



### **Course Description**

#### **TSL4311 | ESOL II: Teaching and Assessing ESOL Students | 3.00 credits**

The student will learn to apply TESOL instructional methods and strategies, as well as analyze, plan, design, and evaluate curriculum and materials. The student will select, develop and adapt assessment instruments, and examine standardized ESOL measurement tools. Fifteen hours of clinical experience are required.

### **Course Competencies:**

**Competency 1:** 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 2:** 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, as well as 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. Providing standards-based instruction that builds upon ELLs' oral English to support learning to read and write in English
4. Providing standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency
5. Providing standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels
6. Developing ELLs' writing through various activities, from sentence formation to expository writing
7. Collaborating with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology)
8. Using appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels
9. 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
10. Providing instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels
11. Incorporating activities, tasks, and assignments that promote positive social-emotional learning (SEL) for the ELL
12. Incorporating activities, tasks, and assignments that address educational neuroscience for the ELL

**Competency 3:** The student will be familiar with and able to 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 4:** The student will know, understand, and apply concepts, research, best practices, and evidence-

based strategies to plan classroom instruction in a supportive learning environment for ELLs, as well as 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 fostering SEL to ensure ELL's language learning and academic success
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 5:** The student will know, select, and adapt 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 various materials and other resources, including L1 resources, that are appropriate for ELLs' development of English language and literacy
3. Selecting technological resources to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency

**Competency 6:** The student will understand and 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 various 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 7:** 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., as well as understand 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 8:** 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, and understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels by:

1. Analyzing data to identify trends that indicate adequate progress in student reading development.
2. Distinguishing 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)
3. Identifying appropriate criteria for selecting materials to include in portfolios for monitoring student

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

**Competency 9:** The student will have a broad knowledge of students from differing profiles to understand and apply research-based instructional practices by differentiating process, product, and context by:

1. Applying knowledge of socio-cultural, socio-political, and psychological variables to differentiate reading instruction for all students
2. Recognizing 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 reading component 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 differentiate instruction more effectively
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 use 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
16. practices for developing students' higher-order thinking
17. Implementing research-based instructional practices for developing students' ability to read critically
18. Implementing research-based instructional practices using writing to develop students' text comprehension
19. Implementing appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities
20. Modifying assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect
21. appropriate levels of access to general education instruction

**Competency 10:** The student will demonstrate research-based instruction by:

1. Identifying gaps in students' subject matter knowledge
2. Analyzing and applying data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process
3. Designing and aligning formative and summative assessments that match learning objectives and lead to mastery
4. Using a variety of assessment tools to monitor student progress, achievement, and learning gains
5. Modifying assessments and testing conditions to accommodate learning styles and varying levels of knowledge
6. Sharing the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)

7. Applying technology to organize and integrate assessment information

**Learning Outcomes:**

- Communicate effectively using listening, speaking, reading, and writing skills
- Formulate strategies to locate, evaluate, and apply information