

**Course Description****TSL4310 | ESOL in ECE II | 3.00 credits**

This second TESOL course addresses the application of theories, principles, and current research on curriculum, methods, and assessment in early childhood, as well as how these are designed for children who use non-standard dialects of English and/or are learning English as an additional language. The student will learn modifications appropriate for content area teaching and learning. Fifteen hours of clinical experience are required. (3 hr. lecture) Prerequisite: EDF3115, EEX3226, TSL3080, EEC3301.

**Course Competencies:**

**Competency 1:** The student will apply knowledge of instructional delivery and facilitation through a comprehensive understanding of the subject matter by:

1. Aligning instruction with state-adopted standards at the appropriate level of rigor
2. Sequencing lessons and concepts to ensure coherence and required prior knowledge
3. Designing instruction for students to achieve mastery
4. Selecting appropriate formative assessments to monitor learning
5. Using diagnostic student data to plan lessons
6. Developing learning experiences that require students to demonstrate various applicable skills and competencies

**Competency 2:** The student will develop a plan to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative by:

1. Organizing, allocating, and managing the resources of time, space, and attention
2. Conveying high expectations to all students
3. Respecting students' cultural, linguistic, and family backgrounds
4. Integrating current information and communication technologies
5. Adapting the learning environment to accommodate the differing needs and diversity of students

**Competency 3:** The student will interpret assessment records and design individual learning plans by:

1. Analyzing and applying data from multiple assessments and measures to diagnose students' learning needs, inform instruction based on those needs, and drive the learning process
2. Designing and aligning formative and summative assessments that match learning objectives and lead to mastery
3. Using various assessment tools to monitor student progress, achievement, and learning gains

**Competency 4:** The student will demonstrate improvement, responsibility, and ethics by:

1. Implementing knowledge and skills learned in professional development in teaching and learning

**Competency 5:** The student will demonstrate knowledge of history, public policy, research, and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs by:

1. Demonstrating knowledge of L2 teaching methods in their historical context
2. Demonstrating awareness of current research relevant to best practices in second language and literacy instruction
3. Demonstrating knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction

**Competency 6:** The student will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content by:

1. Organizing learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels



2. Developing ELLs' L2 listening skills for various academic and social purposes
3. Developing ELLs' L2 speaking skills for various academic and social purposes
4. Providing standards-based instruction that builds upon ELLs' oral English to support learning to read and write in English
5. Providing standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency
6. Providing standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels
7. Developing ELLs' writing through various activities, from sentence formation to expository writing.
8. Collaborating with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology)
9. Using appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels
10. Incorporating activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content area material
11. Providing instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels

**Competency 7:** The student will select, adapt, and use a wide range of standards-based materials, resources, and technologies by:

1. Using culturally responsive/sensitive, age-appropriate, and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels
2. Using a variety of materials and other resources including L1 resources, for ELLs to develop language and content area skills
3. Using technological resources to enhance language and content area instruction for ELLs of diverse backgrounds and varying English proficiency levels

**Competency 8:** The student will know and apply concepts, research, best practices, and evidence-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum by:

1. Planning for integrated standards-based ESOL and language-sensitive content instruction
2. Creating supportive, accepting, student-centered classroom environments
3. Planning differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences
4. Planning learning tasks for the particular needs of students with limited formal schooling (LFS).
5. Planning for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to meet English language and literacy learning objectives successfully

**Competency 9:** The student will know, select, and adapt to a wide range of standards-based materials, resources, and technologies by:

1. Selecting and adapting culturally responsive/sensitive, age-appropriate, and linguistically accessible materials
2. Selecting and adapting a variety of materials and other resources, including L1 resources, appropriate to ELLs' developing English language and literacy
3. Selecting technological resources to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels

**Competency 10:** The student will apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels by:

1. Demonstrating an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels



2. Identifying a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels
3. Demonstrating an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels
4. Demonstrating understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels
5. Distinguishing among ELLs' language differences, giftedness, and special education needs

**Competency 11:** The student will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines and to inform their instruction. They will recognize their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels by:

1. Implementing district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree
2. Identifying and using a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels
3. Using multiple sources of information to assess ELLs' language and literacy skills and communicative competence

**Competency 12:** The student will identify, develop, and use a variety of standards and performance-based, formative, and summative assessment tools and techniques to inform instruction and assess student learning. They will recognize their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. They will articulate the appropriateness of ELL assessments to stakeholders by:

1. Using performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development
2. Using criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels
3. Using various tools and techniques to assess content-area learning for ELLs at varying levels of English language and literacy development
4. Preparing ELLs to use self and peer assessment techniques when appropriate
5. Assisting ELLs in developing necessary test-taking skills
6. Assessing ELLs' language and literacy development in classroom settings using a variety of authentic assessments

**Competency 13:** The student will recognize how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students using a systematic problem-solving process by:

1. Applying measurement concepts and characteristics of reading assessments
2. Recognizing the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) and emphasizing matching reader to text
3. Recognizing the purpose of various formal assessments, including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports
4. Identifying the meaning of test reliability, validity, and standard error of measurement, and describing major types of derived scores from standardized tests
5. Demonstrating knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis, and outcome measures)
6. Analyzing data to identify trends that indicate adequate progress in student reading development
7. Recognizing how to use data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices and appropriate curriculum materials)
8. Identifying appropriate criteria for selecting materials to include in portfolios for monitoring student



- progress over time
- 9. Identifying interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners
- 10. Identifying appropriate assessments and accommodations for monitoring the reading progress of all students
- 11. Identifying and implementing appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in reading

**Competency 14:** The student will have a broad knowledge of students from differing profiles, including students with disabilities and those from diverse populations by:

- 1. Applying knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students
- 2. Identifying the stages of English language acquisition for English language learners and differentiating reading instruction for students at different levels of English language proficiency
- 3. Applying current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education
- 4. Identifying factors impeding student reading development in each of the reading components or the integration of these components
- 5. Recognizing how characteristics of both language and cognitive development impact reading proficiency
- 6. Recognizing the characteristics of proficient readers to more effectively differentiate instruction
- 7. Comparing language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities
- 8. Selecting and using developmentally appropriate materials that address sociocultural and linguistic differences
- 9. Planning for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups
- 10. Differentiating reading instruction for English language learners with various levels of first language literacy
- 11. Scaffolding instruction for students having difficulty in each of the components of reading
- 12. Implementing a classroom-level plan for monitoring student reading progress and differentiating instruction
- 13. Monitoring student progress and using data to differentiate instruction for all students
- 14. Implementing research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students
- 15. Implementing research based instructional practices for developing students' higher-order thinking
- 16. Implementing research based instructional practices for developing students' ability to read critically
- 17. Implementing research based instructional practices using writing to develop students' comprehension of text
- 18. Implementing appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities
- 19. Modifying assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction