

## EDU 107/207: Introduction to Teaching English Learners

Mount Saint Mary's University – Los Angeles

Course Syllabus

Spring 2020, Tuesdays 5:30-8:30

Dates: Jan. 14, Jan. 28, Feb. 11, Feb. 25, March 17, March 31, April 14, and April 28

**Instructor:** Dr. Shelly Tochluk

**Email:** stochluk@msmu.edu

**Phone:** 213-477-2623 (email preferred)

**Office hours:** by appointment, email for immediate feedback or schedule by calling 213-477-2620. My office is located on the 2<sup>nd</sup> floor of Building 17 ½ - the Toddler's Center, situated behind the Child Development Center, across the playground, on the Doheny Campus.

### **Required Texts (NOT available at the Doheny Bookstore):**

- Rothenberg, C. & Fisher, D. (2006). *Teaching English Language Learners: A Differentiated Approach*. Allyn & Bacon. [This book is out of print, but used copies can be purchased on Amazon.com - ISBN: 978-0131704398]
- Herrell, A. & Jordan, M. (2012). *Fifty Strategies for Teaching English Language Learners*, 4<sup>th</sup> Edition. Pearson. [An older version of this text is being used. **Please ensure that you purchase the 4<sup>th</sup> Edition.** Used copies are available via Amazon.com - ISBN: 978-0132487504]
- *English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve*. California State Board of Education. Available to download for free at: <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>  
(You can also google "CA new ELD standards" and it should give you to the link for the document)
- Additional articles and course materials will be available to download on the course website (Canvas)

### **Recommended Texts:**

- *Talking Back, Talking Black: Truths about America's Lingua Franca*. J. McWhorter, Bellevue Literary Press, New York, 2017.
- *Teaching and Learning in Two Languages: Bilingualism and Schooling in the United States*. E. Garcia, Teachers College Press, 2005.
- *Tongue Tied: The Lives of Multilingual Children in Public Education*. O. Santa Ana, Ed. Rowman and Littlefield Publishers, Inc. New York: 2004.

### **Course Description:**

In this introduction to the assessment and instruction of English Learners, candidates will become knowledgeable about strategies and resources designed to assist English learners in acquiring listening, speaking, reading, and writing skills in English, and in accessing the core academic curriculum. Candidates will gain knowledge about state and legal requirements for placement and instruction of English Learners, stages of first and second-language development, and additional factors that influence the educational experiences of English Learners. Candidates will learn to use assessments of English learners to diagnose students' language abilities relative to the core academic curriculum and plan appropriate instruction.

### **Course Objectives:**

- Candidates will be introduced to and practice providing 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. (TPE 1.6).

- Candidates will learn about maintaining high expectations for student learning with appropriate support for the full range of English learners in the classroom (TPE 2.5).
- Candidates will reflect on how to establish and communicate classroom routines that support English learners by maintaining clear expectations for positive classroom behavior (TPE 2.6).
- Candidates will practice using knowledge about students to organize curriculum to facilitate student learning and plan for modifications and/or accommodations to promote student access to the curriculum (TPE 3.2)
- Candidates will practice adapting subject matter curriculum, planning for instruction, and organizing supports to support the acquisition and use of academic language that promotes the subject matter knowledge for the full range of English learners (TPE 3.5).
- Candidates are introduced to standards-aligned instructional materials that include technological resources to facilitate students' equitable access to the curriculum (TPE 3.6).
- Candidates will investigate effective teaching strategies aligned with educational technology standards (TPE 3.8).
- Candidates will practice locating and applying 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 (TPE 4.1)
- Candidates will be introduced to instructional strategies utilizing technology that support English learners (TPE 4.4).
- Candidates will explore instructional strategies that promote a range of communication approaches and activity modes between teacher and student and among students that encourage student participation in learning (TPE 4.7).
- Candidates will practice implementing an oral diagnostic assessment and scoring rubric for English learners (TPE 5.1).
- Candidates will begin using assessment information to distinguish between students whose first language is English, English learners, Academic English learners, and students with language or other disabilities (TPE 5.6).
- Candidates will know about diagnostic assessments used with English learners (in English and in students' home language), and practice interpreting English learners' assessment data to identify their level of academic proficiency in English and use this information in planning instruction (TPE 5.7).
- Candidates will become familiar with research and theoretical concepts related to the teaching of speakers of non-dominant forms of English and second languages and to interacting and serving families of culturally and linguistically diverse students.
- Candidates will learn about non-dominant varieties of English and become familiar with theoretical approaches and pedagogical practices related to the teaching of speakers of these non-dominant varieties of English.

### **Inclusivity Statements:**

- This class is intended to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this policy relies on the support and understanding of everyone in the class. We all have a responsibility to try to avoid offending each other and to speak against harassment or discrimination of any kind.
- All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.
- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with me in advance.

- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact me (if you feel comfortable doing so) or the Dean of Student Life on their respective campus for support.
- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please contact me so we can create a plan in advance for potential emergencies.
- If you have personal challenges such as health issues that might affect your ability to perform in this class, please let me know as soon as possible so that we can work together to make appropriate accommodations

**Demonstration of Content Mastery:**

Course Assignments	Due Date	Points	TPE's Addressed
Reflection on Strategies (5 submissions, 5 pts each)	Sessions 2-6	25	2.6, 3.8, 4.4, 4.7
Assignment #1: ELD in Local Context	Session 4	20	2.6
Assignment #2: Observation and Assessment	Session 5	20	3.2, 4.1, 5.1, 5.6, 5.7
Assignment #3: Integrated ELD/SDAID Lesson Design	Session 7	20	1.6, 3.5, 3.8
Assignment #4: Strategy Presentation	Session 8	15	1.6, 3.5, 4.4, 4.7
<b>TOTAL Possible</b>		<b>100</b>	

Extra Credit Available – Two Options	Event Dates	
<ul style="list-style-type: none"> <li>• Attend and reflect on presentation, Beyond the "English Learner": Recognizing Complexities for Today's Latinx Youth, by Ramon Martinez (Stanford Professor)</li> <li>• Attend and reflect on Critical Teaching in Action Conference</li> </ul>	February 13, 6-7:30PM	2 points
	February 15, 8-4PM	2 points
<i>Notes:</i> <ul style="list-style-type: none"> <li>• Students may earn points for both events</li> <li>• Reflection submission guidelines available on Canvas</li> </ul>		

**Grading Scale**

- 94-100 = A
- 90-93 = A-
- 87-89 = B+
- 84-86 = B
- 80-83 = B-
- 77-79 = C+
- 74-76 = C
- 70-73 = C-
- 65-69 = D
- <65 = F

Please note that this grading scale reflects both total points and total percentages. When grading, I do not round to the nearest whole number. For example, a score of 93.5 is an A- and a score of 89.5 is a B+.

**Assignment Descriptions**

- **Online Modules (25 points) – TPE’s 2.6, 3.8, 4.4, 4.7**  
Throughout the semester, online modules include readings, videos, and written activities and reflections focused on various concepts. Topics include creating positive learning environments for English Learners, implementing strategies to enhance learning via the use of technology, and exploring a range of scaffolding and frontloading techniques that support English Learners to access curriculum and advance their oral, written, reading, and listening skills.
- **Assignment #1: ELD in Local Context (20 points) – TPE 2.6**  
This assignment involves observing and assessing a school in terms of how they meet the needs of English Learners. Through interviews with a teacher and school staff, you will develop insight into the routines and practices that effectively deliver accessible instruction to students, create positive learning environments, and communicate with and serve families of English Learners.
- **Assignment #2: Observation and Assessment (20 points) – TPE’s 3.2, 4.1, 5.1, 5.6, 5.7**  
This assignment involves interviews and the analysis of assessment data to investigate the developmental, linguistic, and academic background of an English Learner in order to develop insight into the student’s motivations, strengths, and areas of growth. Through repeated observations, you will create detailed descriptions and analyses of the student’s language skills, including comprehension, fluency, vocabulary, pronunciation, and grammar, and implement the SOLOM. The assignment also involves determining which ELD standards and modes of communication require focus, and proposing a detailed plan for how you would address those needs if you were the teacher.
- **Assignment #3: Integrated ELD/SDAIE Lesson Design (20 points) – TPE’s 1.6, 3.5, 3.8**  
This assignment involves the creation of an integrated ELD/SDAIE lesson plan that identifies both ELD and content standards and lesson objectives. The plan will also include appropriate scaffolding and frontloading strategies to ensure comprehensible input for English Learners, make use of technology to enhance instruction, encourage student participation and interaction to promote language learning, and provide the rationale for all decision-making specific to the benefits for English Learners.
- **Assignment #4: Strategy Presentation (15 points) – TPE’s 1.6, 3.5, 4.4, 4.7**  
This group assignment provides the opportunity to implement learning gained over the course of the semester related to the use of various instructional strategies that make use of technology to support English Learners in accessing academic content and language skills in a positive, interactive learning environment.

### **Assessment of Student Learning Outcomes:**

Student learning is at the core of the MSMU mission. MSMU faculty have developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of MSMU’s graduate students. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

### **Course Format:**

This course meets in person on the Doheny campus during the published course dates/times. All course documents, including assignment guidelines and rubrics, will be available on Canvas, and all assignments will be submitted through Canvas.

### **Classroom Policies:**

- **Professional Quality Writing:** It is important that educators be excellent language and literacy models. Because I care so much about your ability to teach writing skills to young people, grammatical/spelling errors will be highlighted and receive point deductions in order to alert you to areas for continued growth.
- **Submitting work:** Submit assignments via Canvas. Please do NOT wait until the last minute, as technical issues can arise at any time. Submit a hard copy on the day of due date if necessary.
  - Strategy Reflections and Assignments #3 and #4 adhere to strict time deadlines, whereas I often accept Assignments #1 and #2 after the deadline (when you stay in communication with me). This results from placements into fieldwork settings taking longer than anticipated or scheduling difficulties. Suggestion: Submit Assignments #1 and #2 as soon as viable to avoid feeling overwhelmed at the end of the semester.
  - Emergencies occasionally happen that disrupt the ability to meet deadlines. If you find that an assignment with a strict deadline cannot be completed or submitted on time, contact me as soon as possible to arrange for a late submission. For equity purposes, late work does not receive the same credit as work submitted on time. However, a missed assignment has far worse consequences (zero points). If you know you will be absent, do your best to submit your work before the class' start time (and due date) on canvas.
- **Formatting:**
  - ✳ All assignments should be thoughtfully prepared, written in academic English, free of grammatical and spelling errors, and typed. Assignments should be double-spaced in 12-point font. Use fonts such as Times New Roman or Arial.
  - ✳ When appropriate, cite sources using APA format. Use the following websites as a guide:
    - Quick Reference: <http://www.apastyle.org/learn/quick-guide-on-references.aspx#In-Text>
    - Tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- **Tardiness:** Because collective engagement in course topics is so important to the learning process, I track the number of minutes each person is tardy to each class session. Minutes tardy could accrue to be considered an absence. Please see me if there are extenuating circumstances that impact your ability to arrive to class on time so we can find a solution.
- **Classroom Participation:** Social interaction and discussion provides important learning opportunities. It is important to be present at each class session and to participate in class discussions. There will be multiple modes of expression and each is a valuable part of the class. Submit any work completed in class by the end of the class period.
- **Peer Support:** Please exchange phone numbers and/or email addresses with your classmates/colleagues for mutual help and support. Find a friend who will read and edit your assignments with you. If you're absent, check in with a classmate and meet to discuss what you've missed.
- **E-Learning System (Canvas):** All course documents are published on Canvas. **Assessment** - The course aims to model the importance of using multiple measures of assessment to gauge the progress of learners. Please review the assignment guidelines before, during, and after completing your work. These documents are offered to support you in crafting assignments that achieve and demonstrate desired learning outcomes.

### **MSMU and Education Department Policies:**

- **Absences:** Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities and discussions, as the class functions as a lab and instructors strive to model a variety of pedagogical practices. Timeliness also is an indication of professionalism and generates an important and lasting positive impression. Also, please limit absences to no more than one session for this 1.5-unit course. Students will have an opportunity to do a make-up assignment if

there is an additional absence due to an emergency. If more than two absences occur, so much content will have been missed that an administrative withdrawal would be necessary and you would be invited to re-register for the course during a subsequent semester. If any concern arises that will prevent you from arriving to class regularly and/or in a timely way, please come talk with me so we can work together to ensure your successful course completion. For online sessions, submitting the assignments for that session counts as your attendance for that session.

- **Academic Integrity:** Students are expected to adhere to their MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review. For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see <https://www.turnitin.com/solutions/plagiarism-prevention>).
- **Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.
- **Calendar Verification:** Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program.
  - **Fall Mid-Semester Break:** Some Graduate-level Education courses meet on the Thursday of mid-semester break. Check your course calendar.
  - **Spring Break:** The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.
  - **Study Days:** The “Study Days” policy does not apply to Education courses (including those cross-listed with UG students). As our courses meet only one day per week throughout each semester, it is not possible to lose an additional day. All students are expected to participate in class meetings (in person or online) on the final Thursday before finals.
  - **Finals Week:** All Education evening courses meet as regularly scheduled during finals week.
- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) An assessment process exists so that candidates will receive formative feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.
- **Certificate of Clearance:** In order to demonstrate eligibility to complete all elements of an Education course requiring public school fieldwork, students must submit a copy of a CCTC-issued Certificate of Clearance or valid California teaching credential to the course instructor as instructed and by the date due. According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates **MUST** have a Certificate of Clearance **PRIOR** to entering a school for

fieldwork. This is a non-negotiable state requirement. **(This requirement applies to EDU courses 1/207, 1/208A, 1/250, 1/256, 1/266, 1/267, and 1/268.)**

- **Incompletes:** Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:
  - files the application no later than 1 week prior to finals
  - has completed the majority of assignments
  - on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D
  - is prevented from completing the final assignment
- **Quality of Work:** The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates with assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.
- **Resource Binder Maintenance**

All preliminary credential candidates are required to organize and maintain a resource binder each semester that will serve as a post-credential resource file. Instructions are provided in EDU 1/208A, made available via Canvas. Course materials provided in each class as handouts or made available on Canvas should be downloaded and kept in a personal filing system, whether electronic or hardcopy. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.
- **Student Resources**
  - **Learning Resource Center:** The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.
  - **Professional and Academic Resource Center (PARC)**
    - The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person, over the phone, or by videoconferencing. To schedule an appointment, access the PARC page on myMSMU:  
<https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/academics/PARC>
    - All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, [PARC@msmu.edu](mailto:PARC@msmu.edu), located on the second floor of Building 10.
- **Students with Disabilities:** Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny

Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at [disability@msmu.edu](mailto:disability@msmu.edu).

- **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.

- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

### **MSMU Office Information:**

- Please call the Education Department Administrative Assistant with any questions and/or to make an advisement appointment: (213) 477-2620.

## **EDU 107/207 COURSE CALENDAR**

**Session 1** – Tuesday, January 14<sup>th</sup> – 5:30-8:30PM

**Topic(s):** Intro to Course Theoretical and Historical Foundations of Teaching ELs

**Reading Due:** None

**Written Assignment(s) Due:** None

**Session 2** – Tuesday, January 28<sup>th</sup> – 5:30-8:30PM

**Topic(s):** First and Second Language Acquisition, BICS v. CALP

**Reading Due:** Krashen Article (pgs 52-73, on Canvas), Teaching English Language Learners (TELL), Ch.2, 50 Strategies Section VI (pgs. 275-290)

**Written Assignment(s) Due:** Strategy Reflection #1

**Session 3** – Tuesday, February 11<sup>th</sup> – 5:30-8:30PM

**Topic(s):** Types of Bilingual/EL Programs, ELD v. SDAIE, ELD Standards, Diagnostic Assessments, ELPAC and SOLOM, Describing v. Analysis

**Reading Due:** Krashen Article (pgs. 47-51), CLAD Handbook (p. 163-172) on Canvas, TELL, Ch. 1 (p. 25-28), ELD Standards, Ch.2 (p. 18-24), 50 Strategies Section V (p. 221-270)

**Written Assignment(s) Due:** Strategy Reflection #2

**Session 4** – **ONLINE Module Due by midnight** - Tuesday, February 25<sup>th</sup>

**Topic(s):** Differentiating for Diff. Types of EL's, Elements of Effective Lessons, Supporting Content and Oral Language Development, Non-Dominant Forms of English

**Reading Due:** TELL, Ch. 3, 5, and 8 (pgs. 240-249); Introduction to *Talking Back, Talking Black*, plus assigned chapter (1 of 3), 50 Strategies Section IV (p. 141-215)

**Written Assignment(s) Due:** Online Module, Strategy Reflection #3, Assign #1: ELD in Context

**Session 5** – Tuesday, March 17<sup>th</sup> – 5:30-8:30PM

**Topic(s):** Providing Differentiated & Comprehensible Input for CALP, ELD v. SDAIE in practice

**Reading Due:** TELL, Ch. 6 & 7, 50 Strategies Section III (p. 83-136)

**Written Assignments Due:** Strategy Reflection #4, Assign #2: Observation and Assessment



**Session 6** – Tuesday, March 31<sup>st</sup> – 5:30-8:30PM

**Topic(s):** Assessing EL Learning

**Reading Due:** TELL, Ch. 4; CLAD Handbook (p. 198-207); 50 Strategies Section II (p. 17-74)

**Written Assignments Due:** Strategy Reflection #5

**Session 7** – Tuesday, April 14<sup>th</sup> – 5:30-8:30PM

**Topic(s):** Deficit Thinking, Building Home and Cultural Connections

**Reading Due:** Affective Issues (Canvas), Building Collaboration in Schools (Canvas),

**Written Assignments Due:** Assign #3: ELD Lesson Design

**Session 8** – Tuesday, April 28<sup>th</sup> – 5:30-8:30PM

**Topic(s):** Strategy Presentations

**Reading Due:** None

**Written Assignments Due:** Assign #4: EL Strategy Presentation

**EDU 1/207 Teaching English Learners - Field Assignment #2:**  
**English Learner Focus Student Observation and**  
**Student Oral Language Observation Matrix (SOLOM) Assessment**  
**Worth: 20 points**

**This assignment has three parts:**

- Part one is a description of a chosen EL student's academic background and an observation of the student in class.
- Part two involves rating the student on the SOLOM Assessment, a written reflection of the students' strengths and weaknesses, and a description of possible next steps.
- Part three asks you to assess yourself on the quality of your written submission.

**Instructions for Part One:**

1. Select a focus student in your classroom who is either classified as an English Learner (EL), or would probably qualify as one. This may be a student who is new to English, or a student who has attended schools in the United States for a number of years but is not making adequate academic progress. If you do not currently teach, you will interview a student who is currently learning English or whose first language is not English. *Be sure to provide your focus student/informant with a pseudonym.*

2. Gather some background information on your Focus Student through observation and, if necessary, a teacher interview to assess where the student should be placed in terms of his/her ELD Level using the California English Language Development Standards.

(<http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf> ). **Using the outline template provided below, please discuss the following:**

Provide the following basic information about your focus student:

- Primary language proficiency:* How well does your focus student speak in his/her native language? How well does your focus student write in his/her native language? You may need to do some investigation to find this out. Talk to your student's parents, and/or review a student writing sample in his/her native language. Briefly describe HOW you learned the information in this section.
- Prior schooling:* Where did your student previously attend school? How long has he/she been enrolled in U.S. schools?
- Circumstances of arrival:* If your student was born in another country, how and when did he/she arrive in the United States? What prompted your student's move to the U.S.?
- Motivation:* How motivated does your focus student seem, overall, to succeed academically? To improve his/her English?
- Strengths:* Based on what you know about this student, what are his/her primary strengths? In this section, you should talk specifically about the following three areas: a) in which ELD domains and standards he/she is particularly strong; b) what other academic strengths he/she possesses; c) what other strengths in general (personality-wise, etc.) he/she possesses.
- Areas of need:* Based on what you know about this student or your teacher interview, what are his/her primary areas of need? In this section, you should talk specifically about the following three areas: a) which specific ELD domains and/or standards he/she needs the most help with; b) what other academic areas he/she needs help with; c) what other challenges he/she faces. Does this student have an IEP or might the student need special education services?
- Look at the Overview of the California English Language Development Standards and Proficiency Level Descriptors. Based on the information given there, use your best judgment to **assign your focus student one "overall" level (Emerging, Expanding Bridging).**

H. Determine which Modes of Communication your focus student specifically needs to work on in order to be able to move up to the next level.

**Part One: EL Focus Student Background Information**

Focus student’s name (pseudonym): \_\_\_\_\_

Home language: \_\_\_\_\_ Gender: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

*Please note that the following table “grows” and you can write as much as you need to in each row. Be sure to write in complete sentences, including correct grammar and punctuation.*

Topic	Notes
Primary language proficiency ( <i>also briefly explain HOW you learned this information</i> )	
Prior schooling	
Circumstances of arrival and length of time in the US	
ELPAC Scores	
State Standardized Testing Scores	
Current Grades (or most recent available)	
Motivation	
Strengths	a. b. c.
Areas of need (inc. potential sped services)	a. b. c.

Based on his/her performance in class discussions, social conversations, and class assignments, what ELD level does the student demonstrate through? Look at the ELD standards for the student’s grade level. Use your best judgment based on the criteria for each ELD domain.

Modes of Communication <i>Choose TWO domains to focus on. You may assess other domains if you have access to this information.</i>	Level?	Evidence? (i.e., ITBS scores, ELPAC scores, informal assessment, comprehension test, etc.) <i>[NOTE: Include a description of the skills you have observed and tell how you know the student’s skill level.]</i>
Collaborative		
Interpretive		
Productive		
Structuring Cohesive Texts		
Expanding and Enriching Ideas		

Connecting and Condensing Ideas		
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*Possible Levels: Emerging Entry, Emerging Exit, Expanding Entry, Expanding Exit, Bridging Entry, Bridging Exit*

Which TWO ELD Standards/Modes of Communication does your student need to focus on the most? In other words, which skills are the most challenging? These will be his/her “focus standards” for the semester. List them below. (Feel free to add more than one for each mode if you wish; simply add more rows to the table.) Also, after each one, briefly **EXPLAIN WHY** you chose each of these standards.

<b>Mode #1</b>
<b>Mode #2</b>

**Instructions for Part Two:**

For part two of this assignment, you will be looking more closely at your focus student’s oral language skills by conducting the SOLOM Assessment and writing a reflection about the experience.

**Directions:**

1. SOLOM RUBRIC: Follow the instructions on page 81 of your textbook for “Administering the SOLOM” and “Scoring the SOLOM”. (A template of the SOLOM rubric is available on the next page; it’s also on pages 103-104 of your book). Provide individual scores for your student **and** an overall score. You may use this document template by highlighting the boxes that correspond to your student’s skill level for each category.
2. NARRATIVE REFLECTION: Read through the sample narrative on pages 82-83 of your textbook. Write a similar narrative (bullet points are fine) about your focus student, making sure to address each of the following concerns in the boxes below:

How often did you observe your focus student? What specifically did you observe each time?
In one paragraph <u>each</u> , describe your focus student’s strengths and weaknesses in each of the five SOLOM categories: Comprehension, Fluency, Vocabulary, Pronunciation, Grammar. Be specific, referring back to actual anecdotes from your observations

What are your overall impressions of your focus student's ability to function in an English academic context and in a social context? Think about the following concerns:

- Is your focus student able to fully participate in academic activities?
- Is there a noticeable difference between your focus student's performance on academic tasks versus in social interaction settings?
- Is your focus student's command of vocabulary sufficient for him/her to receive comprehensible input from your instruction?
- Does your focus student's pronunciation and/or grammar affect others' abilities to understand him/her?
- If you cited the need for special education services above, what skill needs or behaviors support your perceptions?

Finally, provide a paragraph in which you briefly describe specific modifications or interventions you think might help your focus student improve in his/her oral language skills. Refer to Chapter 5 in your textbook for ideas. Discuss your proposed "next steps" for intervention and support for your student. If you are working with an informant who is not a student, describe what you would propose the informant needs in terms of support in order to improve his/her English development. What **specific ideas** do you have in mind for helping your focus student or informant to improve in his/her "focus ELD standards"? Be sure to name the Mode(s) of Communication mentioned in Part One of the assignment and describe your rationale for why you are using the chosen strategies.

**SOLOM (Student Oral Language Observation Matrix)** *(Complete using bold or highlights)*

Focus Student Name:	Grade:			Age:	Date:	Score
	1	2	3	4	5	
<b>Comprehension</b>	Cannot be said to understand even	Has great difficulty following what is said. Can	Understands most of what is said at slower-than normal	Understands nearly everything at normal speech,	Understands everyday conversation and normal classroom	

	simple conversation.	comprehend only “social conversation” spoken slowly and with frequent repetitions.	speed with repetitions.	although occasional repetition may be necessary.	discussions without difficulty	
<b>Fluency</b>	Speech is so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion is frequently disrupted by the student’s search for the correct manner of expression.	Speech in everyday conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions is fluent and effortless approximating that of a native speaker.	
<b>Vocabulary</b>	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited vocabulary make comprehension quite difficult.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximates that of a native speaker.	
<b>Pronunciation</b>	Pronunciation problems so severe as to make speech virtually impossible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate patterns.	Pronunciation and intonation approximates that of a native speaker.	
<b>Grammar</b>	Errors in grammar and word order so severe as to make speech	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict	Makes frequent errors of grammar and word order, which occasionally	Occasionally makes grammatical and/or word-order errors which do not	Grammatical usage and word order approximates that of a native speaker.	

	virtually unintelligible.	himself/herself to basic patterns.	obscure meaning.	obscure meaning.		
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**TOTAL SCORE:** \_\_\_\_\_

### Instructions for Part Three:

Did you accomplish the goals of the assignment? Review the rubric below and assess your work. Highlight the description that best describes your work. Consider what you believe you did extraordinarily well versus areas where a clearer or more thorough description or analysis was possible.

#### CANDIDATE SELF-ASSESSMENT

Assignment Focus	Level 5	Level 4	Level 3	Level 2	Level 1
Investigate student background related to English language development	Comprehensive, thorough analysis of student background	Appropriate, relevant analysis of student background	Adequate and generally appropriate analysis of student background	Limited, partially relevant, and/or incomplete analysis of student background	Little or no effective, relevant, or appropriate analysis of student background
Conduct analysis of student skills and abilities	Comprehensive, thorough analysis of student skills and capacities	Appropriate, relevant analysis of student skills and capacities	Adequate and generally appropriate analysis of student skills and capacities	Limited, partially relevant, and/or incomplete analysis of student skills and capacities	Little or no effective, relevant, or appropriate analysis of student skills and capacities
Consider student motivation, strengths and weaknesses	Comprehensive, thorough analysis of student motivation, strengths and weaknesses	Appropriate, relevant analysis of student motivation, strengths and weaknesses	Adequate and generally appropriate analysis of student motivation, strengths and weaknesses	Limited, partially relevant, and/or incomplete analysis of student motivation, strengths and weaknesses	Little or no effective, relevant, or appropriate analysis of student motivation, strengths and weaknesses
Discuss focus areas of work for English language development	Comprehensive, thorough discussion of needed areas of work	Appropriate, relevant discussion of needed areas of work	Adequate and generally appropriate discussion of needed areas of work	Limited, partially relevant, and/or incomplete discussion of needed areas of work	Little or no effective, relevant, or appropriate discussion of needed areas of work

Determine next steps to support the students achievement in ELD standards and oral language	Comprehensive, thorough next steps proposed	Appropriate, relevant next steps proposed	Adequate and generally appropriate next steps proposed	Limited, partially relevant, and/or incomplete next steps proposed	Little or no effective, relevant, or appropriate next steps proposed
Feel free to offer comments that explain your selections, areas of challenge, etc.:					

---END OF ASSIGNMENT---

**ASSESSMENT BY INSTRUCTOR**  
**EDU 1/207 Teaching English Learners Field Assignment #2:**  
**English Learner Focus Student Observation and**  
**Student Oral Language Observation Matrix (SOLOM) Assessment**

**Task Rubric**

**Total Points Possible = 20**

<b>Assignment Focus</b>	<b>Level 5 4 pts</b>	<b>Level 4 3.5 pts</b>	<b>Level 3 3 pts</b>	<b>Level 2 2 pt</b>	<b>Level 1 1 pts</b>
Investigate student background related to English language development	Comprehensive, thorough analysis of student background	Appropriate, relevant analysis of student background	Adequate and generally appropriate analysis of student background	Limited, partially relevant, and/or incomplete analysis of student background	Little or no effective, relevant, or appropriate analysis of student background
Conduct analysis of student skills and abilities	Comprehensive, thorough analysis of student skills and capacities	Appropriate, relevant analysis of student skills and capacities	Adequate and generally appropriate analysis of student skills and capacities	Limited, partially relevant, and/or incomplete analysis of student skills and capacities	Little or no effective, relevant, or appropriate analysis of student skills and capacities
Consider student motivation, strengths and weaknesses	Comprehensive, thorough analysis of student motivation, strengths and weaknesses	Appropriate, relevant analysis of student motivation,	Adequate and generally appropriate analysis of student motivation,	Limited, partially relevant, and/or incomplete analysis of student motivation,	Little or no effective, relevant, or appropriate analysis of student



		strengths and weaknesses	strengths and weaknesses	strengths and weaknesses	motivation, strengths and weaknesses
Discuss focus areas of work for English language development	Comprehensive, thorough discussion of needed areas of work	Appropriate, relevant discussion of needed areas of work	Adequate and generally appropriate discussion of needed areas of work	Limited, partially relevant, and/or incomplete discussion of needed areas of work	Little or no effective, relevant, or appropriate discussion of needed areas of work
Determine next steps to support the students achievement in ELD standards and oral language	Comprehensive, thorough next steps proposed	Appropriate, relevant next steps proposed	Adequate and generally appropriate next steps proposed	Limited, partially relevant, and/or incomplete next steps proposed	Little or no effective, relevant, or appropriate next steps proposed

**Total Points Earned:** \_\_\_\_\_

**Deductions for Incomplete Work:**

1. \_\_\_\_\_ Professional work quality (0-5)