TCE 473/573: INSTRUCTIONAL APPROACHES FOR ESOL/BILINGUAL EDUCATION

COURSE CREDIT: 3 credits

INSTRUCTOR:

COURSE DESCRIPTION
Examines characteristics of standards-based content-area instruction for emergent bilinguals. Includes integration of content and language development, classroom-based assessment, and use of technology to support student learning.

COURSE INFORMATION
TCE 473/573 is a course for OSU’s Professional Teacher and Counselor Education unit. This course will be delivered as a hybrid class with weekly face-to-face meetings and additional online assignments via Blackboard. The course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

TCE 472/572 Foundations of ESOL/Bilingual Instruction is a pre-requisite for this course.

RELATIONSHIP TO STATE AND NATIONAL STANDARDS
The Interstate Teacher Assessment and Support Consortium (InTASC) Standards embedded in this course include the following:

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

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

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

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

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

This course also addresses the following Teachers Standards and Practices Commission (TSPC) Oregon administrative rules and Teachers of English to Speakers of Other Languages (TESOL) standards for P-12 ESOL teacher education programs:
TSPC/TESOL Standard - Primary Focus of Course

Domain 3: Planning, Implementing, and Managing Instruction: Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

- **Standard 3.a. Planning for Standards-Based ESL and Content Instruction.** Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL and bilingual students. Candidates serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

- **Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction.** Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL and bilingual students in accessing the core curriculum as they learn language and academic content together.

- **Standard 3.c. Using Resources Effectively in ESL and Content Instruction.** Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Domain 4: Assessment: Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

- **Standard 4.c. Classroom-Based Assessment for ESL.** Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.

Domain 6: Technology: Candidates use information technology to enhance learning and to enhance personal and professional productivity.

- **Standard 6.a. Demonstrate knowledge of current technologies and their application in ESOL.**

- **Standard 6.b. Design, develop, and implement student learning activities that integrate information technology.**

- **Standard 6.c. Use technologies to communicate, network, locate resources, and enhance continuing professional development.**

LEARNING RESOURCES

Required Textbooks:


Additional Materials: selected articles and videos available online/Blackboard site.

COURSE OUTCOMES

This course is cross-listed as TCE 473 and TCE 573. Because course outcomes are based on the same state and national standards, the topics covered are the same. TCE 573 students are expected to go into more depth in completing all assignments. Major assignments (i.e. Technology
Springboards, Unit Plan, Lesson Plan, Classroom Assessment) will be graded differently depending on students’ enrollment in TCE 473 or TCE 573. Details can be found on our Blackboard site.

**TCE 473 Course Outcomes**
1. Identify key elements of sheltered instruction.
2. Write language and content objectives that address learning standards.
3. Identify appropriate strategies, activities, and materials (proficiency level, culture, age) to support the content development of emergent bilinguals, as well as their listening, speaking, reading, and writing skills.
4. Investigate student learning activities that use technology to support language and content objectives.
5. Co-create a standards-based unit plan, and develop one lesson plan from that unit plan, that demonstrates an ability to integrate content and language development.
6. Modify a classroom-based assessment to address content and learning objectives for emergent bilinguals.

**TCE 573 Course Outcomes**
1. Reflect on key elements of sheltered instruction.
2. Write language and content objectives that address learning standards.
3. Select appropriate strategies, activities and materials (proficiency level, culture, age) to support the content development of emergent bilinguals, as well as their listening, speaking, reading, and writing skills.
4. Develop student learning activities that use technology to support language and content objectives.
5. Create a standards-based unit plan, and write one lesson plan from that unit plan, that demonstrates an ability to integrate content and language development.
6. Create a classroom-based assessment to address content and learning objectives for emergent bilinguals.

**COURSE ASSIGNMENTS**

1. **Reading Discussions:** Each week, you will be assigned readings from the textbook. You will also be expected to review related material (selected articles, videos, webpages) that are included on our Blackboard site under that week’s Assignments. In order to demonstrate your understandings and to clarify ideas related to the readings, we will participate in weekly discussions on our Blackboard site.

   **Initial posts are due on Thursdays by 11:59 PM.** You will respond to the week’s prompts and make comments related to the topic and readings for that week.

   **Follow-up comments are due Mondays by 11:59 PM.** You will read all other initial posts and post a *Comment* on either your original post or the original post of at least one of your classmates. Please politely extend others’ thinking with questions, describe how your thinking has changed or been extended, make connections to concepts, link to practical experiences, or reference other scholarly sources.

   All posts—initial and follow-up—need to be substantial, thought-provoking, interesting. Demonstrate that you have thoughtful read the textbook chapters and reviewed the related material. Refer to these in your postings, including textbook page numbers when appropriate. For follow-up posts, refer to what others’ wrote.
2. **Technology Springboards**: On assigned weeks, you will be asked to post a technology-based assignment. We will use these assignments as springboards to exploring the use of technology within the ESOL/bilingual classroom and assessment. The focus will be on student learning activities. We will consider critical thinking, communication, collaboration, creativity, and culture. Complete activities as prompted. *See our Blackboard site for more specific instructions.*

3. **Application of Strategies**: You will need to have one-on-one interactions with English language learners (ELLs), in a learning environment such as at the INTO OSU program or the Corvallis Multicultural Literacy Center. [Please do NOT contact local K-12 schools. All placements or observations in K-12 schools are to be arranged with our licensure office.] You will need to meet a minimum of three times for tutoring or discussing his or her learning. Describe what strategies you tried or the learner tried, how they worked, and a reflection on your future use of the strategies as a teacher. Your write-up will have a minimum of three entries that are about one typed page each. You must submit your journal entries on Blackboard. Each journal entry should have four parts: (1) date and length on interaction; (2) description of the interaction; (3) name of the ESOL strategy and description from Herrell and Jordan (w/page numbers); (4) reflections for your future teaching. *See our Blackboard site for more specific instructions, including a flyer about the INTO OSU Conversant Program.*

4. **Unit Plan**: You will write a unit outline of at least five lessons for a core content area topic. It must be standards-based and address both language and content objectives. The activities and materials used must support the content and language development needs of emergent bilinguals. You will use a unit outline template that is provided on Blackboard and include a unit rationale that explains the clear connection between the language and content objectives. [TCE 473 students may choose to do this assignment collaboratively.] *See our Blackboard site for more specific instructions.*

5. **Lesson Plan**: You will independently write out one lesson plan from your unit plan. Your lesson plan must include at least three ESOL strategies. It must be standards-based and address both language and content objectives. The activities and materials used must support the content and language development needs of emergent bilinguals. You will use a lesson plan template that is provided on Blackboard. You must also include reflections for your future teaching. *See our Blackboard site for more specific instructions.*

6. **Classroom Assessment**: In this assignment, you will compare and contrast traditional assessment from an adopted curriculum with modified and sheltered assessment for the same unit. You will then create your own assessment(s) using sheltered strategies to support your ESOL lesson plan and unit outline. [TCE 473 students may choose to modify existing assessments.] You must use at least four ESOL strategies/modifications. Your write-up needs to include reflections for your future teaching. *See our Blackboard site for more specific instructions.*

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**EVALUATION OF STUDENT PERFORMANCE**

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<thead>
<tr>
<th>Point Value</th>
<th>Assignment</th>
<th>Alignment with Outcomes</th>
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</thead>
<tbody>
<tr>
<td>30 points</td>
<td>Reading Discussions (10 weeks x 3 points each)</td>
<td>1, 2, 3</td>
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<tr>
<td>15 points</td>
<td>Technology Springboards (3 x 5 points each)</td>
<td>1, 3, 4</td>
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<tr>
<td>15 points</td>
<td>Application of Strategies (3 x 5 points each)</td>
<td>1, 3</td>
</tr>
<tr>
<td>10 points</td>
<td>Unit Plan</td>
<td>1, 2, 3, 5</td>
</tr>
<tr>
<td>15 points</td>
<td>Lesson Plan</td>
<td>1, 2, 3, 5</td>
</tr>
<tr>
<td>15 points</td>
<td>Classroom Assessments</td>
<td>1, 2, 3, 6</td>
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</tbody>
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Grading Scale
Grades will be based on following scale:

92-100 = A      90-91 = A-      88-89 = B+      82-87 = B      80-81 = B-
78-79 = C+     72-77 = C       70-71 = C-     60-69 = D      0-59 = F

GUIDELINES FOR COURSE ASSIGNMENTS

Attendance, Promptness, and Participation
Learning from each other during class discussions and group work (both online and in person) is crucial to your learning in the course this term. Thus, it is vital that you be on time and ready to take part in class work. It is equally important that you post on time and actively take part in online discussions.

Late Work Policy: Assignments (for all sections of this course) are expected on the due date or before. If you are unable to meet a specific deadline, please discuss with the instructor prior to the due date. Late work will be marked down unless this has been negotiated with the instructor.

Expectations for Student Conduct
The Student Conduct and Community Standards office’s website is http://oregonstate.edu/studentconduct/home/. They can also be reached at 541-737-3656.

Students are expected to conduct themselves (including online) in compliance with the university’s community standards of civility, accountability, diversity, respect, and truth. Students are expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) are unacceptable and can result in sanctions as defined by Oregon Administrative Rules Division 015 Student Conduct Regulations (http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_576/576_015.html).

Academic Integrity: Students are expected to comply with all regulations pertaining to academic dishonesty, defined as: an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student’s own efforts or the efforts of another. For further information, visit the OSU Libraries’ webpages about Academic Integrity at http://ica.library.oregonstate.edu/subject-guide/1771-Academic-Integrity-for-Students?tab=519586 or contact the Student Conduct and Community Standards office (linked above).

Accommodations for Students with Disabilities
Accommodations are collaborative efforts between students, faculty and Disability Access Services-DAS (http://ds.oregonstate.edu/home/). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact their office at 541-737-4098.

Technology and Other Academic Assistance
If you are having trouble accessing our Blackboard site, contact OSU Computer Helpdesk at 541-737-3474. Links to webpages for important student services and policies are at http://oregonstate.edu/instruct/dce/importantlinks.html. You may also want to visit the Dean of Student Life website at http://oregonstate.edu/deanofstudents/. Please let your instructor know if you need additional assistance or technology issues are affecting your performance in this course.