College of Education
TSL 4080.599; TSL 4080.592
Video-Conference, Web Enhanced Course 3 credit hours

*Foundations of Teaching ESOL in Mainstream Classrooms*

6-8:50 pm Wednesday

Instructor: Linda Agresta     Telephone: (941) 737-0207
Email: agresta@sar.usf.edu     Office hours: by appointment

Blended format: Students are required to attend 8 face-to-face classes beginning August 27th, from 6-8:50 PM, room TBA-Sarasota/TBA-North Port.

Course meeting dates are: 8/27, 9/10, 9/24, 10/8, 10/22, 11/5, 11/19, and 12/3.

**COURSE DESCRIPTION:**
Candidates apply knowledge of theories, policies, and methods of ESOL teaching to content area instruction in English immersion programs. Candidates complete 15 hours of field experience tutoring English learners.

**COURSE TOPICS:**
- Language and culture profiles of English Learners and their families
- Dynamic changes in development of second language competencies
- Education policies for ELLs in Florida: identification, assessment, services
- Differentiated instruction for ELLs, bilinguals, and bi-dialectal students in content classes
- Principles for using home language materials
- Methods of arts integration in content instruction to support
- Multi-modal technology to support instruction of ELLs

**COURSE OBJECTIVES:**
1. Describe English Language Learners and their families from all relevant perspectives: social, cultural, linguistic, demographic, and academic
2. Demonstrate awareness of one’s own culture and reflect on the possible influences of culture on the academic achievement and adjustment of English Language Learners at school, at home, and in the community.
3. Practice cross-cultural communication through interviews and reflect on experiences with

1
differing cultural values.

4. Describe the linguistic characteristics of second language learners through stages of increasing proficiency. Compare patterns of first and second language acquisition and identify appropriate practices to support each English language learner as a bilingual child.

5. Demonstrate familiarity with the wide range of methods of instruction which are appropriate for English Language Learners at all stages of language proficiency.

6. Plan lessons which identify ESL objectives within content instruction and develop instructional strategies that integrate language and curricular content learning.

7. Demonstrate knowledge of the testing practices which are used to identify English Language Learners and to determine their exit criteria. Demonstrate knowledge of the requirements and accommodations for ESOL students in FCAT testing. Demonstrate use of authentic content assessments for English Language Learners in classroom curriculum plans.

COURSE STUDENT LEARNING OUTCOMES
Candidates will present themselves as knowledgeable advocates for students learning English in schools as well as their families. This knowledge base is developed through field experience, reading, and task-based learning experiences. This knowledge base includes cross-cultural awareness and communication skills; stages of second language acquisition; methods of instruction of English learners; content-based sheltered curriculum; and assessment issues in the identification, placement, and instruction of English learners in schools.

TEXT AND MATERIALS:

Required Texts:

Required Downloads: (NOTE: Your Student Government Association supports printing costs at the Information Commons on the 2nd floor.)
1. http://escort.org/primary-helpkit (147pp.)
   http://escort.org/young-adult-helpkit. (English Ed.)
   ☐ Application of the Standards for English Language Learners (3-page document)
   ☐ Application to Students with Disabilities (2-page document)
5. **CANVAS USE:**
The class syllabus and course outline are posted in Canvas, an online course management system. In this class Canvas will be used to interact and collaborate with the instructor, with other students and with the course content. When you enter the course home page you will find links that will help you get familiar with Canvas and with the course. More Information on how to use Canvas is also available at: [http://usfsm.edu/information-commons/student-resources/](http://usfsm.edu/information-commons/student-resources/)

6. **TASK STREAM:**
TaskStream is a web-based electronic portfolio **required** of students in the College of Education (COE) programs. It provides a way to submit documents, called Critical Tasks to instructors for feedback and assessment. The COE uses these assessments to evaluate candidate progress toward meeting standards set by the Florida Department of Education, the faculty and professional organizations. Further, the COE analyzes data from the assessments and uses the data for program planning in order to ensure continuous improvement. Assignments designated as Critical Tasks **must be uploaded to your electronic portfolio on TaskStream** and be rated with a **mean score of 3 or higher** in order to pass the course. Remember, failure to upload the Critical Task may result in a failing grade.

The **two critical tasks** in this course are “Case Study based on Field Experience” and final exam on policies and methods of Instruction. Essential Assignments are required course assignments that have been aligned with requirements needed for accreditation. The Essential Assignment for this course is the mid-term exam. See Appendix for more information.

**Critical Tasks**
1. **Foundations & Methods of Instruction, Demonstrations** (30% of final grade)
2. **Case study (with field reports)** based on field experience (40% of final grade)

Candidates must complete a minimum of **10 hours** (minimum of five visits, no more than two contact hours per visit) of field experience tutoring one or more English language learners. You must contact a school or program to arrange your volunteer experience by the end of the 4th week of the course. A letter of introduction, suggested contact information, and ideas for how to get to know your case study students will be available on Canvas. A wide range of possibilities are suitable for this project (adults, very young children, settings outside of schools, etc.).

   Field Reports: After each visit with your students, you are to post to Discussion Board a thoughtful summary of your experience with your student as well as details of specific interactions/events (6 postings: five visits and one concluding reflection). Please note: **you must protect the confidentiality of your student and all school personnel in your field notes.** Use pseudonyms or initials which cannot be identified with a particular person or school. You will use these same pseudonyms or initials when writing your case study. Your field notes will provide the material from which you will write your final case study project.
What are you required to write for your case study assignment?

The case study is the culminating assignment for the course. Your **time log** is scanned and submitted with your case study. The project is typically a ten-page document (double-spaced, one-inch margins—see guide for formal written assignments) developed in three sections. The case study is based on your field notes, course readings, and outside research.

Your primary goal is to know the student as well as possible—as a person/child, as a student, as a member of a family and community. You will want to bring ideas and materials to each session that will help you meet your goal (crayons & paper, interesting pictures, puzzles, etc.). Ways to get to know your students include:

- Informal conversations about interesting things (the scariest thing you’ve ever done; the best thing you ever ate; the biggest dream you can imagine...)
- Recreational activities—drawing, playing games, making crafts
- Fun reading and writing task—graphic novels & comics, cartooning, match games with cards (concentration), “mad libs,” etc.
- Visit the USFSM Curriculum Lab to check out materials

**Part One:** Describe the inner world of your case study student: the student herself, interactions with family, interactions with classmates, and interactions with the teacher and school. Does your student resemble any of the children discussed in Igoa’s book? Include as much information as you were able to gather on the student’s academic achievement in all subject areas (e.g. perceived as behind? on grade-level? advanced and/or gifted?) Include a **summary** of your assessment of the student’s oral language proficiency (SOLOM) in academic and social conversations. (Do not cut and paste your entire SOLOM report.)

**Part Two:** Analyze two or more learning experiences of your case study student in detail, analyzing the students’ learning strategies, strengths and needs in tasks of this type. (Use your field notes to guide you.) Explain how these examples have helped you understand your English learner’s needs and the best ways to support ELLs. Make connections between your analyses and course readings.

**Part Three:** Design a support plan for your case study student, outlining the kinds of materials and activities that meet the student’s needs. Assume that you have received a grant of $250 to support your student’s support plan. Carefully describe the role of the teacher within your plan along with any other support persons. Carefully consider strategies for parent/family/community involvement. Describe what each participant will do in the plan, how your selected materials will be used, and why these activities are a good match for your student. Make connections between your recommendations and course readings or outside sources. Include a detailed budget plan for spending your $250: item, cost, and where to purchase.

Include a page listing all references cited in your case study. To cite your own field
notes within your text, in parentheses, list your last name and the date of the notes cited. In your reference page, your entry may look like:

Student, S. (2010, Spring Semester) Field Notes posted to Discussion Board, ESOL I Course, USFSM.

<table>
<thead>
<tr>
<th>Scoring Guide</th>
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<tbody>
<tr>
<td>Hourly Time Log is 10 pts; (no grade is assigned to the entire project if this document is missing.)</td>
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</table>

Each section of the Case Study is worth 30 points
- Each section of the study has its own heading
- Each section addresses all of the required topics & themes
- Each section makes use of details learned from field work
- Each section includes reference to course readings or outside resources
- Follows all APA style guidelines, including a list of references at the end of the document

Essential Assignment

Language and Culture Essay (20% of final grade)

ESOL I students must demonstrate the ability to reflect on their own deep seated assumptions and beliefs, to anticipate ways to understand vastly different (and sometimes objectionable) cultural views, and to identify the importance of language use in shaping cultural norms. (See Course Goals and Objectives #2, #3, and #4.) You will demonstrate these abilities through the preparation of a Language and Culture Essay that is developed in three sections: I. Self-Analysis of Language and Culture;

II. Other-Analysis of Language and Culture; III. Reflections on Preparing to Teach Diverse Learners. Be sure to follow the Guidelines for All Written Assignments.

**Essay Section One: Self-Analysis of Language and Culture**

“Culturally Responsive Pedagogy” means providing learning opportunities for students that support their cultural and linguistic practices for use of knowledge, interaction, and self-esteem. In order to do this, teachers must understand the linguistic and cultural practices they grew up and their subconscious expectations of others.

Deep culture is made up of the values and beliefs beneath the surface activities of everyday social customs. For instance, every culture values family. But values take on different expressions in different cultures. For instance, in some farmworker families, the importance of family means keeping children home from school to spend time with the family on rainy days when fieldwork is suspended. In some families, importance of family means fulfilling one’s obligations by attending school no matter what other events may be happening. Similarly, some families express the importance of family by expecting adult children to work in close
proximity to the extended family. In other families, the importance of family is expressed by the expectation of economic success--adult children may be expected to live far from extended family to take advantage of education and employment opportunities. These examples illustrate how groups with the same value (i.e. importance of family) express those values in very different ways. It is hard to see that there are many ways to express the same value when we grow up with a subconsciously strict view of what is right.

Think back through your family life to uncover the beliefs that you grew up with—beliefs that are likely to be re-interpreted or re-evaluated in a multi-cultural perspective. Here are some questions to help you think about the language and culture themes in your life:

- Did you know bilingual people when you were growing up? What was your family’s general attitude toward immigration and people of different nationalities? Did you enjoy the ease of having only one language used throughout your home and school experience? How far back does your family history go to find speakers of languages other than English?
- How was illness or weakness addressed in your family life? Did your parents characterize other people (your friends, other family members, neighbors, celebrities, etc.) in negative terms? Looking back, what do you think motivated those feelings?
- What kind of conversations took place in your home? Were there topics or specific words that were never to be discussed or used (i.e. taboo topics and taboo language)? Who made the rules about how your family conversations were conducted? How did you participate in “talk” in your family? (Everyone takes turns? Loudest one wins? Children should be seen and not heard?)

Format this section of your essay in a traditional, paragraphed form in APA style. 500 words is sufficient, but feel free to write more. Follow the writing guide in the course documents folder.

**Essay Section Two: Other-Analysis of Language and Culture**

This section of your essay will be based on an interview you are to conduct with an adult or a mature student who grew up in another country and learned English as a second language. Interpret this loosely—your goal is to talk with someone who can give you information about a culture different from your own and a mature perspective on learning a new language.

One of the important things about this part of the assignment is to notice whether or not you have friends and acquaintances from other cultures and language backgrounds. Most people socialize with people very similar to themselves. As a teacher, you will need to build relationships with people outside your typical social group, so use this opportunity to discover or deepen a relationship with someone whose background is different than your own.

Ask your interviewee if s/he would like you to use his or her name in your report or if s/he would rather remain anonymous. If the latter is the case, use a pseudonym in your report. Plan your interview ahead of time. Asking questions about culture may be touchy. Think about what you learned about yourself from your self-analysis of language and culture. From there, you can ask your interviewee to reflect on how his or her experiences and beliefs were shaped. Perhaps you
will want to use the same prompts given in Section One.

To gain greater understanding of the experience of learning a new language, ask your interviewee about his or her experiences:

- The different kinds of language learning that took place in school, at home, with friends, etc. (BICS and CALP)
- Helpful materials used for different aspects of language learning at what age
- The personal difficulties the learner experienced with learning English
- The most helpful techniques or activities the learner experienced for learning English
- What recommendations your interviewee has for you as a classroom teacher who has a student learning English

Format this section of your essay in a traditional, paragraphed form. Quote your interview subject to support your discussion points. 500 words is sufficient, but feel free to write more.

**Essay Section Three: Reflections on Preparing to Teach Diverse Learners**

Reflect on what you have learned in the first two sections of your essay about your own life journey as preparation for teaching students from different backgrounds.

- How can you develop a positive relationship with students who speak in ways that you don’t like or that make you uncomfortable?
- How can you develop respect for parents if you see that their children have many unmet needs?
- What have you established at this point as your teaching philosophy for including English learners in your regular education classroom?

Make connections between your self-reflections and the assigned readings. 500 words is sufficient, but feel free to write more. Include a list of references for all citations used in your essay.

**Adapted Lesson Plan**

Adapted Lesson Plan (10% of final grade)

After the midpoint of the semester, you will be given a content area lesson plan and a set of instructions for developing ESOL support. You are responsible for planning lessons that identify ESL objectives within content instruction and develop instructional strategies that integrate language and curricular content learning. You should also demonstrate knowledge of the testing practices that are used to identify English Language Learners and to determine their exit criteria.

**GRADING, EVALUATION, AND ATTENDANCE POLICIES:**

Note: Registration and Drop/Add Deadlines. [http://usfsm.edu/wp-](http://usfsm.edu/wp-)


Final course grade is I/F until both critical tasks are uploaded to TaskStream and meet the minimum rating of 3 on each of the Florida Educator Accomplished Practices assessed.

All graded assignments will be recorded in the Grade Book feature of the Canvas course. Note that each grade posted belongs to a weighted category. The grading scale used for final grading for this course is A+ (98-100%), A (93-97%), A- (90-92%), B+ (88-89%), B (83-87%), B- (80-82%), C+ (78-79%), C (73-77%)

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<th>Class Meeting Schedule:</th>
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<td>1. Aug. 27th</td>
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| 3rd Week 1 & 2 | Course Overview, Florida Consent Decree  
| | Go over syllabus.  
| | Case study expectations.  
| | Reading Homework Includes:  
| | Igoa, *Inner World of the Immigrant Child*, Part One  
| | Wright, *Foundations*, Chapter One (Who Are English Language Learners?)  
| | Civan, *Haitian History & Culture* (complete book) |
| 2. Sept. 10th  |
| 17th Week 3 & 4 | Multiple worlds: classrooms, families, communities, countries  
| | Discovering cultural awareness (planning language and culture essay)  
| | Reading Homework Includes:  
| | Igoa, Part Two  
| | Help! They don’t Speak English. Primary-Help kit (Found in your Canvas course downloads) |
| 3. Sept. 24th  |
| 1st Week 5 & 6 | Profiles of English Learners  
| | Levels of English Proficiency, Assessing Oral English Proficiency  
| | Field Work Plan Due / school where case study student will be observed  
| | Field Report #1 (remember to respond to one of your classmate’s field report in the discussion board on Canvas) due 10/01.  
| | Reading Homework Includes: Class discussion.  
| | Wright, Chapters 2 (Second Language Acquisition), 5 (Assessment Issues) and 6 (Listening & Speaking) |
| 4. Oct. 8th  |
| 15th Week 7 & 8 | Begin working on Methods of Instruction Demonstration (by students)  
| | Field Report #2 (remember to respond to one of your classmate’s field report in the discussion board on Canvas) due 10/15.  
| | Reading Homework Includes:  
| | Wright, Chapter 7 (Reading)  
| | Words Their Way w/ELLs, Chapter 3 (close reading)  
<p>| | Words Their Way w/ELLs, Chapters 5, 6, 7, 8 (skim read/take notes) |
| 5. Oct. | Methods of Instruction Demonstrations (by candidates) Due 10/22 |</p>
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<th>Event</th>
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| 22<sup>nd</sup> Oct 29<sup>th</sup> Week 9 & 10 | Field Report #3 (remember to respond to one of your classmate’s field report in the discussion board on Canvas) due 10/29.  
Reading Homework Includes:  
Wright, Chapter 8 (Writing)  
Words Their Way w/ ELLs Chapters 5, 6, 7, 8—focus on “Write With” Activities’’ |
| 6. Nov 5<sup>th</sup> Week 11 & 12 | Film, “Speaking in Tongues”—Bilingual education in San Francisco Public Schools Language and Culture Essay Due. Due 11/12  
Field Report #4 (remember to respond to one of your classmate’s field report in the discussion board on Canvas) due 11/05.  
Homework Reading Includes:  
Wright Chapters 9 (Content Area Instruction) & 10 (Primary Language Support) Guest Speaker |
| 7. Nov 19<sup>th</sup> Week 13 & 14 | Field Report #5 (remember to respond to one of your classmate’s field report in the discussion board on Canvas) due 11/26.  
Adapting Lesson Plans for English Language Learners  
Homework Reading Includes:  
Wright Chapter 11 (Technology) |
| 8. Dec 3<sup>rd</sup> 10<sup>th</sup> Week 15 & 16 | Field Report #6 (remember to respond to one of your classmate’s field report in the discussion board on Canvas) due 12/03  
Methods of Instruction Demonstrations continuation (by students)  
Reading Homework Includes:  
Wright Chapters. 3 (Policies) & 4 (Programs)  
Wrap Up Discussions of Field Experiences  
ESOL Binder—graduation requirement  
Case Study Report Due on Task Stream by December 10<sup>th</sup> |

**Last day to submit any coursework:** December 10<sup>th</sup>

**ESOL Endorsement:** All COE students who plan to graduate with a Florida Teacher’s Certificate must complete the requirements for the Florida Teacher’s ESOL Endorsement. These requirements include successful completion of stand-alone TSL courses, essential assignments pertaining to ESOL throughout the program of study, supervised field experience with students who are learning English, and completion of the ESOL Binder submitted to Task Stream. See [http://www.usfsm.edu/academics/coe/content/college_of_education_esol_fl.php](http://www.usfsm.edu/academics/coe/content/college_of_education_esol_fl.php) for further information, and to download the ESOL Binder documents.

**Guidelines for All Written Assignments:**
1. All written assignments are expected to adhere to publishing standards of Academic English. This includes E-mail correspondence, postings to Discussion Board, Blogs, and other written assignments.
2. Before submitting formal written assignments, review your writing (best with another
person), revise, and edit before submitting. A first draft is not a completed assignment. Use writing resources: planning guides, grammar guides, editing guides, and The USFSM Writing Resource Center [http://www.sarasota.usf.edu/Academics/CAS/WritingCtr.php](http://www.sarasota.usf.edu/Academics/CAS/WritingCtr.php)

3. The College of Education follows the style requirements of the American Psychological Association (APA Publication Manual, 6th Edition) for formal writing assignments. Many quick reference guides to APA format are posted on-line. The following are the most basic APA format standards you must follow:
   - Use Times New Roman, 12-point font.
   - Double-space all text.
   - Use 1-inch margins for top, bottom, and sides.
   - Use the page header to put the first two or three words of the title and a page number on every page, upper right hand corner
   - Cite sources of information generously, including classmates as sources, using the author-date method of in-text citation.
   - Use headings to identify distinct sections of the text.
   - Provide complete references at the end of the document.

4. Use the page footer to put your name on every page. (This is not consistent with APA formatting, but it is necessary to keep track of students’ work coming from the printer.)

5. Save your work. If your submission is lost or damaged, it is your responsibility to replace it.

6. Technical writing: To refer to units of language, use italics or double quotes for the word itself and single quotation marks for a gloss: The Spanish word embarazada means ‘pregnant’. Also, single quotation marks are used to embrace single characters, while double quotation marks enclose whole words or phrases:
   - The letter 'o' is one of the most used in written English.
   - The word “plagiarism” refers to use of the words or ideas of another person without citing the source of the material.

When using symbols to represent sounds, put the symbol between forward slash marks: /ŋ/.

**Academic English**: Everyone speaks a dialect of his or her language. In this sense, everyone speaks with an accent. As a professional educator, you must be highly aware of the nonstandard forms you may use in your informal speaking and writing. Furthermore, you must consciously practice clear pronunciation, use academic vocabulary, and engage in the professional discourse of educators.

**Arts Integration**: USFSM College of Education faculty develops programs and courses with arts integration at the core in order to leverage the power of learning through arts in collaboration with local school districts, artists, and arts organizations. The PAInT Center coordinates the activities of the faculty, and facilitates their collective work to bring enriched opportunities to our candidates who will then use their expertise to support improved teaching and learning in the schools.
FSM AND USF SYSTEM POLICIES

A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Safety Preparedness Website for further information.

D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, http://www.usfsm.edu/students/disability/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

TSL 4344 Case Study, Critical Task Assessment

Standards Assessed:

- **FEAPS 2010:**
  (a) Quality of Instruction
  2. The Learning Environment:
d. Respects students’ cultural linguistic and family background;
e. Models clear, acceptable oral and written communication skills;
f. Adapts the learning environment to accommodate the differing needs and diversity of students;
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals

3. Instructional Delivery and Facilitation

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement

(b) Continuous Improvement, Responsibility and Ethics.
1. c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons
2. Professional Responsibility and Ethical Conduct

- FL ESOL 2010: 1.1 Culture as a Factor in ELLs’ Learning
- COE: 1. Demonstrates an understanding that education takes place within interdependent contexts; 2 Understands the learner holistically; Diversity; Dispositions

Description:
Based on data collected while tutoring English language learner(s) in a school or community setting, candidates prepare a report describing: 1) the learner’s socio-cultural experiences 2) the learner’s English language proficiency 3) the learner’s experiences in problem-solving in a new language 4) the candidate’s idealized support plan for the learner based on multiple social roles/resources and financial resources.

Notation: The description might not contain the full details of the assignment. It contains the elements that are measured in order to assess candidate progress and proficiency toward standards set by the Florida Department of Education, the Council for the Accreditation of Educator Preparation (formally NCATE), professional organizations, the Board of Governors, and the University of South Florida Sarasota-Manatee College of Education. Refer to the syllabus and the instructor for complete details.

<table>
<thead>
<tr>
<th>ESOL Domain: Culture</th>
<th>Score</th>
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<tbody>
<tr>
<td>The Case Study shows knowledge and understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds; candidates has shown understanding of the nature and role of culture, cultural groups, and individual cultural identities. (ESOL 1.1)</td>
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<tr>
<th>The Learning Environment</th>
<th>Score</th>
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<tbody>
<tr>
<td>The Case Study shows understanding and respect of students’ cultural, linguistic and family background (FEAP (a) 2 d; COE 1)</td>
<td></td>
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<tr>
<td>The Case Study shows positive interactions between the candidate and students that</td>
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are focused upon learning, thus modeling communication skills. (FEAP (a) 2 e)

The Case Study shows candidate able to adapt the learning environment to accommodate the differing needs and diversity of students (FEAP (a) 2 h; Diversity)

The Case Study shows candidate accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably. (COE 2; Diversity; Dispositions)

The Case Study shows strategies that are effective in fulfilling the role of advocate through a support plan based on multiple social roles/resources and financial resources (COE 1; Dispositions)

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<thead>
<tr>
<th>Instructional Delivery and Facilitation</th>
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<tbody>
<tr>
<td>The Case Study shows candidate has a repertoire of instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding FEAPS (a) 3 g</td>
<td></td>
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<tr>
<td>The Case Study shows support, encouragement, and provision of immediate and specific feedback to students to promote student achievement (FEAPS (a) 3 i)</td>
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<th>Continuous Improvement/Ethics</th>
<th>Score</th>
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<td>Case Study shows candidate developing skill in using a variety of data (e.g., observational, assessment) independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness (FEAPs (b) 1 c)</td>
<td></td>
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<tr>
<td>Case Study shows candidate acted professionally and ethically (FEAPs (b) 2)</td>
<td></td>
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Reference Page

Inky the Squid

Fun way to force students to review:

Integer skills with a fun visual of the number line:
https://www.mangahigh.com/en-us/games/pinatafever

This website has math games and worksheets organized by level and subject:
http://www.mathgametime.com/