSONALIZED LEARNING TASKS- PREPARATION FOR EVERY SESSION (100 POINTS)

Daily preparation for class will include 3-5 hours of personalized tasks to develop SEI skills and knowledge. These tasks include reading, video analysis, and website/activity exploration, lesson plan analysis, revisions, and creation, and student materials analysis and creation. The assignments require a pre-task planning quiz and then posting the completed assignment along with a reflection in the Canvas discussions. Total time between each class will vary from 5 to 9 hours.

INTERVIEW WITH AN ENGLISH LEARNER (10 POINTS)

The purpose of this assessment is to gain insight into the schooling experiences of ELLs from the perspective of a student and increase your capacity as a teacher to effectively serve ELLs. You will identify a current or former ELL who is currently enrolled in a K-12 school, and invite him/her to participate in a 20-30-minute interview. The interview, along with other data sources, will provide findings for a reflective paper, where you will synthesize your interviewee's experiences, situate them within the class readings, and discuss implications for instruction. You must follow the project guidelines and interview protocol.

CAPSTONE PROJECT (50 POINTS)

The purpose of this assessment is to demonstrate your mastery of the course goals listed on bottom of page 1 of the syllabus. The Capstone Project for T-210Z1 includes three components (in about one page or so):

1. A reflection on the most important concepts learned in this course and how you will advocate for and support ELLs for future academic success (cite examples of tasks completed and class activities/readings/discussions).
2. An explanation to a family of how their student will learn both academic content and develop their English language skills referencing a specific unit. Be sure to give specific examples of objectives, assessments, and class activities from a particular unit in a content area (can use examples from your personalized task submissions).
3. An *instructional portfolio* that includes at least three SIOP/SEI lesson plans and related materials - demonstrating your competencies in teaching content and English language to students with a diverse range of learning needs in an inclusive classroom (describe your best personalized task(s) and a progression that shows your learning).

IN-CLASS ASSESSMENTS

LESSON PLAN DRAFT REVISION AND TRY OUTS

In small groups, during class, you will have opportunities to Try Out your plans and strategies. This is an opportunity to apply your knowledge of SEI by selecting a lesson plan that addresses two or more language domains (reading, writing, listening, and speaking). For example, during class you may annotate a lesson to note where SEI strategies are used or you may develop a chart with directions to support academic language used during small group student discussions. Your lesson planning will be aligned to WIDA standards and Massachusetts Curriculum Frameworks. During our class sessions, you may try out lessons and materials to receive feedback from your peers. Following your work in class, you may submit materials developed or revisions of lesson plans as personalized assignments. You might include materials or learning developed in class in your final Capstone Project.

SCHOOL PROFILE (COMPLETED MOSTLY IN CLASS AS A TEAM)

Through this assessment you will demonstrate your understanding of policies and social and cultural issues that impact the schooling of ELLs. You will create a profile describing a specific K-12 school as a learning site for ELLs. The profile should include a descriptive overview of the school's ELL population and an analysis of its approach to meeting the needs of its ELLs. Please incorporate data from the [DART Detail for ELLs](#), discuss the school's ELL program with a staff

member who is knowledgeable about the school's approach to meeting the needs of ELLs, and refer to T-210Z1 class materials. You will use the [Office of Civil Rights](#) data to compare Massachusetts to the state of your placement. You will use district and school data to compare Massachusetts schools to the school where you will be working. You must use a graphic image (chart, graph, picture, infographic) to represent the comparison and explain your image in your paper. You may extend this task by including a comparison to your home state and school district. Data analysis and comparison will be shared in class (must be printed or brought on a digital device larger than cell phone).

FINAL COURSE REQUIREMENT

Completion of online course evaluations will be the final requirement of the course.

COURSE POLICIES

ATTENDANCE POLICY

Given that this course is required for licensure, we expect that you will attend all class sessions, arrive on time, and actively participate in activities and discussions. If you need to miss a class/portion of class for any reason, please inform the instructor as soon as possible. You may be assigned supplemental work for excused absences, but unexcused absences will result in loss of credit and/or failure to obtain the SEI endorsement.

ASSESSMENT SUBMISSIONS

Please note that you are responsible for keeping up with all course materials and completing all course assessments and daily session assignments on time. Any work that is submitted after the due date and/or time will be subject to point deduction. Assessments submitted 5 days after the due date will not be accepted. However, should you require an extension, please inform the instructor as soon as possible.

ACADEMIC INTEGRITY

All submitted work is expected to be your own, and any sources used must be accurately and thoroughly cited. Please review the [HGSE policy on plagiarism](#) before submitting any written work.

WRITING RESOURCES

Please visit the [HGSE Writing Resources](#) page for guidance on academic writing and citation procedures. You may also make an appointment with the [HGSE Writing Center](#) and consult with your instructor should you have further questions or concerns.

COURSE READINGS & ONLINE COMPONENTS

BACKGROUND READINGS & RESOURCES

- The Massachusetts Curriculum Frameworks for [ELA and Literacy](#), Speaking and Listening and Language Standards
- The Massachusetts Curriculum Frameworks for [core content areas](#)
- The WIDA [CAN DO Descriptors](#)
- Cunningham, G. (2009). *[Lesson plans and unit plans: The basis for instruction](#)*.
- August, D. and T. Shanahan, eds. (2006). Executive summary from developing literacy in second-language learners: report of the national literacy panel on language-minority children and youth, [Executive Summary](#), p.1-9.
- [District Analysis Review Tools \(DART\)](#)

- [Office of Civil Rights Data Collection](#)
- [Cultural and Linguistic Differences: What Teachers Should Know](#) (IRIS online module)
- [What do teachers need to know about students who are learning to speak English](#) (IRIS module)

PREPARE FOR CLASS SESSIONS

Readings, Media, and Teaching Resources are [posted in Canvas](#) for each class meeting.

*BIG IDEA: WHAT DO TEACHERS NEED TO UNDERSTAND, KNOW, DO, AND FEEL
TO EDUCATE STUDENTS WHO ARE LEARNING TO SPEAK ENGLISH AS A NEW LANGUAGE?*

COURSE GOALS AND OBJECTIVES BY SESSION

SESSION 1: TUESDAY, 1/29/2019	
Who is learning English as a New Language (ENL) and How are we responsible for helping?	
Teachers will be able to: Policy 1. Explain the shared responsibility of all educators to provide ELLs with comprehensive, challenging educational opportunities and cite myths that can impair teacher effectiveness in serving ELLs. 2. Define orally and in writing terms used to describe groups of ELLs (see vocabulary terms). Perspectives 3. Recognize a wide range of strengths and learning needs represented in student work, analyze these attributes in terms of culture, identity, and stereotype and infer the effects of these differences on ELLs' learning and achievement in American schools. 4. Recognize our own cultural capital and explain, using a specific example, how our lenses influence our perception of students and their families. Practices 5. Identify the parts and purposes of SIOP and WIDA. 6. Perceive strengths and next learning steps in ELL's work.	
VOCABULARY SESSION ONE Newcomers, Refugees, Long-term English Language Learners, English Language Learners with Disabilities, Students with Interrupted Formal Education [SIFE] or Limited Formal Education, 1.5 Generation Students, Undocumented Immigrants, Migrants, English language learners with trauma, English language learners with low socioeconomic status, stereotype, culture, identity, WIDA, SIOP	
Session 2: TUESDAY, 2/5/2019	
How does understanding cultural and linguistic differences impact teacher effectiveness? How does a second language develop? What are the policies and practices that impact the schooling of ENLs in MA and across the US?	
Teachers will be able to: Policy 1. Demonstrate familiarity with relevant federal and state laws pertaining to ELLs. 2. Demonstrate knowledge of school policies related to ELLs, including initial identification of ELLs and required data, assessment, and support systems for current and former ELLs and appropriate educational and support services, both in and out of the classroom. 3. Demonstrate familiarity of the history of bilingual education in the United States and other initiatives such as Dual Language, Two-way Immersion, and Translanguaging. 4. Explain purposes and challenges of enacting laws and policies regarding ELLs in Massachusetts schools. Perspectives	

5. Explain orally the difference between cultural diversity and cultural difference.
6. Shift perspective to consider family viewpoints and home-school communication.
7. Describe code-switching and register in terms of language learning.
8. Write guidelines to support effective school to home communication.

Practices

9. Explain orally two views of 2nd language acquisition, teaching methods, and apply the views to classroom examples.
10. Explain orally the connection between Krashen (1977) research and the SIOP method.
11. Use a resource to research the 8 components and 30 SIOP strategies.

VOCABULARY SESSION TWO

Policy Vocabulary (Tier 3) - Title III of the No Child Left Behind Act of 2001; Massachusetts General Laws Chapter 71A as amended by Chapter 386 of the Acts of 2002; Regulations for Educator Licensure and Preparation Program Approval [603 CMR 7.00]; Education of English Learners Regulations [603 CMR 14.00]; Individuals with Disabilities Education Act [IDEA], Plyler v. Doe, Home School Survey

Cultural difference, SIOP, entering, emerging, developing, expanding, bridging, reaching, comprehensible

Session 3: TUESDAY, 2/12/2019

What is the goal of Sheltered English Immersion (SEI)? How does academic language impact my teaching?

Teachers will be able to:

Policy

1. Explain purpose of RETELL initiative (Rethinking Equity in the Teaching of ELLs) and use data from DART and the [Office of Civil Rights](#) as means to monitor gaps in student achievement.

Perspectives

2. Identify in writing classroom routines and participation rules that build culture to support students at each stage of second language development.
3. Expand understanding of a language and culture spoken by students in Boston Public Schools.

Practices

4. Distinguish between BICS and CALP.
5. Identify academic language in a text that appears in writing and not speech.
6. Identify vocabulary in a text that appears in other disciplines and/or cognates.
7. Shift conversations to rigorous academic discussions that engage all learners.
8. Write differentiated language objectives aligned with content objectives.

VOCABULARY SESSION THREE

BICS, CALP, cognitive demand, context-embedded, context-reduced, cognates, learning progression, tier 1, tier 2, tier 3, pre-production, early production, speech emergence, intermediate, fluency, Acquisition theory, Learning theory, Total Physical Response, language rich environment, L2, phonology, morphology, syntax, semantics, pragmatics, register, code switching

SESSION 4: TUESDAY, 2/26/2019

What does SEI look like in lesson plans?

Teachers will be able to:

Policy

1. Infer instructional implications from [National Assessment of Educational Progress \(NAEP\)](#) data for English Language Learners.
2. Infer instructional implications from data regarding ELLs from the [Civil Rights Data Collection](#).

Perspectives

3. Identify challenges in communicating with students who speak a different language and setting high expectations.

Practices

3. Prepare a SEI lesson plan.
4. Choose SIOP features/strategies to meet student needs.
5. Prepare comprehensible student materials.

VOCABULARY SESSION FOUR

Background knowledge, comprehensible input, learning strategies, formative assessment, feedback, scaffolds, task analysis, adaptation, differentiated instruction, modification, remediation, support, extension, behavioral objective, language form, language function

SESSION 5: TUESDAY, 3/5/2019

How can teachers support literacy development with grade level disciplinary text within given time and curriculum constraints? (specifically reading comprehension and academic conversations)

Teachers will be able to:

Policy

1. Explain NAEP reading achievement for ELLs.

Perspectives

2. Recount their own development as a reader.

Practices

3. Explain strategies used to teach reading and teach reading in the discipline for ELLs.
4. Use technology to provide comprehensible texts for ELLs.
5. Write plans to teach vocabulary for a specific unit using five different methods.
6. Give inclusive oral directions for a group learning routine to increase comprehension.
7. Create and write before, during, and after reading activities for a specific text that support students at different WIDA levels.

VOCABULARY SESSION FIVE

Comprehension, Lexile, text complexity, print awareness, sounds of speech, phonemic awareness, phonics, fluency, vocabulary, spelling, comprehension, writing

SESSION 6: TUESDAY, 3/12/2019

How can teachers support literacy development using scaffolds within given time and curriculum constraints? (specifically writing and grammar)

Teachers will be able to:

Perspectives

1. Recall and retell a story about the teacher who supported their development as a writer. Consider how they have searched for and/or found their voice as a writer.

Practices

2. Explain strategies used to teach writing and teach writing in the discipline for ELLs.
3. Create a scaffold for an essential writing format in a specific discipline.
4. Use technology to provide writing supports and scaffolds ELLs.
5. Give inclusive oral directions for a group learning routine to build an argument citing evidence.
6. Give inclusive oral directions for a group learning routine for peers to provide feedback on draft writing.

VOCABULARY SESSION SIX

Grammar, genre, discourse, conventions, linguistic complexity (as defined by WIDA), language control (as defined by WIDA)

SESSION 7: TUESDAY, 3/26/2019

How do we assess ELLs progress and learning?

Teachers will be able to:

Policy

1. Explain testing accommodations and considerations for ELLs.

Perspectives

2. Reflect on learning and write next steps for own teaching practice.

Practices

3. Define orally criteria for effective questions and create an effective question in content area.
4. Create a material to prompt self-regulated learning for an ELL -performance summary, goal setting, monitoring chart, and/or help desk.
5. Identify and improve SIOP strategies, supplementary materials, and help resources to lesson plans aligned with WIDA standards.

VOCABULARY SESSION SEVEN

Depth of knowledge, higher order thinking, summative assessment, formative assessment, periodic assessment, rubric, performance summary, self-regulated learning