Course Name: Changes in ESOL Education
Course Number: ED 560
Term Offered: 
Course Credits: 3 quarter hours
Instructor Name: 
Instructor Email: 

Course Description
Explores recent developments in education for K-12 emergent bilingual students, examining changes in theory, policy, and instruction. Practice-based projects draw on new language acquisition theories to address both language and content-knowledge development. Coursework intended for K-12 teachers who earned an ESOL endorsement five years or more prior, as well as those with equivalent background knowledge.

Course Prerequisites
- K-12 teaching license with ESOL endorsement or equivalent background knowledge

Course Credits
This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources
- Additional resources available through our Canvas site.
Student Learning Outcomes

<table>
<thead>
<tr>
<th>ED 560 Learning Outcomes</th>
<th>Course Assignments</th>
<th>Licensure Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze current state and federal policies impacting English learners in K-12 schools.</td>
<td>A1, A2</td>
<td>9.4, 9.5, 10.1, 10.2</td>
</tr>
<tr>
<td>2. Apply current language acquisition theories to evaluate curriculum for ELs.</td>
<td>A1, A3</td>
<td>3.1, 9.5</td>
</tr>
<tr>
<td>3. Compare current instructional program models for ELs, with a focus on new approaches.</td>
<td>A1, A4</td>
<td>9.5</td>
</tr>
<tr>
<td>4. Develop student learning activities and associated assessments that demonstrate an ability to integrate content and language development.</td>
<td>A1, A5</td>
<td>1.1, 2.1, 3.1, 4.1, 4.4, 5.1, 5.2, 6.1, 7.1, 8.1, 8.3</td>
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<tr>
<td>5. Synthesize perspectives on family and community engagement, developing plans for using these perspectives to inform student learning activities.</td>
<td>A1, A5</td>
<td>2.2, 3.1, 7.1, 9.4, 9.5</td>
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Evaluation of Student Performance

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>24 points</td>
<td>A1. Weekly Online Discussions/Activities (8 x 3 pts each)</td>
</tr>
<tr>
<td>20 points</td>
<td>A2. Professional Seminar Plan</td>
</tr>
<tr>
<td>15 points</td>
<td>A3. Curriculum Analysis</td>
</tr>
<tr>
<td>15 points</td>
<td>A4. ESOL/DL Program Models Analysis</td>
</tr>
<tr>
<td>26 points</td>
<td>A5. Integrated Lesson Plan</td>
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Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
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</table>

Course Content

Below are brief descriptions of each assignment. See our Canvas site for more specific instructions to complete the assignments.

**Weekly Online Discussions/Activities:** Each week, you will be assigned readings from the textbook. You will also be expected to review related material (selected articles, videos, sites) on Canvas. In order to demonstrate your understandings and to clarify ideas related to the readings, you will participate in weekly discussions and/or activities.
Professional Seminar Plan: Drawing on our readings and discussions about changes in policies impacting ELs, you will create a plan for a professional seminar about these changes. You will create an agenda for the seminar, listing objectives and the policies you will address. Then you will provide a detailed description of approximately five pages with specific information about the activities you will use to engage participants in learning (e.g., jigsaw activities with particular readings, videos to watch with specific discussion questions).

Curriculum Analysis: Drawing on our readings and discussions about current language acquisition theories, you will analyze a set of curricular materials for English learners and/or emergent bilinguals. You may select a mini-unit or series of lessons you have taught in the past or is part of the curriculum in your district. Or you may select a set of curricular materials provided by your instructor. You will analyze the ways in which current language acquisition theories are evident or not evident in the curricular materials, using a set of guided questions provided.

ESOL/DL Program Models Analysis: Drawing on our readings and discussions about current ESOL and dual language (DL) program models, you will describe and categorize the program models either in the school where you currently work or another school that you know well. As part of this analysis, you will describe the English learner population in the school as well as specific resource constraints that may influence the types of program models currently implemented. Finally, you will provide research-based recommendations about potential steps to improve the ESOL/DL program models.

Integrated Lesson Plan: Drawing on our readings and discussions about effective curriculum and instruction for English learners, you will design a lesson plan using a provided template. This lesson plan must integrate language and content learning. You must describe the formative assessment that you will use to inform your instruction. You also need to describe potential family/community engagement components that could enhance the lesson.

Course Schedule
Below is a basic outline of our course schedule for this 8-week summer session. See Canvas site for more details.

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ELP &amp; Content Standards</td>
<td>Weekly Discussion/Activity: Heritage ch. 1 and selected articles/videos</td>
</tr>
<tr>
<td>2</td>
<td>Pedagogical Shifts</td>
<td>Weekly Discussion/Activity: Heritage ch. 2 and selected articles/videos</td>
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<tr>
<td></td>
<td></td>
<td><strong>Curriculum Analysis</strong></td>
</tr>
<tr>
<td>3</td>
<td>Language Acquisition Theory &amp; Program Models</td>
<td>Weekly Discussion/Activity: Heritage ch. 3 and selected articles/videos</td>
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<tr>
<td></td>
<td></td>
<td><strong>Program Analysis</strong></td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Activity Description</td>
</tr>
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<td>------</td>
<td>--------------------------------------------</td>
<td>------------------------------------------------------------</td>
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<tr>
<td>4</td>
<td>Instructional Planning</td>
<td>Weekly Discussion/Activity: Heritage ch. 4 and selected articles/videos</td>
</tr>
<tr>
<td>5</td>
<td>Assessment</td>
<td>Weekly Discussion/Activity: Heritage ch. 5 and selected articles/videos</td>
</tr>
<tr>
<td>6</td>
<td>Education Policy</td>
<td>Integrated Lesson Plan</td>
</tr>
<tr>
<td>7</td>
<td>Family &amp; Community Engagement</td>
<td>Weekly Discussion/Activity: Heritage ch. 6 and selected articles/videos</td>
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<tr>
<td>8/Finals</td>
<td>Advocacy</td>
<td>Professional Seminar Plan</td>
</tr>
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### Course Policies

**Discussion Participation**
Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our online discussions on at least two different days each week, with your initial post due no later than Wednesday at 11:59 PM, and two follow-up responses are due by Friday at 11:59 PM of each week.

**Late Work Policy**
Assignments 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.

**Incompletes**
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

**Statement Regarding Students with Disabilities**
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at [http://ds.oregonstate.edu](http://ds.oregonstate.edu). DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

**Accessibility of Course Materials**
All materials used in this course are accessible. If you require accommodations please contact [Disability Access Services (DAS)](http://ds.oregonstate.edu). Additionally, Canvas, the
Learning management system provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

**Expectations for Student Conduct**
Student conduct is governed by Oregon State University Code of Student Conduct:

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's civility and inclusivity campaign. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

**Academic Integrity**
Students are expected to comply with all regulations pertaining to academic honesty. According to OAR 576-015-0020 (2), “Academic or Scholarly Dishonesty is 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 [Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

**OSU Student Evaluation of Teaching**
The online Student Evaluation of Teaching system opens to students the Monday of dead week and closes the Monday following the end of finals. Students will receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to “sign” their comments agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

**College of Education, Licensure Unit Requirements**

**Link to Conceptual Framework**
The Professional Teacher and Counselor Education (PTCE) unit Conceptual Framework is based on four foundational or core values that are listed below. To find out more about how the knowledge base relates to accreditation guidelines, review the Conceptual Framework at the website:
[http://education.oregonstate.edu/conceptual-framework](http://education.oregonstate.edu/conceptual-framework)
1. Ethics and Professionalism
2. Reflective Practitioner
3. Lifelong Learners
4. Diversity and Equity

With respect to national standards, this course includes application of Interstate Teacher Assessment and Support Consortium (InTASC) Standards and our licensure performance indicators:

- **Standard 1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
  
  - **Licensure Performance Indicator 1.1.** The candidate designs, modifies, and implements developmentally appropriate and challenging learning experiences that support learners’ cognitive, linguistic, social, emotional, and physical development.

- **Standard 2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
  
  - **Licensure Performance Indicator 2.1.** The candidate designs, modifies, and implements instruction to address each student’s diverse learning strengths, needs, and language development.
  - **Licensure Performance Indicator 2.2.** The candidate incorporates multiple perspectives into learning experiences including learners’ personal, family, cultural, and community experiences.

- **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.
  
  - **Licensure Performance Indicator 3.1.** The candidate collaborates with learners and colleagues to create a positive learning environment that fosters respect for all members of the school community taking into account different experiences and perspectives, and family and cultural backgrounds.

- **Standard 4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Licensure Performance Indicator 4.1. The candidate uses multiple representations and explanations of concepts and practices to guide learners through learning progressions and promote each learner’s achievement of content standards.

Licensure Performance Indicator 4.4. The candidate creates opportunities for students to learn, practice, and master academic language in the discipline.

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.

Licensure Performance Indicator 5.1. The candidate engages learners in critical thinking, creativity, and collaborative problem solving using perspectives from varied disciplines.

Licensure Performance Indicator 5.2. The candidate engages learners in applying content knowledge and practices of the discipline to real-world problems.

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.

Licensure Performance Indicator 6.1. The candidate uses formative assessment to monitor student learning, engage learners in assessing their progress, and modify instruction in response to learners’ needs.

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.

Licensure Performance Indicator 7.1. The candidate selects and creates relevant learning experiences that are aligned to curricular goals and content standards.

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.

Licensure Performance Indicator 8.1. The candidate uses appropriate strategies and resources to modify instruction to meet the needs of individual learners and to develop deep understanding of content.

Licensure Performance Indicator 8.3. The candidate uses a variety of instructional strategies to support learners’ reading, writing, speaking,
listening, and language skills.

- **Standard 9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

  o **Licensure Performance Indicator 9.4.** The candidate demonstrates professional and ethical behavior in all interactions with students, families, other professionals, and the community.
  o **Licensure Performance Indicator 9.5.** The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

- **Standard 10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

  o **Licensure Performance Indicator 10.1.** The candidate collaborates with other school professionals to plan and facilitate student learning.
  o **Licensure Performance Indicator 10.2.** The candidate engages in school-wide efforts to build a shared vision and supportive culture and enhance knowledge of practice.

With respect to Teachers Standards and Practices Commission (TSPC) Oregon Administrative Rule 584-420-0360, this course includes application of **Teachers of English to Speakers of Other Languages (TESOL) Standards for P-12 ESOL Teacher Education Programs:**

**Domain 1: Language.** Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Speakers of Other Languages (ESOL) and bilingual students’ language and literacy development and content area achievement.

- **Standard 1.b.** Language Acquisition and Development: Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a primary and a new language in and out of classroom settings.

**Domain 2: Culture.** Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support
ESOL and bilingual students’ cultural identities, language and literacy development, and content area achievement.

- **Standard 2.a.** Nature and Role of Culture: Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students’ learning.
- **Standard 2.b.** Cultural Groups and Identity: Candidates know, understand, and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.

**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 & 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.a.** Issues of Assessment for ESL: Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL and bilingual student learning.
• **Standard 4.b.** Language Proficiency Assessment: Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL and bilingual 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 5: Professionalism.** Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL and bilingual students and their families and work collaboratively to improve the learning environment.

• **Standard 5.a.** ESL Research and History: Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

• **Standard 5.b.** Partnerships and Advocacy: Candidates serve as professional resources, advocate for ESOL and bilingual students, and build partnerships with students’ families.

• **Standard 5.c.** Professional Development and Collaboration: Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL and bilingual students.

**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.

With respect to TSPC Oregon Administrative Rule 584-420-0630, this course includes application of **Dual Language Specialization Standards:**

**Domain 1: Language:** The dual language teacher knows, understands, and applies theories of first and second language acquisition to their practice and communicates in two languages at a high proficiency level.

• **Standard 1.b.** The dual language teacher understands societal perceptions of languages and its impact on cultural and academic identity.

• **Standard 1.c.** The dual language teacher knows first (L1) and second
language (L2) acquisition and development theory and the interrelatedness and interdependence between L1 and L2 that results in a high level of multilingualism and multiliteracy.

- **Standard 1.d.** The dual language teacher understands how the student’s first language proficiency (listening, speaking, reading and writing) transfers to an additional language.

**Domain 2: Culture:** The dual language teacher knows, understands, and uses major concepts, principles, theories, and research related to the role of culture, cultural groups, and identity to construct a supportive learning environment for all dual language students.

- **Standard 2.a.** The dual language teacher knows the benefits of multilingualism and multiculturalism in a global society.
- **Standard 2.b.** The dual language teacher understands that systematic, institutional, and individual socio-cultural and historic forces affect cross-cultural interaction.
- **Standard 2.c.** The dual language teacher understands the impact of social injustice on the lives of students and families.
- **Standard 2.d.** The dual language teacher knows the importance of the socio-cultural and historical context of diverse students, families, schools and communities.
- **Standard 2.e.** The dual language teacher understands the importance of student cultural and academic identity development and how development will vary depending on the individual student’s background and experiences.

**Domain 3: Planning, Implementing, and Managing Instruction:** The dual language teacher knows, understands, and uses evidence-based practices and strategies related to planning, implementing, and managing instruction in dual language classrooms.

- **Standard 3.a.** The dual language teacher understands the characteristics, goals, benefits, and limitations of various types of multilingual education models and programs; understands research related to the effectiveness of various multilingual (bilingual) education models; and understands features that distinguish additive versus subtractive multilingual education programs.
- **Standard 3.b.** The dual language teacher knows how to identify potential linguistic and cultural biases of pedagogies, curricula, and assessments when determining classroom practices.
- **Standard 3.d.** The dual language teacher knows how content knowledge and literacy develops in two languages and how it influences instructional planning.

**Domain 4: Assessment:** The dual language teacher should understand the complexity of assessment to inform instruction for students’ learning in multiple languages. Dual language teachers know how to assess language
skills, literacy and content in both languages of instruction.

- **Standard 4.a.** The dual language teacher knows how to assess learners’ prior knowledge to facilitate their acquisition of language and literacy in the second language.
- **Standard 4.b.** The dual language teacher understands the necessity to use multiple measures to assess language, literacy and content in L1 and L2.
- **Standard 4.c.** The dual language teacher understands the role of formative assessments in literacy and the content areas in both L1 and L2, and how to use results to design and differentiate instruction.
- **Standard 4.d.** The dual language teacher knows the potential linguistic and cultural biases of assessment instruments.

**Domain 5: Professionalism:** The dual language teacher knows and understands current and emerging trends in educational research. The dual language teacher acts as a resource and advocate for multilingualism and collaborates with students, their families, the school community and educational professionals in order to meet the needs of multilingual students.

- **Standard 5.a.** The dual language teacher knows and understands that advocacy requires knowledge of one’s own cultural background and self-reflection.
- **Standard 5.b.** The dual language teacher knows how to access the most relevant dual language resources for the benefit of students and families.
- **Standard 5.c.** The dual language teacher understands the importance of leadership within the school, district, and community.
- **Standard 5.d.** The dual language teacher recognizes their role as an advocate in elevating the benefits and status of multilingualism.
- **Standard 5.e.** The dual language teacher understands the history and policies of multilingual education and the dual language field.

**Domain 6: Community and Family Engagement:** The dual language teacher knows, understands, and uses principles, theories, research and applications related to the role of family and community engagement to construct a supportive and inclusive learning environment for all students.

- **Standard 6.a.** The dual language teacher understands the value of engaging students, families, and community members in contributing to an inclusive learning environment.
- **Standard 6.b.** The dual language teacher knows that students, families, and communities bring multiple funds of knowledge and assets
- **Standard 6.c.** The dual language teacher understands that families bring cultural and linguistic variations and the importance of the teachers’ role in being culturally and linguistically responsive.
- **Standard 6.d.** The dual language teacher understands their role and responsibility to create alliances for the empowerment of families and communities.