

The College of New Jersey
School of Education
Department of Special Education, Language and Literacy

ESL 587 Curriculum, Methods, & Assessment for ESL/Bilingual Education
(ESLM58709M2)

Course Syllabus, Mallorca 2nd Session 2011
July 7 (Thursday) through July 17 (Sunday), 2011
No class July 9, 10, & 16
6.28.2011

Course Credit:	1 Unit (3 credits)
Class Format:	Lecture/discussion/activities
Instructor:	Joan Wink, Ph.D., jwink@csustan.edu or joan@joanwink.com
Office Hours:	By appointment

Course Description:

This course is designed to develop the student's competency in the application of theoretical foundations of L2 learning and acquisition in teaching multilingual populations. It incorporates *The New Jersey Professional Teaching Standards*, *TESOL standards*, *NJ standards for ESL/bilingual certification* and *NJ CCCS* in curriculum design and lesson planning and prepare candidates for field practice. It enables candidates to practice ESL and bilingual methodologies, to design and implement appropriate instructional strategies and activities, to develop curricula and select materials, and to perform proper evaluation procedures for teaching ESL at K-12, higher education and other adult ESL settings as well as bilingual education.

Course Objectives:

The course readings, assignments, activities are in conformity with *The New Jersey Professional Teaching Standards*, *TESOL standards*, *NJ standards for ESL/bilingual certification* and *NJ CCCS*. After successfully completion of this course, students will acquire, clarify, enhance, and utilize knowledge, skills and dispositions related to these standards and will be able to fulfill the following objectives.

Resources, Texts, Internet Resources, & NJPT Standards(listed later on this syllabus)

TCNJ Internet Resources

No hardcopy text is required for this class, as multiple sources will be made available through SOCS, www.JoanWink.com, and other internet citations.

Syllabus is available at SOCS and

<http://www.joanwink.com/scheditems/587M2-0711.pdf>

•TCNJ <http://www.tcnj.edu/>

•Mallorca, Global Programs

<http://www.tcnj.edu/%7Egraduate/global/europe.html>

<http://www.tcnj.edu/~graduate/global/europe.html>

•SOCS <http://socs.tcnj.edu/>

•PAWS <https://cas1.tcnj.edu:443/cas/login?method=POST&service=https://paws.tcnj.edu/psp/paws/?cmd=start>

<http://www.tcnj.edu/~it/paws/>

•ZIMBRA <https://tcnjmail.tcnj.edu/zimbra/>

Semester-at-a-GlanceESLM 587 11M2

<p>Day 1, Thursday, July 7 Introduction: Instructor presents; concepts listed on syllabus.</p>
<p>Day 2, Friday, July 8 Instructor presents; concept listed on syllabus. Students consider their topics for individual study.</p>
<p>Saturday, July 9, no class Sunday, July 10, no class</p>
<p>Day 3, Monday, July 11 Instructor presents; concepts listed on syllabus: ½ of class. Individual projects: Lab/research time, ½ of class. Due: Your topic for your primary project</p>
<p>Day 4, Tuesday, July 12 Instructor presents; concepts listed on syllabus: ½ of class. Student presentations, ½ of class. Due: 2nd language internet resources</p>
<p>Day 5, Wednesday, July 13 Instructor presents; concepts listed on syllabus: ½ of class. Student presentations, ½ of class.</p>
<p>Day 6, Thursday, July 14 Instructor presents; concepts listed on syllabus: ½ of class. Student presentations, ½ of class. Due: ESL/bilingual curriculum guide</p>
<p>Day 7, Friday, July 15 Instructor presents; concepts listed on syllabus: ½ of class. Student presentations, ½ of class Due: Standards Due: Bulletes on one method</p>
<p>Saturday, July 16, no class</p>
<p>Day 8, Sunday, July 17 – final day of class NCATE required, Partnership Program presentations by all students.</p>

Class Outline:

Students, please download on to your computer or flash drive the URLs. Printing is your choice – however, it will be important for you to be able to access these materials to read during our time together. It will be to your advantage, I believe, if you prints some of the blackline masters for lesson planning.

Dates	Topics	Readings/Activities/	Due dates and Class Activities
<p>Day 1 7.7.11 Th.</p>	<p>Overview: Philosophy First (Curriculum, Assessment, Methods) The Big Ideas</p>	<p>2 pts of view http://www.joanwink.com/newsletter/2007/perspective1.pdf 3 pts of view http://www.joanwink.com/cp3/cp3_pgs72-79.pdf</p>	<p>1st hour: Introductions The World What do we know about language acquisition? K W L H (Free to a good home) Four Corners</p>

		<p>Nicastro Philosophy http://www2.nea.org/he/heta05/images/2005pg57.pdf</p> <p>5 pts of view (See Maaria's 5 ISMs on SOCS)</p> <p>Open Letter to Students http://www.joanwink.com/openletter.php</p> <p>100 Years in a 1000 Words http://www.joanwink.com/scheditems/100Years.pdf</p> <p>Benefits of Two Languages Bilingual Basics</p>	<p>http://www.joanwink.com/cp3/cp3_pg134.php</p> <p>P&P</p> <p>Whirlwind</p> <p>2nd hour The syllabus/how it is organized/what matters</p> <p>The assignments</p> <p>What matters and why?</p> <p>3rd hour through 5th hour We begin with all that has been posted.</p> <p>Reflective Cycle in Class</p> <p>Looking Forward. Class rep Stuart's forms! Tonight. Read. Think. Download. Begin thinking on assignments 1 (standards), 2 (bulletese/methods), and 3 (2nd language resources).</p> <p>Personal information on your name cards, please. Email address. Your home address. One or two paragraphs about YOU on a Word doc. Begin thinking of your primary project.</p> <p>www.JoanWink.com WinkWorld</p>
<p>Day 2 7.8.11 Fri.</p>	<p>Philosophy to Programs to Practices</p> <p>Curriculum & Assessment</p>	<p>Curriculum and Assessment Overview What is ESL? Sheltered Content? Bilingual Education?</p> <p>Please read & download the following articles:</p> <p>SD to Mallorca http://www.joanwink.com/love/love-sdtomallorca.php</p>	<p>As we write, we learn.</p> <p>What can you share from your learning yesterday AFTER class?</p> <p>Vygotsky Bilingual Basics</p> <p>Looking Back 2 big ideas 3 big ideas</p>

		<p>Bilingual Basics http://www.joanwink.com/research/bilingualbasics.pdf</p> <p>M, M, & M http://www.joanwink.com/love/love-mamas.php</p> <p>My People http://www.joanwink.com/love/love-mypeople.php</p> <p>Defining Bilingual Ed http://www.joanwink.com/love/love_pgs97-101.php</p> <p>Expanding the ZPD http://www.joanwink.com/vov/vov_pgs102-112.php</p> <p>What is ZPD? Mumbo Jumbo Story from Mallorca http://www.joanwink.com/vov/vyg-zpd.php</p> <p>Left Brain/Right Brain http://www.joanwink.com/scheditems/rt-left_brain_descriptors.pdf</p> <p>http://www.joanwink.com/scheditems/rt-left_brain_dancingwoman.pdf</p> <p>These are generic curriculum websites, which will be used for reference: 7 Strategies: A good overview http://www.bham.wednet.edu/learning/documents/7strategies.pdf</p>	<p>4 big ideas</p> <p>1st & 2nd hour</p> <p>What did you discover yesterday?</p> <p>Moving from The Big Ideas to WHAT we teach and HOW we teach. Theory to Practice/Practice to Theory Vygotsky Bilingual Basics</p> <p>3rd hour Looking at syllabus/assignments</p> <p>4th hour Sign up for a methods presentation, which begin on Monday.</p> <p>Blueberries Cup/Sup</p>
7/9 FREE DAY			
7.10.11 FREE DAY			
Day 3 7.11.11 Mon.	Methods	<p>10 Things Mainstream Teachers Can Do www.joanwink.com/scheditems/10things.pdf</p> <p>What is ESL and Sheltered Content http://www.joanwink.com/scheditems/ELD-ESL_SDAIE0509.pdf</p> <p>SDAIE</p> <p>SIOP</p>	<p>Looking Back</p> <p>Professional Organizations FORUM The Institute TESOL FairTest</p> <p>Krashen's Principles/Practices: Free online Larry Ferlazzo Jim Burke's English Companion</p>

		<p>Differentiation Cycle http://www.joanwink.com/charts/reflective_cycles_differentiation.pdf</p> <p>Preview/Review http://www.joanwink.com/charts/preview-review.pdf</p> <p>Dual Language http://www.joanwink.com/charts/duallang.pdf http://www.joanwink.com/charts/duallang.pdf</p>	<p>The world according to Americans Links to bilingual graphics</p> <p>Joan: What is ESL? What is sheltered content instruction? Tolerance Review Day 3 handouts</p> <p>4th hour *Begin Bulletese 1. Each person has 10 minutes. Summary of one method. The focus will be on ESL methods.</p> <p>Eval of class</p>
<p>Day 4 7.14.11 Tues.</p>	<p>Lesson Planning</p>	<p>Academic Language Proficiency http://www.joanwink.com/newsletter/2007/Krashen-Brown-ALP.pdf Lesson Plan Resources posted Free To A Good Home</p> <p>Hunter's or 5/7 Step http://www.joanwink.com/newsletter/2005/hunter.pdf</p> <p>Sheltered or SDAIE http://www.joanwink.com/scheditems/eld-sdaie-0208.pdf</p> <p>http://www.joanwink.com/charts/Questioning_Lesson_Plan.pdf</p> <p>Alma Flor Ada Creative http://www.joanwink.com/scheditems/creativediag.pdf</p> <p>www.LessonPlan.com www.WordSift.com www.mlmcc.com</p>	<p>What was learned Day Three?</p> <p>Please begin thinking in graphics/pictures; words are good, too 10 Myths BICS/CALP Conversational & Academic Language</p> <p>www.LessonPlan.com www.WordSift.com www.mimcc.com (look under bib)</p> <p>NJPT Standard 4 Bulletese 2. 10 minutes each. Summary of one method. The focus will be on sheltered strategies.</p> <p>Messenger/Scribe http://www.joanwink.com/cp3/cp3_pg136.php</p>
<p>Day 5 7.13 Wed.</p>	<p>Assessment</p>	<p>Assessment Overview http://www.joanwink.com/charts/assessmentoverview.pdf</p> <p>Levels http://www.joanwink.com/scheditems/levels_lang_acq-0509.pdf</p> <p>Overview of Levels http://www.joanwink.com/charts/assessmentoverview.pdf</p>	<p>Comprehending/Comprehension http://www.joanwink.com/cp3/cp3_pg137.php</p> <p>What is language proficiency? How do you measure it?</p> <p>FSI (Foreign Service Interview) Internet-based TOEFL oral</p>

		<p>Levels & Descriptors http://www.joanwink.com/scheditems/descriptors_lang_acq-0509.pdf</p> <p>Intro/Through/Beyond http://www.joanwink.com/newsletter/2005/into.pdf</p> <p>Perspectives on Assessment http://www.joanwink.com/scheditems/LA0509.pdf</p> <p>Classroom Observation Form http://www.joanwink.com/scheditems/gillette-ideas.pdf</p> <p>http://www.joanwink.com/scheditems/WinkDropIn.pdf</p> <p>Drop In Observation Form http://www.joanwink.com/scheditems/observational-tool-jw1108.pdf</p> <p>Qualitative/Quantitative http://www.joanwink.com/scheditems/glt-compare.pdf</p>	<p>interview evaluation criteria</p> <p>TWE, Test of Written English</p> <p>TOEIC</p>
Day 6 7.14.11 Th.		<p>Review NJ ESL Standards, TESOL standards for ESL teachers, TESOL standards for P-K-12</p> <p>Models of Parental Involvement http://www.joanwink.com/scheditems/modelsparental.pdf</p>	
Day 7 7.15.11 Fri.		In class preparations for partnership sharing.	Standards (5 pts.)& Methods (5 pts.)due.
7.16.11 FREE DAY			
Day 8 7.17.11 Sun.	Presentation Partnership projects		Partnership Project Presentations, 7/17

Evaluation of Student Performance

Points

Attendance/participation/preparation	5
NJ CCS, NJ Teacher Standards, TESOL Standards, July 15, Friday	5
Bulletese (Overview of one method), July 15, Friday	5
Internet 2 nd language acquisition resources, July 12, Tuesday	5
ESL/Bilingual Curriculum Guide Due 7/14, Thursday (class project)	20
Individual Presentation Due 7/12 to 7/15, Friday	30

Partnership Project: Due 7/17, Sunday	30

Total Points	100

Grading

96-100 A
95-90 A
89-88 B+
84- 80 B
87-85 B
79-78 C+
77-75 C
74-70 C-

Assignments Guide:

1. Review Professional Standards on SOCS – format TBA in class. Due Friday, July 15, 5 pts.

Students are required to review the following professional Standards:

- NJ CCCS (Core Curriculum Content Standards)
- NJ Standards for Teachers
- TESOL/NCATE Standards for P-12 Teacher Education Programs
- NJAC 6A:9-11.5 and NJAC 6A:9-11.4
- TESOL Standards for P-12
- WIDA
- TESOL standards for college level/higher ed

2. Bulletese, an overview of one method. Due Friday, July 15, 5 pts.

A bulletese is a summary of one method. Various styles of presentations are encouraged: traditional or be creative. Media format is your choice. Simplicity and clarity are essential.

3. Concise Summary of 6 New 2nd Language Acquisition Internet Resources, discovered during Mallorca Summer School, 2009 (7/12, Tuesday)

- Include title and 150-word paragraph summarizing contents
- Simplicity and clarity are essential.
- <http://www.joanwink.com/links.php> to begin your research.

As you work on this assignment, you will be gather resources for all other assignments.

*One URL must demonstrate that you reviewed the Professional Standards – search any of the websites, which I have mentioned, or find others.

*A second URL must demonstrate that you are reviewing methods of 2nd language acquisition.

*A third URL must demonstrate that you are searching ESL/Bilingual curriculum guides.

4. Developing an ESL/bilingual curriculum guide (Due: Thursday, 7/14)

This is a group assignment (two students). Every group is required to develop an ESL/bilingual curriculum guide which incorporates NJ CCCS, NJ Standards for Teachers, TESOL/NCATE Standards for P-12, and NJAC 6A:9-11.5 and NJAC 6A:9-11; and submit a written curriculum guide at the end of the course. Classroom time will be given to do most part of this project. The curriculum guide should include but not restrict to the following parts:

1. Identification of the program for which your curriculum is designed
2. Needs and situational analysis
3. Objectives/goals
4. Organization of major components of the curriculum: courses/units/tasks

5. Summary tables of major components of the curriculum
6. Major learning tasks/skills
7. Instructional materials/ resources
8. Assessment methods and instruments
9. A sample lesson

The Family Literacy Project (*Parenting for Academic Success: A Curriculum for Families Learning English*) will serve as a resource or model for how to do this.

5. Individual presentation 2nd language pedagogy: (July 12, 13, 14, & 15)

Suggested topics: This list is not all-inclusive. Your chosen topic must be approved by instructor on Day 2 or 3 of class.

- What is the role of poverty in literacy development?
- What role do libraries play in literacy development?
- Create an overview of a 9 month ESL/bilingual curriculum guide.
- Which three methods are most effective in the context where you teach?
- Assessment: Which three assessments drive the instruction in your own context?
- Common Core Standards: What are the pros and the cons, and how do each affect teaching and learning in your own context?
- What are the benefits of being bilingual? What is the bilingual advantage? Who is Bialystok?
- Professional development: Capture the pros and cons of professional development today in the US and in the context where you teach.
- Why do stories matter? What is the power of the narrative? Storytelling/comics/novels
- Yong Zhao
- Ken Robinson
- What is sheltering? How/why do we do it?
- What is heritage language? How can you link the concept to students, families, and teachers?
- Funds of knowledge
- Diane Ravitch
- Academic and Social Language
- Curriculum Guide
- Family Literacy

Each student will share one topic with an in-depth presentation. Your presentation must include:

- One short story/vignette, which captures the essence of your idea. This syllabus is filled with stories, which capture the praxis (theory and practice) of language acquisition. Your story must be one or two typed pages.
- One primary image, which captures the essence of your idea.
- *One ppt (10 slides) or video presentation (5 minutes)
- Two or three page (single-spaced) of an overview of your presentation. No bulletese.
- One page bulletese overview, which could be shared in your own context.
- Three to five references from the internet.

6. Partnership Project: (7.17). Each student must do this as part of the NCATE assessment of TCNJ. Due Sunday

Every student is required to complete a partnership project that includes two activities of initiatives: one is for collaboration between ESL, content area teachers, and/or administrators; the other is for parenting. The two activities are to be presented in class either with a PowerPoint presentation or by showing the actual activities for 10 minutes.

Possible topics for the activities:

Collaboration with Teachers:

Workshops/Conference for ESL and Content area teachers (administrators)

Workshops for mainstream teachers and administrator to understand ESL students

Workshop for all school staff on ESL issues

The activity should cover the following:

1. Topics/issues and purpose of the activity
2. Strategies to build good partnership
3. Activity schedules and procedures
4. Problem solving strategies
5. Assessment of the effectiveness

Collaboration with Parents:

Parent-teacher conference

Organizing Parent-teacher conference

Activities to provide learning opportunities and resources

Activities to help parents know American education systems

Activities to build a good working relationship with parents

The activity should cover the following:

1. Topics/issues and purpose of the activity
2. Strategies to build good partnership
3. Materials that are parent-friendly
4. Develop a set of academic and educational resources for parents/guardians
5. Home Language support (in Spanish or other languages)
6. Assessment of the effectiveness

The Family Literacy Project (*Parenting for Academic Success: A Curriculum for Families Learning English*) will serve as a resource or model for how to do this.

**Method Demonstration Schedule (See Bulletese: summary of methods assignment)
An Overview of Methods**

Grammar Translation
Audiolingual Method
Direct Approach
Oral Approach/situational language teaching
Total Physical Response (TPR)
The Silent Way
The Natural Approach
Suggestopedia
Community Language Learning
Communicative Approach
Task-Based Language Teaching
Competency-Based Language Teaching
The Lexical Approach
Neurolinguistic Programming
Cognitive Code Method
CALLA
Bilingual Education Approach
Content-Based Instruction
Whole Language
Phonics
Cooperative Language Learning
Multiple Intelligences (MI)
English for Special Purpose (ESP)
Computer Assisted Language Learning (CALL)
Differentiated Instruction (DI)

Story Telling
Drama
Music Approach
Games
Rassias Method (DILM)

Assessment Rubric for Partnership Project

Criteria	Unacceptable (1)	Acceptable (2)	Competent (3)	Exemplary (4)	Score
Knowledge	Lack of understanding of the importance of collaboration between ESL teachers and content area teachers and parenting.	Somewhat Understand the importance of collaboration between ESL teachers and content area teachers and parenting, and realizes the impact on ESL instruction.	Know the importance of collaboration between ESL teachers and content area teachers and parenting, and realizes the impact on ESL instruction and acquisition of content knowledge.	Good understanding of the importance of collaboration between ESL teachers and content area teachers and parenting, and realizes the impact on ESL instruction and acquisition of content knowledge.	
Content	Did not advocate and serve as resource for families of learners and their community and demonstrate the intention to conduct collaboration with teachers including those in the content areas.	Somewhat advocated and served as resource for families of learners and their community and demonstrated the intention to conduct collaboration with teachers including those in the content areas.	Effectively advocated and served as resource for families of learners and their community and demonstrated the intention to conduct collaboration with teachers including those in the content areas.	Especially adept in advocating and serving as resource for families of learners and their community and demonstrating the intention to conduct collaboration with teachers including those in the content areas.	
Organization	The project activities were not organized and have problems in scheduling and procedures.	The activities were organized to meet the parents or teachers schedule to promote the partnership.	The activities were organized with a proper schedule and some strategies to make the partnership effective.	The activities were well organized with right strategies and procedures to make the partnership effective.	
Supporting Details	The objectives of the activities were not stated and not supported with any resources available for parents and teachers.	The objectives of all the activities were described and supported with limited educational resources available for parents and teachers.	The objectives of the activities were described and supported with some educational resources available for parents and teachers.	The objectives of all the activities were stated clearly and were supported with various educational resources available for parents and teachers.	
Deliverable Presentation	Materials are dull/repetitive and not engaging or of little/no interests to parents, and no home language support	Effort was made to make the materials intelligible to parents but without home language support	Some of the materials are parent-friendly with some home language support and at appropriate level	Materials are very parent-friendly with home language support, at appropriate level and geared toward issues faced by parents	

Texts which Support the Knowledge Base of This Class

Brown, J. D. (1995). *The elements of language curriculum*. Heinle & Heinle.
 Brown, H. D. (2003). *Language assessment-principles and classroom practice*. Pearson ESL.
 Crawford, J., & Krashen, S. (2007). *English learners in American classrooms: 101 questions, 101 answers*. Scholastic

De la Luz Reyes, María. (2001, Ed.). *Words were all we had: Becoming biliterate against the odds*. NY: NY. Teachers College Press. http://www.amazon.com/Words-Were-All-Had-Biliterate/dp/0807751804#reader_0807751804

Dreifus, C. (2011, June 3). *The bilingual advantage*. Retrieved from http://www.nytimes.com/2011/05/31/science/31conversation.html?_r=2&nl=todaysheadlines&mc=tha210

The New York Times, May 30, 2011

A cognitive neuroscientist, Ellen Bialystok has spent almost 40 years learning about how bilingualism sharpens the mind. Her good news: Among other benefits, the regular use of two languages appears to delay the onset of Alzheimer's disease symptoms. Dr. Bialystok, 62, a distinguished research professor of psychology at York University in Toronto, was awarded a \$100,000 Killam Prize last year for her contributions to social science. We spoke for two hours in a Washington hotel room in February and again, more recently, by telephone. An edited version of the two conversations follows.

Echevarria, J., Vogt, M., & Short, D. (2004). *Making content comprehensible for English learners: The SIOP model*. Pearson Allyn and Bacon.

Gandára, P., & Contreras, F. (2010). *The Latino education crisis: The consequences of failed social policies*. <http://www.hup.harvard.edu/catalog/GANLAT.html>

Boston, MA: Harvard University Press.

Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge UP.

Richards, J. C., & T. S. Rodgers. (2001). *Approaches and methods in language teaching*. Cambridge UP.

Richards, J.C. (2002). *Methodology in Language Teaching*. Cambridge UP.

Richard-Amato, P.A. (2003). *Making it happen: From interactive to participatory language Teaching*. Longman.

Internet Resources:

www.JoanWink.com

Free To A Good Home

<http://www.joanwink.com/charts.php>

Joan's Schedule

<http://www.joanwink.com/sched.php>

WinkWorld Archive

<http://www.joanwink.com/newsletter/archive.php>

ASCDwww.ascd.org

Bialystok, E., Craik, F., Klein, R., and Viswanathan, 2004. Bilingualism, aging, and cognitive control: Evidence from the Simon task. *Psychology and Aging*, 19(2): 290-303.

Ellen Bialystok and her colleagues have done studies showing that bilinguals are better than monolinguals at solving problems that require ignoring irrelevant information and focusing just on important information. Bilinguals also have superior "working memories," that is, they are better at keeping information in their memories while solving a problem.

These are both abilities that decline in older people, but Bialystok and colleagues have shown that bilinguals show less of a decline; bilingualism, in other words, might reduce some of the negative effects of aging.

CREDE<http://www.joanwink.com/scheditems/CREDE08.pdf>

English Language Learners, Education Week, April 25, 2011

<http://www.edweek.org/ew/issues/english-language-learners/>
a great overview and a great bib

Krashen, S. (2011, June 5). Our schools are not broken: poverty is the problem. Commencement Speech, delivered at Lewis and Clark College.

Thank you to Lewis and Clark College for awarding Steve a much deserved Doctor of HUMANE Letters! Humane, indeed! Anyone who works as tirelessly for kids more than deserves this humane award.

http://susanoonian.org/show_yahoo.php?id=662

Here is the published text of Steve's commencement address; this is the complete version, plus the citations.

<http://www.substancenews.net/articles.php?page=2319§ion=Article>

However, Maureen Downey of the Atlantic Journal Constitution following video clip is better and funnier.

Enjoy.

<http://bit.ly/jo9xT4>

Also available at <http://www.joanwink.com/newsletter/2011/news0611.php>

Krashen, S. (2010, October). Keep your brain young: Read, be bilingual, drink coffee. *Language Magazine*, pp . 28-30.

<http://www.joanwink.com/newsletter/2011/news0411.php>

Institute for Language and Education Policy

<http://www.elladvocates.org/>

An Equity Agenda for English Language Learners

A Seven-Point Plan by the Institute for Language and Education Policy

http://www.elladvocates.org/documents/ESEA/Equity_Agenda_for_ELLs.pdf

Fact Sheet on English Language Learners: Who are ELL students?

http://www.elladvocates.org/documents/ESEA/Factsheet_on_ELLs.pdf

Larry Ferlazzo: A terrific website for language acquisition

<http://larryferlazzo.com/>

<http://larryferlazzo.edublogs.org/>

The Electronic Village Online (EVO) (10 great examples)

<http://larryferlazzo.edublogs.org/2011/01/07/fabulous-professional-development-opportunity-for-eslefl-teachers/>

NWREL

www.nwrel.org

www.nwrel.org:80/request/2003may/general.html

McRel

www.mcrel.org

<http://www.mrbriggs.com/marzano/index.html>

Ravitch, Diane. (2011, June 24)

Goldstein, Dana writes about Ravitch.

<http://www.washingtoncitypaper.com/articles/41083/diane-ravitch-the-anti-rhee/full/>

TESOL/NCATE Standards for P-12 Teacher Education

http://www.tesol.org/s_tesol/seccss.asp?CID=219&DID=1689

Internet Resources for Partnerships

Center for Educational Partnerships, UC Irvine <http://www.cfep.uci.edu/>

National Network of Partnership Schools <http://www.csos.jhu.edu/p2000/index.htm>

A Guide to Promising Practices in Educational Partnerships

<http://www.ed.gov/pubs/PromPract/index.html>

U.S. Department of State Bureau of Educational and Cultural Affairs -
Educational Partnership Program <http://exchanges.state.gov/education/partnership/>
The Arts Education Partnership (AEP) <http://www.aep-arts.org/>
Business/Education Partnerships – ERIC Digest <http://www.ericdigests.org/1996-1/business.htm>
The Kennedy Center for the Performing Arts Partners in Education Program
<http://www.kennedy-center.org/education/partners/>
National Council for Community and Education Partnerships <http://www.edpartnerships.org/>
Rural Community College Alliance <http://www.ruralccalliance.org/>
Science Education Partnership Award Program <http://www.ncrsepa.org/>
Urban Education Partnerships <http://www.laep.org/>

Family Literacies

Parenting for Academic Success: A Curriculum for Families Learning English

New Jersey Professional Teaching Standards

NJPT Standard 1: Subject Matter Knowledge; NJAC 6A:9-11.5 V and VI, 11.4 II and V; TESOL: 1a 1-2; 5c 2-4; 3a 1-4; 3b 1-8; 3c 1-5

Students in this course will understand theories and practice related to language curriculum development and the history of language teaching shift from *Chomsky* through *Hymes* to the present with an emphasis on major contributions and limitations. Upon successful completion of this course, students will be expected to

- Know and understand the framework and procedures to develop effective ESL/Bilingual programs at different levels;
- Able to compare and contrast the conceptual and operational similarities between K-12 ESL and College and adult ESL programs
- Select and apply appropriate instructional strategies and approaches in ESL/Bilingual settings.

NJPT Standard 3: Diverse Learners, TESOL a 1-4; 2b 1-5

Students in this course will understand the practice of linguistically and culturally responsive teaching. Upon successful completion of this course, students will be expected to

- Know and understand individual difference in terms of learning style, social class, gender, race, ethnicity, language, age, and special needs
- Respect for individual differences and adapt appropriate instructional strategies in lesson planning and curriculum design.

NJPT Standard 4: Instructional Planning and Strategies; NJAC 6A:9-11.5 VI; 11. IV;

NJ CCCS 3.1-3.5 , TESOL: 3a 1-4; 3b 1-8; 3c 1-5

Students in this course will learn how to design appropriate instructional plans and choose adequate instructional strategies to meet the needs of different populations in ESL/bilingual settings. Upon successful completion of this course, students will be expected to

- Know and understand procedures for instructional planning and management
- Describe, compare, and evaluate the effectiveness of the traditional and current instructional approaches.
- Know how to design a lesson plan that meets the needs of target language populations
- Focus on the teaching and acquisition of the discrete language skills in integrated ways.
- Understand the social and cultural contexts of language acquisition and recognize the influences of societal, motivational and personal factors, age in particular, upon that acquisition.
- Select and develop appropriate instructional materials for different programs and age learners.
- Develop curriculum or curriculum guides for use in ESL and bilingual instructional settings.
- Know and apply instructional strategies to promote literacy development and content area knowledge of ESL/bilingual students

NJPT Standard 5: Assessment; TESOL: 4 Assessment: 4a 1-4; 4b 1-5; 4c 1-3

Students in this course will understand theories and practice related to language assessment. Upon successful completion of this course, students will be expected to

- Know and understand the concept and rationale of variety of assessment.
- Know and understand various assessment instruments
- Select and apply different assessment for different tasks, purpose and settings including students of special needs