

San José State University  
Connie L. Lurie College of Education / Department of Special Education  
EDSE 224, Methods for Emergent Bilinguals with Disabilities  
Section 01, Summer, 2024

#### Course and Contact Information

<b>Instructor:</b>	Dr. Sara Caniglia Schulte
<b>Office Location:</b>	SH 217
<b>Email:</b>	saracaniglia@gmail.com
<b>Office Hours:</b>	By appointment
<b>Class Days/Time:</b>	Hybrid Course – See course schedule at end of syllabus
<b>Classroom:</b>	SH230

#### Course Format: Technology Intensive, Hybrid Course

This course is technology intensive and run in a hybrid format. There will be face-to-face sessions as well as online modules. Participants must have access to the internet, have mastered the use of CANVAS, and commit to using and checking their SJSU email regularly for updates. Participants who are unfamiliar with CANVAS and or unable to access their SJSU email are **STRONGLY ENCOURAGED** to seek assistance from tech support in Clark Hall ASAP.

#### CANVAS Learning Management System

Course materials can be found on the [CANVAS](https://sjsu.instructure.com/courses/1262231) learning management system course website at <https://sjsu.instructure.com/courses/1262231> Course participants are responsible for regularly checking their SJSU email account for updates.

#### Course Description

This course examines the unique considerations and approaches to working with culturally and linguistically diverse students with disabilities. The course provides a discussion and application of teaching and learning concepts, strategies, and methods related to effective and meaningful instruction for emergent bilinguals with and without dis/abilities. The course will include legislation requirements, strategies to deliver instruction, materials, and resources. Candidates will be proficient in using the Sheltered Instruction Observation Protocol for ELLs. Content and conceptual understanding in this course draws heavily from the fields of child development, education, sociolinguistics, psycholinguistics, anthropology, disability studies, and sociology.

#### Program Learning Outcomes (PLO)

2. Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
3. Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
4. Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection

#### Teacher Performance Expectations

As part of the Department of Special Education Common Trunk courses, EDSE 224 includes Teacher Performance Expectations (TPEs) across the Mild/Moderate (MM), Extensive Support Needs (ESN) and Early Childhood Credentials.

**U.1.1** Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. (I, P)

**U1.6** Provide a supportive learning environment for students first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability. (I, P)

**U 2.2** Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. (I, P)

**U 3.1** Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. (I)

**U 3.4** Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge. (I)

**U3.5** Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment. (I/P)

**U4.1** Locate and apply information about students; current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes. (I)

**U4.4** Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: appropriate use of instructional technology, including assistive technology; applying principles of UDL and MTSS; use of developmentally, linguistically, and culturally appropriate learning activities; instructional materials, and resources for all students, including the full range of English learners; appropriate modifications for students with disabilities in the general education classroom; opportunities for students to support each other in learning; and use of community resources and services as applicable. (I)

**U4.7** Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning. (I)

**U5.6** Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities. (I)

**U 5.7** Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.(P, A)

**U 6.1** Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. (I)

**U6.2** Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. (I)

**U 6.3** Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues. (I)

**ESN 1.4** Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs. (I)

**ESN 1.8** Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. (I)

**ESN 5.5** Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. (P)

**ESN 5.6** Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences. (I/P)

**MM 1.2** Demonstrate understanding of students with complex communication needs (i.e. students with limited verbal ability) in order to foster access and build comprehension and develop appropriate language development goals for IEPs. (I)

**MM 1.7** Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities (I)  
**MM 4.2** Demonstrate the ability to use evidence based and high leverage practices with a range of student needs and evaluate a variety of pedagogical approaches to instruction including instructional sequences, unit and equitable access to content and experiences aligned with state adopted core curriculum. (I)  
**MM 5.2** Each candidate utilizes assessment data to (1) identify each effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction, 5) develop communication methods to demonstrate student academic knowledge and 6) address the unique learning, sensory and access needs of students with physical/orthopedic impairments and multiple disabilities (I)  
**MM 5.4** Demonstrate knowledge of requirements for appropriate assessment and identification of students who's cultural ethnic gender or linguistic differences may be misunderstood or misidentified as manifestations of a disability (I/P)  
**MM 5.5** Demonstrate knowledge of second language development and distinction between the language disorders, disabilities and language differences. (I/P/A)

**ECSE 1.2** Demonstrates applied knowledge of young children's cultural and linguistic background, socioeconomic status, prior learning experiences, social-emotional learning needs and developmental learning needs within instructional planning and intervention. (P)

**ECSE 1.4** Demonstrate knowledge of children's language development across disabilities and the life span including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. (I)

**ECSE 1.9** Provide a supportive learning environment for students & first and/or second language acquisition by using research-based instructional approaches. (P)

**ECSE 3.3** Describe and implement the principles of effective instruction and facilitation in each content domain when planning curriculum and lesson plans within the early childhood special education context. (I)

**ECSE 3.9** Adapt the content of the curriculum, organization, and planning to support the acquisition and use of academic language within developmentally- appropriate content-focused learning activities to promote the knowledge of all students in the early childhood special education setting. (I)

**ECSE 4.3** Apply knowledge of early development (birth through Kindergarten) when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials, and designing effective sequencing interventions to engage children in learning across developmental and curricular domains (I)

**ECSE 4.12** Provide instructional and intervention support for young children with disabilities who are dual language learners to assist them in learning English, while continuing to develop skills through use of their homelanguage. (I)

**ECSE 5.3** Demonstrate knowledge of evidence-and standards-based practices in designing and conducting evaluations and assessments, including selecting and using age, developmentally, linguistically, and culturally appropriate assessments of young children whose cultural, ethnic, gender, or linguistic differences may potentially be confused with manifestations of a disability. (I)

**ECSE 5.4** Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences. (I)

**ECSE 5.7** Interpret English learners and assessment data to identify their level of proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction. (I)

**ECSE 6.7** Effectively articulate the rationale for instruction and intervention plans through culturally- and linguistically appropriate verbal and written communications to and with family members, other service providers, administration, and other stakeholders. (I)

## Course Learning Outcomes (CLO)

Upon successful completion of this course candidates will be able to:

1. Discuss the impact of policies and legislation that protect the rights of second language learners on special education services and practices. Describe how sociopolitical climate and state and federal laws play a role in school policies and ultimately in EL student learning and achievement.
2. Examine multiple theories, perspectives and complexities related to programming models for English learners, and recognize the multifaceted social, psychological and cultural dimensions contributing to language acquisition and language attitudes.
3. Discuss research and learning theories related or applicable to English Language Learners in special education programs. Understand major theories of both first and second language acquisition (SLA), and make informed decisions about the implications of these theories for the instruction of English learners (ELs) and students with disabilities.
4. Identify models, methods, curriculum, strategies, and teaching behaviors related to English language teaching and learning, including English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).

5. Articulate knowledge of the California State ELD standards and ELD formal assessments.
6. Discuss strategies for grouping, organizing, and managing classrooms to enhance the instruction of English Learners with and without disabilities.
7. Demonstrate competence in selecting evaluation procedures and tools appropriate to assess different levels of English language proficiency / competence.
8. Demonstrate planning competence in applying data-based decision-making to instruction by constructing and interpreting a case and developing further recommendations for an Individualized Education Plan (IEP), including appropriate IEP goals and objectives based on the learner's level of linguistic and academic competence, and his/her specific disability.
9. Design lesson plans with strategies/approaches that make content area knowledge accessible to ELs and students with disabilities, explicitly promote academic language development among these students, and incorporate the California ELD standards. Describe how to collaborate with a fellow teacher in developing and delivering lessons.
10. Examine the significant roles of families, teachers, schools, and communities in the process of learning and language acquisition for the ELLs.

## Required Texts/Readings

### Textbooks

Making Content Comprehensible for Multilingual Learners: The SIOP Model (6th edition)  
 Pearson 2022  
 ISBN-13: 9780137878857

(Note: If 6<sup>th</sup> edition not available may use 5<sup>th</sup> edition)

Making Content Comprehensible for English Learners: The SIOP Model – 5<sup>th</sup> edition  
 Authors: Echevarria, Vogt, & Short  
 Pearson 2016  
 ISBN: 978-0134045238

### **IEPs for ELs and Other Diverse Learners**

(Class set available for loan from instructor – do not need to purchase)

Authors: Hoover and Patton  
 Corwin Press 2017  
 ISBN: 978-1-5063-2818-8

## Other Readings

Cioè-Peña, M. (2020). Bilingualism for students with disabilities, deficit or advantage?: Perspectives of Latinx mothers. *Bilingual Research Journal*, 1-14.

Clegg, J. (2007). Analyzing the language demands of lessons taught in a second language. *Revista española de lingüística aplicada*, (1), 113-128.

Eppolito, A. M., & Schwarz, V. S. (2016). Response to Intervention for Emergent Bilingual Students in a Common Core Era. *Teaching Emergent Bilingual Students: Flexible Approaches in an Era of New Standards*, 40.

Hikida, M., & Martínez, R. A. (2019). Linguaging, race, and (dis) ability: Discerning structure and agency in classroom interaction. *Linguaging relations across social worlds: Retheorizing the teaching and learning of literacy and the language arts*, 69-90. [for extra credit]

Hoover, J. J., Erickson, J. R., Patton, J. R., Sacco, D. M., & Tran, L. M. (2019). Examining IEPs of English learners with learning disabilities for cultural and linguistic responsiveness. *Learning Disabilities Research & Practice*, 34(1), 14-22.

Klingner, J., & Eppolito, A.M. (2014). English language learners: Differentiating between language acquisition and learning disabilities.

Lim, W., Stallings, L., & Kim, D. J. (2015). A Proposed Pedagogical Approach for Preparing Teacher Candidates to Incorporate Academic Language in Mathematics Classrooms. *International Education Studies*, 8(7), 1-10.

Ortiz, A. A., Robertson, P. M., Wilkinson, C. Y., Liu, Y. J., McGhee, B. D., & Kushner, M. I. (2011). The role of bilingual education teachers in preventing inappropriate referrals of ELLs to special education: Implications for response to intervention. *Bilingual Research Journal*, 34(3), 316-333.

Trainor, A. A., Newman, L., Garcia, E., Woodley, H. H., Traxler, R. E., & Deschene, D. N. (2019). Postsecondary Education-Focused Transition Planning Experiences of English Learners With Disabilities. *Career Development and Transition for Exceptional Individuals*, 42(1), 43-55.

Wong, A. (Ed.). (2020). *Disability visibility: First-person stories from the twenty-first century*. Vintage. [for extra credit]

Library Liaison

**The Special Education Library Liaison is:**

Mantra Roy  
[mantra.roy@sjsu.edu](mailto:mantra.roy@sjsu.edu)

### Course Requirements and Assignments

- 1. Online Modules Readings, Questions, Discussion Prompts, and Activities (5 x 10 points = 50 points)** Candidates will complete five online Modules which can be found in CANVAS under the “Modules” tab. Modules will open on the assigned days in the course schedule. Candidates should read the Module Overview to find details on readings and assignments. Module assignments are due in CANVAS one week after the module opens. (See Course Schedule)
- 2. In class activities (5 x 10 points = 50 points)** Candidates will complete in class activities during each of the face-to-face class sessions. In class activities are directly related to the course readings and topics covered during the session. In class activities are due at the end of the class session. (See Course Schedule)
- 3. Written Paper on Distinction between Language Acquisition and Dis / ability (20 points)** Candidates will submit a 2-3 page, double-spaced paper discussing the similarities and differences between students who are emergent bilinguals, students with learning disabilities, and students who are both emergent bilinguals and students with disabilities. The paper should also discuss steps general education teachers and Education Specialists can take within a Multi-Tiered System of Support to determine whether a student who is an emergent bilingual should be referred for special education and the pros and cons of making the referral. The paper must follow APA format and must be submitted to CANVAS. **Written paper is due in CANVAS on Sunday June 25 @11:59 pm.**
- 4. Lesson Plan and Demonstration (50 points)** Candidates will work in partners or groups of three to create a lesson plan in the content area of reading/language arts, math, science, or social studies. Candidates may choose the age level they wish to work with to plan the lesson. The lesson plan will follow the SIOP framework and will include specific SDAIE strategies to support students who are emergent bilinguals and students with disabilities with rationales provided for each area of the lesson. **Written lesson plans are due in CANVAS on June 28 at 4:00 pm.** Candidates will do a presentation of the main components of the lesson in class on June 28.
- 5. Final Examination: Analysis of Language Demands and Lesson Plan Adaptation (50 points)** The final exam is a take-home exam, and all work must be completed individually. Candidates will complete an Analysis of Language Demands for a given lesson and then adapt the lesson for students who are emergent bilinguals and students with

disabilities, providing a rationale for all adaptations. Information about the final exam will be distributed in class. **The final exam is due by July 9 at 11:59pm.**

### Grading Information

- All assignments are due on the assigned date at the assigned time and must be submitted through CANVAS.** Emailed or paper copies of assignments cannot be accepted. If an extension on an assignment is required, the department late policy requires that students contact the instructor at least 24 hours in advance of the due date with the request. The request must include a designated date on which the student intends to submit the assignment, which should be within one week of the original due date.
- All written work must be turned in using Microsoft Office Word. The Microsoft Office Suite is available *for free* from the university. If you do not have Microsoft Office on your computer, please refer to [Information Technology Services](http://its.sjsu.edu/services/software/microsoft-students/index.html) (<http://its.sjsu.edu/services/software/microsoft-students/index.html>) for information on how to download the software on your device. Assignments turned in using Google Docs, Apple Pages, or PDF format will be returned and the student will need to resubmit.

### Determination of Grades

Assignment	Points	Percentage of Grade	TPEs	PLO / CLO
Online Modules	50 points	≈23%	<p>U 1.1 (I/P), U 1.6 (I/P),</p> <p>U.3.1 (I), U 3.5 (I/P),</p> <p>U 4.1 (I), U 4.4 (I),</p> <p>U 5.6 (I), U 5.7 (P, A)</p> <p>MM 1.7 (I), MM 4.2 (I)</p> <p>ESN 1.4 (I)</p> <p>ECSE 1.4 (I), ECSE 5.7 (I), ECSE 6.7 (I)</p>	<p>PLO # 2-4</p> <p>CLO # 1-4</p>
In-Class Participation	50 points	≈23%	<p>U 1.1 (I/P), U 6.1 (I)</p> <p>U 6.2(I), U 6.3 (I)</p> <p>MM 5.2 (I), MM 5.5 (I/P/A)</p> <p>ESN 5.5 (P)</p> <p>ECSE 1.2 (I), ECSE 1.4 (I)</p>	<p>PLO # 2, 3</p> <p>CLO # 1-4</p>
Distinguishing ELL and LD Written Paper	20 points	≈9%	<p>U 1.1 (I/P), U 2.2 (I/P)</p> <p>MM 5.5 (I/P/A)</p> <p>ESN 5.6 (I/P)</p>	<p>PLO # 2</p> <p>CLO # 4-8</p>

Note: Total does not 100% due of

percentage equal to rounding individual

			ECSE 5.4 (I)	
Lesson Plan	50 points	≈23%	U 1.1 (I/P), U 1.6 (I/P), U 2.2 (I/P), U 3.4 (I), U 3.5 (I/P), U 4.1 (I), U 4.4 (I), U 4.7 (I) ESN 1.4 (I), ESN 1.8 (I/P), ESN 5.5 (P), ESN 5.6 (I/P) MM 1.7 (I), MM 1.2 (I), MM 4.2 (I) ECSE 1.2 (P), ECSE 1.9 (P), ECSE 3.3(I), ECSE 3.9 (I), ECSE 4.3 (I), ECSE 4.12 (I), ECSE 5.3 (I)	PLO # 2-4 CLO # 4-10
Take Home Final Exam	50 points	≈23%	U 1.1 (I/P), U 1.6 (I/P), U 3.4 (I), U 3.5 (I/P), U 4.1 (I), U 4.4 (I), U 4.7 (I) MM 1.7 (I), MM 1.2 (I), MM 4.2(I), ECSE 1.9 (P), ECSE 3.3(I), ECSE 3.9 (I), ECSE 4.3 (I), ECSE 4.12 (I), ECSE 5.3 (I) ESN 1.4 (I), ESN 1.8 (I), ESN 5.5 (P), ESN 5.6 (I/P)	PLO # 2-4 CLO # 4-10
<b>Total</b>	<b>220 points</b>	<b>100 %</b>		

percentages

TOTAL POINTS = 220  
 98-100%      216-220      = A+

92-97%	202-215	= A
90-91%	198-201	= A-
88-89%	194-197	= B+
82-87%	180-193	= B
80-81%	176-179	= B-

Candidates are reminded that they must maintain a GPA of 3.0 and each course should be completed with a grade of B or higher.

### Classroom Protocol

All candidates are expected to conduct themselves in a professional manner as members of this course. Preparation in this course reflects each candidate's ability to become a successful special educator. At a minimum, candidates are expected to adhere to the following:

1. Attend all classes.
2. Arrive to class on time and stay until the end of class.
3. **Take a break from social media and distracting technology during class.**
4. Use of computers during class to take notes, access course materials, and participate in class activities is strongly encouraged.
5. Respect others in class and show tolerance for viewpoints different than ones' own.
6. Actively participate in class discussion and activities. Everyone's voice is valued and we all have much to learn from each other.

### University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>



Summer 2023

Course Schedule

Session	Date	Topics, Readings, Assignments, Deadlines	
1	June 3rd  Online Module 1	<p><b>Session 1 – Online</b></p> <ul style="list-style-type: none"> <li>• Who are emergent bilinguals?</li> <li>• Stages of Language Acquisition</li> <li>• Engaging EL families – building collaboration between schools and families – funds of knowledge</li> <li>• Asset-based instruction</li> <li>• SPED Department disposition expectations</li> </ul>	<p><b>Online Module 1 Due Sunday June 9 @ 11:59pm</b></p>
2	June 5  In-Person Class Session	<p><b>Session 2 – In Person</b></p> <ul style="list-style-type: none"> <li>• Characteristics of students with LD / Distinguishing Language Acquisition from Learning Disability</li> <li>• Universal Design for Learning</li> <li>• Content and Language Objectives</li> <li>• Building Background</li> <li>• Comprehensible Input</li> </ul>	<p><b>In class activities due at end of class</b></p>
3	June 10  Online Module 2	<p><b>Session 3 - Online</b></p> <ul style="list-style-type: none"> <li>• Educational Framework for Diverse Learners with Disabilities</li> <li>• Essential Components of IEPs for English Language Learners</li> <li>• Role and Function of Academic Language in IEPs</li> <li>• Begin working on LD versus Language Acquisition Paper</li> </ul>	<p><b>Online Module 2 Due Sunday June 16 @ 11:59pm</b></p>
4	June 12  In-Person Class Session	<p><b>Session 4 – In Person</b></p> <ul style="list-style-type: none"> <li>• Understanding Proficiency Levels</li> <li>• Specially Designed Academic Instruction in English</li> <li>• Strategies</li> <li>• Interaction</li> <li>• Work with partner on lesson plans</li> </ul>	<p><b>In class activities due at end of class</b></p>

Session	Date	Topics, Readings, Assignments, Deadlines	
5	June 17  Online Module 3	<p><b>Session 5 – Online</b></p> <ul style="list-style-type: none"> <li>• Understanding proficiency levels</li> <li>• Aligning lesson obj, CCSS, ELD standards, and IEP goals</li> <li>• Work with partner on lesson plans</li> <li>• Finish LD versus Lang Acq Paper and submit</li> </ul> <p><b>Readings:</b></p> <p>CA ELD Standards</p> <p>Common Core State Standards</p>	<p><b>Online Module 3 Due Sunday June 23 @ 11:59pm</b></p> <p><b>Learning Disability versus Language Acquisition Paper due Sunday June 23 at 11:59 pm</b></p>
6	June 17  In Person Class Session	<p><b>Session 6 – In Person</b></p> <ul style="list-style-type: none"> <li>• Lesson Plan Demonstrations</li> <li>• Practice &amp; Application</li> <li>• Lesson Delivery</li> <li>• Review &amp; Assessment</li> <li>• Using the Lesson Plan Template – begin work on lesson plan in class</li> </ul>	<p><b>In class activities due at end of class</b></p>
7	June 24  Online Module 4	<p><b>Session 7 - Online</b></p> <ul style="list-style-type: none"> <li>• Work with partner on lesson plans</li> <li>• PLAAFP &amp; Measurable Goals</li> </ul>	<p><b>Online Module 4 Due Sunday June 30 @ 11:59pm</b></p>
8	June 26  In Person Class Session	<p><b>Session 8 – In Person</b></p> <ul style="list-style-type: none"> <li>• Lesson Plan Demonstrations</li> <li>• Critical issues: dual language programs for students with IEPS</li> </ul>	<p><b>In class activities due at end of class</b></p>

Session	Date	Topics, Readings, Assignments, Deadlines	
14	July 1  Online Module 5	<b>Session 9 – Online</b> <ul style="list-style-type: none"> <li>• Lesson Plan Demonstrations</li> <li>• IEP Transition Plans &amp; IEP Meetings</li> </ul>	<b>Online Module 5 due Sunday July 9 @ 11:59 pm</b>
15	MONDAY  July 1  In Person Class Session	<b>Session 10 – In class</b> <ul style="list-style-type: none"> <li>• Analyzing language demands of a lesson</li> <li>• Adapting lessons to meet the needs of emergent bilinguals</li> <li>• Overview of Take-Home Final Exam</li> </ul>	
Final Exam Due		<b>Take home Final Exam Due Sunday, July 5 @ 11:59 pm</b>	

*Instructor reserves the right to modify the course schedule with prior notice.*

## Lesson Plan Rubric

Criteria		Points Possible
<b>Clearly defined content and language objectives</b>		<b>5 pts</b>
<b>5 points</b> <ul style="list-style-type: none"> <li>two content and two language objectives are provided for lesson</li> <li>objectives are well defined, observable, and measurable</li> <li>objectives clearly tied to CCSS and ELD standards</li> </ul>	<b>3 points</b> <ul style="list-style-type: none"> <li>two content and one language objective provided (or vice versa) but not both</li> <li>objectives may need further clarification in order to clearly measure or determine if they have been met</li> <li>objectives related to CCSS and ELD standards</li> </ul>	<b>1 point</b> <ul style="list-style-type: none"> <li>one lesson objective is provided</li> <li>objective(s) are vague and general in nature such that it would be difficult to measure or determine if they have been met in this lesson</li> <li>no mention of CCSS or ELD standards related to objectives</li> </ul>
<b>Supplemental materials provided to make lesson clear and comprehensible</b>		<b>3 pts</b>
<b>3 points</b> <ul style="list-style-type: none"> <li>At least three forms of supplemental material are provided with lesson which may include but not limited to pictures/photos, realia, video/multimedia, adapted texts, material in native language</li> </ul>	<b>2 points</b> <ul style="list-style-type: none"> <li>Two forms of supplemental material are provided with lesson which may include but not limited to pictures/photos, realia, video/multimedia, adapted texts, material in native language</li> </ul>	<b>1 point</b> <ul style="list-style-type: none"> <li>One form of supplemental material is provided with lesson which may include pictures/photos, realia, video, adapted texts, material in native language</li> </ul>
<b>Concepts explicitly linked to background experience</b>		<b>3 pts</b>
<b>3 points</b> <ul style="list-style-type: none"> <li>concepts clearly tied to students' life experiences and which students are known to be familiar with and differentiated as needed (i.e. not solely the background of the majority culture)</li> <li>hands-on material and activity provided to link to background knowledge</li> </ul>	<b>2 points</b> <ul style="list-style-type: none"> <li>concepts linked to general life experiences and general background knowledge but not differentiated (largely the background experiences of the majority culture)</li> <li>limited hands-on material or activity provided (but not both) to link to general background knowledge</li> </ul>	<b>1 point</b> <ul style="list-style-type: none"> <li>minimal link to general knowledge which is done mostly with a verbal statement</li> </ul>
<b>Concepts explicitly linked to prior learning</b>		<b>3 pts</b>
<b>3 points</b> <ul style="list-style-type: none"> <li>clearly stated what was learned prior to this lesson and review of concepts learned before (yesterday, last week) that lead into this lesson</li> <li>clear use of hands-on material or visual display to support or serve as reminder of what was learned before</li> </ul>	<b>2 points</b> <ul style="list-style-type: none"> <li>general reference to what was learned before this lesson but no clear review of prior material or clear tie in with this lesson</li> <li>general reference to visual material (chart on wall, picture in text)</li> </ul>	<b>1 point</b> <ul style="list-style-type: none"> <li>minimal link to prior learning which is done mostly with a verbal statement</li> </ul>
<b>Key vocabulary emphasized</b>		<b>3 pts</b>
<b>3 points</b> <ul style="list-style-type: none"> <li>3 to 5 key vocabulary words are identified for lesson</li> <li>vocabulary words introduced and taught BEFORE main body of lesson</li> <li>hands-on material and at least one vocabulary activity provided to teach words, which may include but not limited to word sorts, word walls, vocab flip book, vocab journal</li> <li>students provided opportunity to practice using vocabulary words with peers</li> <li>key vocabulary emphasized throughout the lesson</li> </ul>	<b>2 points</b> <ul style="list-style-type: none"> <li>3 to 5 key vocabulary words are identified for lesson</li> <li>vocabulary words taught mainly through teacher identification of words and student repetition</li> <li>vocabulary activity largely consists of students copying words and/or definitions but students do not practice using words</li> <li>key vocabulary minimally referenced during lesson</li> </ul>	<b>1 point</b> <ul style="list-style-type: none"> <li>no specific teaching of vocabulary needed for lesson</li> </ul>
<b>Clear explanation of academic tasks and variety of techniques used to make content clear</b>		<b>4 pts</b>

<p><b>4-3 points</b></p> <ul style="list-style-type: none"> <li>clear step by step directions are provided throughout lesson activities</li> <li>directions and explanations of tasks are supported by visuals / models of what is to be done including THINK ALOUD</li> <li>several examples are provided to students before they are expected to complete tasks on their own</li> <li>students provided opportunity to check with peer and/or ask questions before beginning tasks</li> </ul> <p>Several of the following techniques used to make content clear</p> <ul style="list-style-type: none"> <li>extensive use of visuals, realia are provided</li> <li>concepts are supported with use of video/multimedia when appropriate</li> <li>think aloud and step by step by directions are provided</li> <li>adapted texts and/or texts in native language are provided</li> <li>charts and graphic organizers are used to make content clear</li> <li>Physical response / opportunities to respond with movement</li> </ul>	<p><b>2 points</b></p> <ul style="list-style-type: none"> <li>general directions are provided for lesson activities</li> <li>directions may be written down without visuals to support</li> <li>limited example provided for students before they are expected to complete tasks on their own</li> </ul> <p>1 of the following techniques used to make content clear</p> <ul style="list-style-type: none"> <li>extensive use of visuals, realia are provided</li> <li>concepts are supported with use of video/multimedia when appropriate</li> <li>think aloud and step by step by directions are provided</li> <li>adapted texts and/or texts in native language are provided</li> <li>charts and graphic organizers are used to make content clear</li> <li>Physical response / opportunities to respond with movement</li> </ul>	<p><b>1 point</b></p> <ul style="list-style-type: none"> <li>limited explanation of academic task is provided</li> <li>no visual supports or examples are provided for students</li> </ul> <p>None of the following techniques used to make content clear</p> <ul style="list-style-type: none"> <li>extensive use of visuals, realia are provided</li> <li>concepts are supported with use of video/multimedia when appropriate</li> <li>think aloud and step by step by directions are provided</li> <li>adapted texts and/or texts in native language are provided</li> <li>charts and graphic organizers are used to make content clear</li> <li>Physical response / opportunities to respond with movement</li> </ul>
<b>Ample opportunity for students to use cognitive, meta-cognitive, language and learning strategies</b>		<b>3 pts</b>
<p><b>3 points</b></p> <p>Several strategies incorporated in lesson which may include:</p> <ul style="list-style-type: none"> <li>venn diagrams</li> <li>question-answer relationships</li> <li>Squeepers</li> <li>graphic organizers</li> <li>study guides</li> <li>Self-monitoring</li> </ul>	<p><b>2 points</b></p> <p>1 strategy incorporated in lesson which may include:</p> <ul style="list-style-type: none"> <li>venn diagrams</li> <li>question-answer reltnshp</li> <li>Squeepers</li> <li>graphic organizers</li> <li>study guides</li> <li>Self-monitoring</li> </ul>	<p><b>1 point</b></p> <ul style="list-style-type: none"> <li>No use of strategies in lesson</li> </ul>
<b>Scaffolding provided to enable learners to acquire content knowledge</b>		<b>3 pts</b>
<p><b>3 points</b></p> <ul style="list-style-type: none"> <li>Lesson incorporates procedural scaffolding though increasing levels of independence (I do – we do – you do)</li> <li>Verbal scaffolding is provided through multiple methods: paraphrasing, use of sentence frames, and think alouds</li> <li>Students provided opportunities to practice in small groups and with partners</li> </ul>	<p><b>2 points</b></p> <ul style="list-style-type: none"> <li>Lesson incorporates procedural scaffolding through increasing levels of independence (I do – we do – you do) though may be heavy on teacher talk</li> <li>Verbal scaffolding is provided through one method: paraphrasing or use of sentence frames or think alouds</li> <li>Students provided one opportunity to practice with peer</li> </ul>	<p><b>1 point</b></p> <ul style="list-style-type: none"> <li>Lesson is largely teacher talk with little procedural scaffolding</li> <li>Minimal verbal scaffolding is provided</li> <li>Students not provided opportunities to practice with peers</li> </ul>
<b>Opportunities for higher order thinking questions incorporated in lesson</b>		<b>3 pts</b>
<p><b>3 points</b></p> <ul style="list-style-type: none"> <li>At least 2 opportunities for students to answer higher order thinking questions included in lesson using a variety of questioning strategies</li> </ul>	<p><b>2 points</b></p> <ul style="list-style-type: none"> <li>1 opportunity for students to answer higher order thinking questions included in lesson</li> </ul>	<p><b>1 point</b></p> <ul style="list-style-type: none"> <li>higher order thinking questions not provided in lesson</li> </ul>
<b>Frequent opportunities for interaction including both teacher-student and student-student</b>		<b>3 pts</b>

<p><b>3 points</b></p> <p>At least 3 opportunities provided for interaction including teacher-student AND student-student</p> <ul style="list-style-type: none"> <li>• turn and tell a neighbor</li> <li>• dinner party</li> <li>• think pair share</li> <li>• jigsaw</li> <li>• role-play</li> <li>• gallery walk</li> <li>• inside outside circle</li> </ul>	<p><b>2 points</b></p> <p>1-2 opportunities provided for interaction including teacher-student AND student-student</p> <ul style="list-style-type: none"> <li>• turn and tell a neighbor</li> <li>• dinner party</li> <li>• think pair share</li> <li>• jigsaw</li> <li>• role-play</li> <li>• gallery walk</li> <li>• inside outside circle</li> </ul>	<p><b>1 point</b></p> <ul style="list-style-type: none"> <li>• interaction is limited to teacher-student response</li> </ul>
<b>Grouping of students to support language and content development</b>		<b>3 pts</b>
<p><b>3 points</b></p> <ul style="list-style-type: none"> <li>• heterogeneous and homogenous grouping incorporated in lesson</li> <li>• At least two different grouping structures incorporated into lesson (whole group, small group, partner)</li> </ul>	<p><b>2 points</b></p> <ul style="list-style-type: none"> <li>• Students grouped heterogeneously or homogeneously but not both</li> <li>• Either small group or partner grouping incorporated in lesson but not both</li> </ul>	<p><b>1 point</b></p> <ul style="list-style-type: none"> <li>• No particular grouping of students provided in lesson activities</li> </ul>
<b>Hands on materials provided for students to practice new content and activities provided to integrate all language skills</b>		<b>3 pts</b>
<p><b>3 points</b></p> <ul style="list-style-type: none"> <li>• Students provided at least 3 opportunities for relevant and meaningful practice of new content in lesson using hands-on materials</li> <li>• Students provided activities to include ALL aspects of language development (read, write, listen, speak) during the lesson</li> </ul>	<p><b>2 points</b></p> <ul style="list-style-type: none"> <li>• Students provided 2 opportunities for relevant and meaningful practice of new content in lesson using hands-on materials</li> <li>• Students provided activities to include 3 aspects of language development (read, write, listen, speak) during the lesson</li> </ul>	<p><b>1 point</b></p> <ul style="list-style-type: none"> <li>• Students provided 1 opportunity for relevant and meaningful practice of new content in lesson using hands-on materials</li> <li>• Students provided activities that include 1-2 aspects of language development (read, write, listen, speak) during the lesson</li> </ul>
<b>Content and language objectives clearly supported in lesson</b>		<b>3 pts</b>
<p><b>3 points</b></p> <ul style="list-style-type: none"> <li>• Lesson delivery clearly supports content and language objectives,</li> <li>• 90% active student engagement in lesson</li> </ul>	<p><b>2 points</b></p> <ul style="list-style-type: none"> <li>• Lesson delivery mostly supports content and language objectives though there may be one area that is not addressed</li> <li>• 50-90% active student engagement in lesson</li> </ul>	<p><b>1 point</b></p> <ul style="list-style-type: none"> <li>• content and language objectives not clearly supported in lesson</li> <li>• less than 50% active student engagement in lesson (lesson largely teacher talk)</li> </ul>
<b>Opportunities for assessment during and after the lesson</b>		<b>3 pts</b>
<p><b>3 points</b></p> <ul style="list-style-type: none"> <li>• At least 3 distinct opportunities for assessment during and after the lesson which may include: thumbs up thumbs down, white board response, exit slips, fist to five, numbered wheels</li> </ul>	<p><b>2 points</b></p> <ul style="list-style-type: none"> <li>• 2 distinct opportunities for assessment during and after the lesson which may include: thumbs up thumbs down, white board response, exit slips, fist to five, numbered wheels</li> </ul>	<p><b>1 point</b></p> <ul style="list-style-type: none"> <li>• 1 opportunity for assessment during or after the lesson which may include: thumbs up thumbs down, white board response, exit slips, fist to five, numbered wheels</li> </ul>
<b>Teaching demonstration of appropriate strategies for English learners</b>		<b>5 pts</b>
<p><b>5 points</b></p> <ul style="list-style-type: none"> <li>• 10-minute portion of the lesson is taught to class with clear use of appropriate strategies for ELs and materials that support the development of academic content for ELs are prepared in advanced and incorporated into lesson demonstration</li> </ul>	<p><b>3 points</b></p> <ul style="list-style-type: none"> <li>• 10-minute portion of the lesson is taught to class with some use of strategies for ELs though may not be clear; Materials that support the development of academic content for ELs are somewhat incorporated into lesson demonstration</li> </ul>	<p><b>1 point</b></p> <ul style="list-style-type: none"> <li>• 10-minute portion of the lesson is taught to class but no evidence of strategies for ELs; No materials that support the development of academic content for ELs are presented</li> </ul>
<b>Total Score</b>		<b>50 points</b>

**Scoring Rubric: EDSE 224**  
**Methodologies for Emergent Bilinguals with Disabilities**  
**Signature Assignment: Lesson Analysis of Language Demands Final Examination**

<b>1. Analysis of Language Demands</b>			
Education Specialist Preliminary Program Standard 10: Preparation to Teach English Language Learners Multiple and Single Subject TPEs: 1.1-1.6, 1.8, 2.2-2.6, 3.1-3.6, 4.1-4.4, 5.7-5.8, 6.1-6.2			
<b>Exemplary</b> (5 points)	<b>Proficient</b> (4 points)	<b>Developing</b> (2-3 points)	<b>Below Expectations</b> (1 point)
<p>The analysis of language demands is exemplary with comprehensive identification of 15 or more language demands within the lesson content and context that may challenge students' participation in instruction and engagement in learning. The analysis of language demands addresses all of the following areas across all language levels (beginner, intermediate, advanced):</p> <ul style="list-style-type: none"> <li>- Language to be used by teacher and students during the lesson and learning tasks</li> <li>- Language to be used by teacher and students in formative and summative assessments</li> <li>- Language used in text, instructional materials, and teacher/student made materials</li> <li>- Language specific to the text type or genre of the lesson</li> <li>- Key academic vocabulary and other words and phrases that students from different backgrounds may find challenging</li> <li>- Procedural language to direct actions and instruction</li> </ul>	<p>The analysis of language demands is well developed and identifies 10-14 language demands of the lesson content and context that may challenge students' participation in instruction and engagement in learning. The analysis addresses most of the areas listed across all language levels (beginner, intermediate, advanced).</p>	<p>The analysis of language demands is developing with identification of 6-9 demands of the lesson content and context that may challenge students' participation in instruction and engagement in learning. The analysis addresses some of the following areas across 1 or 2 language levels (beginner, intermediate, or advanced) but not all levels are addressed in all demands.</p>	<p>The analysis of language demands is weak with identification of 5 or fewer language demands of the lesson content and context that may challenge students' participation in instruction and engagement in learning. The analysis addresses only one language level or does not address language levels at all.</p>
<b>2. Identification of Learner Abilities and Challenges</b>			
Education Specialist Preliminary Program Standard 10: Preparation to Teach English Language Learners Multiple and Single Subject TPEs: 1.1-1.6, 1.8, 2.2-2.6, 3.1-3.6, 4.1-4.4, 5.7-5.8, 6.1-6.2			
<b>Exemplary</b> (5 points)	<b>Proficient</b> (4 points)	<b>Developing</b> (2-3 points)	<b>Below Expectations</b> (1 point)
<p>The discussion of learner abilities and challenges is exemplary with comprehensive identification of 15 or more learner abilities and challenges addressing all levels of proficiency (beginner, intermediate, and advanced) and all four areas of language (listening, speaking, reading, and writing)</p>	<p>The discussion of learner abilities and challenges is well developed with identification of 11-14 learner abilities and challenges addressing all levels of proficiency (beginner, intermediate, and advanced) and all four areas of language</p>	<p>The discussion of learner abilities and challenges is developing with identification of 6-10 learner abilities and challenges addressing some, but not all levels of proficiency (beginner, intermediate, and advanced) and some but not all four areas of</p>	<p>The discussion of learner abilities and challenges is weak with identification of 5 or fewer learner abilities and challenges addressing only one or two levels of proficiency (beginner,</p>

	(listening, speaking, reading, and writing).	language (listening, speaking, reading, and writing)	intermediate, and advanced) and one or two areas of language (listening, speaking, reading, and writing)
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**3. Adapted Annotated Lesson Plan**  
 Education Specialist Preliminary Program Standard 10: Preparation to Teach English Language Learners  
 Multiple and Single Subject TPEs: 1.1-1.6, 1.8, 2.2-2.6, 3.1-3.6, 4.1-4.4, 5.7-5.8, 6.1-6.2

<b>Exemplary</b> (5 points)	<b>Proficient</b> (4 points)	<b>Developing</b> (2-3 points)	<b>Below Expectation</b> (1 point)
<p>The rationale for lesson adaptations is exemplary with comprehensive discussion of why lesson adaptations are likely to support specific aspects of students’ content learning and academic language development. Lesson adaptations thoroughly address the eight lesson components:</p> <ol style="list-style-type: none"> <li>1. Preparing/planning the lesson</li> <li>2. Building Ss’ content-related background knowledge</li> <li>3. Providing comprehensible input for students</li> <li>4. Incorporating instructional strategies, particularly for ELs</li> <li>5. Creating opportunities for student-student interaction</li> <li>6. Providing content-related practice/application for Students</li> <li>7. Considering lesson delivery</li> <li>8. Reviewing/assessing Ss’ content knowledge and academic language</li> </ol>	<p>The rationale for lesson adaptations is well developed with discussion of why lesson adaptations are likely to support specific aspects of students’ content learning and academic language development, though some adaptations may not include a rationale or rationale is minimal. Lesson adaptations are addressed for most (6 or 7) of the eight lesson components.</p>	<p>The rationale for lesson adaptations is developing with some discussion of why lesson adaptations are likely to support specific aspects of students’ content learning and academic language development, but not all adaptations include a rationale. Lesson adaptations are addressed for some (4 or 5) of the eight lesson components.</p>	<p>The rationale for lesson adaptations is weak with minimal or no discussion of why lesson adaptations are likely to support specific aspects of students’ content learning and academic language development. Lesson adaptations address only a few (3 or less) of the eight lesson components.</p>

**4. Preparation of Content and Language Objectives**  
 Education Specialist Preliminary Program Standard 10: Preparation to Teach English Language Learners  
 Multiple and Single Subject TPEs: 1.1-1.6, 1.8, 2.2-2.6, 3.1-3.6, 4.1-4.4, 5.7-5.8, 6.1-6.2

<b>Exemplary</b> (5 points)	<b>Proficient</b> (4 points)	<b>Developing</b> (2-3 points)	<b>Below Expectations</b> (1 point)
<p>Preparation of Content and Language objectives is exemplary with academic content objectives linked to standards relevant to academic area and grade level (CCSS, NGSS, CPLF). Language objectives are linked to appropriate CA ELD or CPLF standards representative of the range of Students’ language levels. All objectives are written in terms of measurable and observable learning goals rather than activities.</p>	<p>Preparation of Content and Language objectives is well developed with most of the academic content objectives linked to standards relevant to academic area and grade level (CCSS, NGSS, CPLF). Most language objectives are linked to appropriate CA ELD or CPLF standards but may not represent the range of Students’ language levels. Most objectives are written in</p>	<p>Preparation of Content and Language objectives is developing however few academic content objectives are linked to standards relevant to academic area and grade level (CCSS, NGSS, CPLF). Language objectives are not linked to appropriate CA ELD standards and/or representative of the range of Students’ language levels. Few</p>	<p>Preparation of Content and Language objectives are not evident or are not linked to relevant standards. Objectives are not written in terms of measurable and observable learning goals.</p>



	terms of measurable and observable learning goals not activities.	objectives are written in terms of measurable and observable learning goals not activities.	
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**5. Building Background**  
 Education Specialist Preliminary Program Standard 10: Preparation to Teach English Language Learners  
 Multiple and Single Subject TPEs: 1.1-1.6, 1.8, 2.2-2.6, 3.1-3.6, 4.1-4.4, 5.7-5.8, 6.1-6.2

<b>Exemplary</b> (5 points)	<b>Proficient</b> (4 points)	<b>Developing</b> (2-3 points)	<b>Below Expectations</b> (1 point)
Preparation of Building Background section of lesson plan is exemplary with comprehensive discussion and appropriately scaffolded activities to build content related to students’ prior experiences and prior learning. Key vocabulary is identified specific to the content area as well as to the genre and procedures of the lesson, and emphasized appropriately for all proficiency levels in order for all students to access core content.	Preparation of Building Background section of lesson plan is well developed with discussion and activities to build content related to students’ prior experiences and prior learning. Discussion and activities may lack appropriate scaffolding for some proficiency levels. Key vocabulary is identified specific to the content area and may or may not include vocabulary specific to the genre and procedures of the lesson. Vocabulary is emphasized appropriately for most proficiency levels in order for most students to access core content.	Preparation of Building Background section of lesson plan is developing with some explanation but few activities to build content related to students’ prior experiences and prior learning. Some vocabulary is identified specific to the content area but not genre or procedural vocabulary. Only one or two proficiency levels are addressed.	Preparation of Building Background section of lesson plan is weak or not evident with no discussion or activities to build content related to students’ prior experiences and prior learning. Key vocabulary is not identified and/or not addressed in the lesson.

**6. Providing Comprehensible Input**  
 Education Specialist Preliminary Program Standard 10: Preparation to Teach English Language Learners  
 Multiple and Single Subject TPEs: 1.1-1.6, 1.8, 2.2-2.6, 3.1-3.6, 4.1-4.4, 5.7-5.8, 6.1-6.2

<b>Exemplary</b> (5 points)	<b>Proficient</b> (4 points)	<b>Developing</b> (2-3 points)	<b>Below Expectations</b> (1 point)
Preparation of materials to provide Comprehensible Input is exemplary with multiple means for students of all proficiency levels to access core content, including all of the following: a. Adaptation of content, texts, or reading materials for all proficiency levels b. Use of media or technology to increase comprehension	Preparation of materials to provide Comprehensible Input is well-developed with multiple means for students of all proficiency levels to access core content, including most of the following: (same as a-d to the left)	Preparation of materials to provide Comprehensible Input is developing with activities for students to access core content but does not address all proficiency levels. Comprehensible input includes 1 or 2 of the following: (same as a-d to the left)	Preparation of materials to provide Comprehensible Input is weak with little to no means for students to access core content. Unclear what proficiency levels are addressed using one of the following:

c. Use of pictures, photographs, realia to make content more meaningful and authentic for learners			(same as a-d to the left)
d. Clear explanation of all academic tasks with step by step procedures			

**7. Incorporating Instructional Strategies**

Education Specialist Preliminary Program Standard 10: Preparation to Teach English Language Learners  
Multiple and Single Subject TPEs: 1.1-1.6, 1.8, 2.2-2.6, 3.1-3.6, 4.1-4.4, 5.7-5.8, 6.1-6.2

<b>Exemplary</b> (5 points)	<b>Proficient</b> (4 points)	<b>Developing</b> (2-3 points)	<b>Below Expectations</b> (1 point)
Incorporation of Instructional Strategies is exemplary with at least four uses of scaffolding to address multiple identified gaps between students' current language abilities and the language demands of the learning tasks and assessments. Instructional strategies provide access to core content through both explicit models, and opportunities for practice and feedback, in order for students to develop further content knowledge and academic language proficiency. At least two higher order thinking questions are identified and developed within the lesson for learners across all proficiency levels.	Incorporation of Instructional Strategies is well developed with at least three uses of scaffolding to address multiple identified gaps between students' current language abilities and the language demands of the learning tasks and assessments. Instructional strategies provide access to core content through both explicit models, and opportunities for practice and feedback, in order for students to develop further content knowledge and academic language proficiency. One or two higher order thinking questions are identified and developed within the lesson for some proficiency levels.	Incorporation of Instructional Strategies is developing with one or two uses of scaffolding to address an identified gap between students' current language abilities and the language demands of the learning tasks. Instructional strategies provide access to core content through either explicit models, or opportunities for practice and feedback, but not both in order for students to develop further content knowledge and academic language proficiency. One higher order thinking question is identified but not well developed within the lesson for learners at one proficiency level.	Incorporation of Instructional Strategies is weak with no evidence of scaffolding to address gaps between students' current language abilities and the language demands of the learning tasks and assessments. No evidence of Instructional strategies using explicit models, or opportunities for practice and feedback, are evident. Higher order thinking questions are not evident in the lesson.

**8. Creating Opportunities for Student – Student Interaction**

Education Specialist Preliminary Program Standard 10: Preparation to Teach English Language Learners  
Multiple and Single Subject TPEs: 1.1-1.6, 1.8, 2.2-2.6, 3.1-3.6, 4.1-4.4, 5.7-5.8, 6.1-6.2

<b>Exemplary</b> (5 points)	<b>Proficient</b> (4 points)	<b>Developing</b> (2-3 points)	<b>Below Expectation</b> (1 point)
Incorporation of opportunities for student-student interaction is exemplary with at least four opportunities for students to engage in instructional conversations and clarify key concepts in the lesson. Students are grouped to support interaction in order to develop further content knowledge and academic language proficiency.	Incorporation of opportunities for student-student interaction is well developed with at least three opportunities for students to engage in instructional conversations and clarify	Incorporation of opportunities for student-student interaction is developing with two opportunities for students to engage in instructional conversations and clarify	Incorporation of opportunities for student-student interaction is minimal or not evident with one or no opportunities for students to engage

	key concepts in the lesson. Students are grouped to support interaction in order to develop further content knowledge and academic language proficiency.	key concepts in the lesson. Students may or may not be grouped to support interaction in order to develop further content knowledge and academic language proficiency.	in instructional conversations and clarify key concepts - in the lesson. Students are not grouped to support interaction in order to develop further content knowledge and academic language proficiency.
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**9. Providing Content Related Practice and Application**

Education Specialist Preliminary Program Standard 10: Preparation to Teach English Language Learners  
Multiple and Single Subject TPEs: 1.1-1.6, 1.8, 2.2-2.6, 3.1-3.6, 4.1-4.4, 5.7-5.8, 6.1-6.2

<b>Exemplary</b> (5 points)	<b>Proficient</b> (4 points)	<b>Developing</b> (2-3 points)	<b>Below Expectation</b> (1 point)
Incorporation of opportunities to practice and apply concepts is exemplary with the use of multiple hands on materials to practice new content, multiple activities to integrate all language skills, and students engaged in meaningful and authentic activities for more than 90% of the lesson.	Incorporation of opportunities to practice and apply concepts is well developed with the use of some hands-on materials to practice new content, and multiple activities to integrate all language skills. Students engaged in meaningful and authentic activities for 60-85% of the lesson.	Incorporation of opportunities to practice and apply concepts is developing with one use of hands on materials to practice new content, and at least one activity to integrate all language skills. Students are engaged in meaningful and authentic activities for 30-60% of the lesson.	Incorporation of opportunities to practice and apply concepts is weak with no use of hands on materials to practice new content and no activities to integrate all language skills. Students engaged in meaningful and authentic activities for less than 30% of the lesson.

**10. Reviewing and Assessing Students Content Knowledge and Academic Language**

Education Specialist Preliminary Program Standard 10: Preparation to Teach English Language Learners  
Multiple and Single Subject TPEs: 1.1-1.6, 1.8, 2.2-2.6, 3.1-3.6, 4.1-4.4, 5.7-5.8, 6.1-6.2

<b>Exemplary</b> (5 points)	<b>Proficient</b> (4 points)	<b>Developing</b> (2-3 points)	<b>Below Expectation</b> (1 point)
Incorporation and use of assessment in lesson is exemplary with at least three opportunities for formative and summative assessment aligned to content and language objectives evident in the lesson. Lesson includes a review of key vocabulary and key content for learners across all proficiency levels.	Incorporation and use of assessment in lesson is well developed with two opportunities for formative and summative assessment aligned to content and language objectives evident in the lesson. Lesson includes a review of key vocabulary and key content for learners across most proficiency levels.	Incorporation and use of assessment in lesson is developing with one opportunity for assessment aligned to content or language objectives evident in the lesson. Lesson includes a review of key vocabulary or key content for learners at some proficiency levels.	Incorporation and use of assessment in lesson is weak with one opportunity for assessment, but no evidence of alignment to content or language objectives evident in the lesson. Lesson does not include a review of key vocabulary or key

			content for any learners.
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