

**MOLLOY UNIVERSITY
GRADUATE EDUCATION**

Professor: Dr. Carrie McDermott
Email: cmcdermott@molloy.edu
Office Hours: By appointment
Room: K217
Phone number: 631-804-3154 (cell)

Summer Institute 2025
June 30 – July 3

EDU 5900.13 - Teaching Content When Languages Collide: Strategies for Success (3 credits)

Catalogue Description

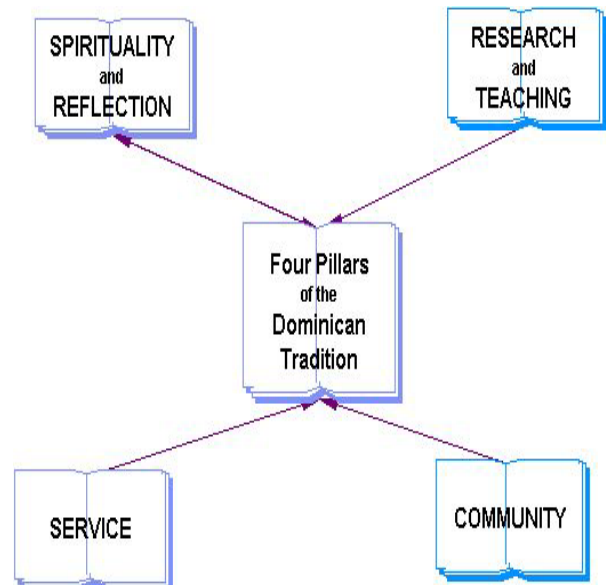
Content teachers increasingly face diverse linguistic landscapes in their classrooms, often with limited ENL support. This course equips non-ENL educators with practical tools to effectively teach multilingual learners while maintaining grade-level academic rigor. Participants will master research-based strategies for scaffolding instruction, differentiating content, and creating culturally responsive assessments. Through hands-on practice, teachers will develop skills to support language acquisition within content learning, design accessible materials, and foster an inclusive classroom environment. Topics include language development frameworks, academic language scaffolding, modified assessments, and culturally sustaining pedagogies. Designed specifically for content area teachers working with multilingual learners.

Shared Vision

The Molloy University Teacher Education faculty has derived its vision for the exemplary teacher from the University's mission statement, the four pillars of the Dominican tradition, comments and input from the Professional Education Unit's Advisory Board and degree candidates as well as numerous faculty discussions rooted in the department's knowledge base which undergirds the initial and advanced programs' curriculum, pedagogy, and values

The teaching professionals who complete Molloy's teacher preparation programs are distinguished by their ability to exemplify and promote core values in their own teaching. These values include:

- Belief that all children can learn
- Learner centered and value-centered curriculum and pedagogy
- Ethics and spirituality
- Intellectual curiosity
- Independence and risk taking, while promoting collective identity and responsibility
- Diversity, multiculturalism and pluralism, including divergent thinking
- Passion for teaching
- Commitment to students and their communities
- Civic responsibility through the promotion of social justice and interdependence
- Commitment to democracy



**EDU 5900.13 - TEACHING CONTENT WHEN LANGUAGES COLLIDE: STRATEGIES FOR SUCCESS
(3 CREDITS) 1**

Catalogue Description 1
Shared Vision 1

Course Objectives 3

Course Requirements And Evaluation 3

Recommended Resources 4
Websites 4
Select Bibliography 4

Information Literacy Statement: 5

Policies and Statements 5
Health and Wellness 5
Attendance Policy 6
Course Withdrawal Policy 6
Incompletes 6
Expectations of Academic Integrity for All Students 7
Email Accounts 7
Center for Access and Disability (ACCESS) 7
Disabilities Statement 7
Diversity Statement 7
Ally for Canvas 7
Online & Hybrid Class Attendance Policy 7
Technology Statement 8
Computer Specifications for Use of Canvas 8
Molloy Student Tour 8
Technical Support at Molloy 8

Rubrics for Online Discussions and Major Project Assignments 8
Guidelines and Rubric for Online Discussions 8
Online Discussion Rubric (50%) 10
Unit Plan Portfolio (50%) 12

Course Objectives

Teacher's will:

1. strengthen their sensitivity to and awareness of the academic needs of *English learners (ELs) and multilingual learners (MLs)* when addressing programmatic and curricular concerns about ENL and bilingual instruction;
2. integrate language learning strategies into the content areas (early childhood, childhood, mathematics, science, social studies, ELA, physical education, and the arts);
3. develop a repertoire of techniques and strategies to enable ELs/ MLs to cope with academic language and content-area materials in the major subjects;
4. adapt content-area instructional materials to respond to the multiple language ability levels and special needs of ELs/ MLs;
5. adapt and modify standards-aligned content-area curriculum and assessments when planning thematic units of instruction for ELs/ MLs;
6. be able to differentiate among normal language development, language differences, and learning problems when assessing ELs/ MLs;
7. understand the purposes of assessment for diagnostic, language proficiency and academic achievement; and
8. know and use a variety of performance or class-based assessment tools and techniques to inform instruction.

Course Requirements And Evaluation (See attached rubrics for all assignments)

The following assignments are required:

1. Online Discussions, Assignments, Participation, and Attendance (50%)
Participants will respond to texts and posted questions by briefly summarizing their learning from each assigned reading and reflect on information and ideas presented. Participants are also expected to comment on the posts of at least 2 other participants. **FAILURE TO RESPOND TO AN ONLINE DISCUSSION OR ASSIGNMENT BY THE SPECIFIED DUE DATE WILL COUNT AS AN ABSENCE.** Work may be submitted late for grading but absence will stand. Due to the nature of the online assignments, please be courteous to your colleagues, they are only able to collaborate after others have posted. All assignments within the modules are expected to be completed by the due date. As an online course, assignments and in-class meetings are your class sessions.
2. Unit Plan Portfolio (50%) – **Due July 3**
 - a. Develop an interdisciplinary, cross-curricular thematic unit of five lessons with at least two fully-developed integrated content-based/ ENL SIOP lessons. This should include:
 - i. An overview of the unit including a bulleted list of the 5 lesson plans (in sequence) with a description of each lesson
 - ii. 2 fully developed integrated SIOP lesson plans including ELA and any other content area
 1. Each fully developed integrated SIOP lesson must include:
 - a. fully developed scaffolded materials (focused on Entering, Emerging, & Transitioning learners);
 - b. fully developed interactive activities to cultivate differentiated learning and critical thinking;
 - c. Academic vocabulary supports;
 - d. Culturally responsive elements; and
 - e. formative assessments

PLEASE NOTE: Your project must be submitted as one (1) document and include a cover page, abstract, table of contents, all the components of the list above, and a reference page in APA format.

Recommended Resources

Websites

Website Name	URL
Language Magazine	https://www.languagemagazine.com
<i>CALICO Journal</i>	https://journals.equinoxpub.com/index.php/CALICO
<i>English Today</i>	https://www.cambridge.org/core/journals/english-today
Educational Leadership	http://www.ascd.org/publications/educational-leadership.aspx
Journal of Research in Mathematics Education	https://www.jstor.org/journal/jresematheduc
Language Learning	https://onlinelibrary.wiley.com/journal/14679922
Mathematics Teacher	https://www.nctm.org/publications/mathematics-teacher/
Science Teacher	https://www.nsta.org/highschool/msguidelines-tst.aspx
Social Studies and the Young Learner	https://www.socialstudies.org/publications/ssyl
Colorin Colorado	http://www.colorincolorado.org/educators/
National Association for Bilingual Education	http://www.nabe.org
National Center for ENL Literacy Education	http://www.cal.org/ncele
National Clearinghouse for Bilingual Education	http://www.ncbe.gwu.edu
National Council of Teachers of English	http://www.ncte.org
TESOL	http://www.tesol.org

Select Bibliography

- Boss, S. (2015). *Implementing project-based learning*. Bloomington, IN: Solution Tree Press.
- Chamot, A. U., & O'Malley, J. M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. Reading, MA: Addison-Wesley.
- Chapman, C., & King, R. (2005). *Differentiated assessment strategies: One tool doesn't fit all*. Thousand Oaks, CA: Corwin Press.
- de Oliveira, L. C. (2016). A language-based approach to content instruction (LACI) for English language learners: Examples from two elementary teachers. *International Multilingual Journal*, 10(3), 217-231, DOI: 10.1080/19313152.2016.1185911
- Echevarría, J., & Graves, A. (2007). *Sheltered content instruction: Teaching English-language learners with diverse abilities* (3rd ed.). Boston, MA: Allyn and Bacon.
- Gottlieb, M., & Ernst-Slavit, G. (2014). *Academic language in diverse classrooms: Definitions and contexts*. Thousand Oaks, CA: Corwin.
- Herrell, A. L., & Jordan, M. L. (2011). *Fifty strategies for teaching English language learners* (4th ed.). Upper Saddle River, NJ: Pearson.
- Honigsfeld, A., McDermott, C., & Cordeiro, K. (2018). Preparing social studies and ESOL teachers for integrated language and content instruction in support of ELLs. In L. de Oliveira & K. Obenchain (Eds.), *Teaching history and social studies to English language learners: Preparing pre-service and in-service teachers*. Cham, Switzerland: Palgrave Macmillan.
- McDermott, C. & Honigsfeld, A. (2017). Preparing science teachers for project-based, integrated, collaborative instruction. In Luciana C. de Oliveira and Kristen Campbell Wilcox (Eds.), *Teaching science to English language learners: Preparing pre-service and in-service teachers*. doi:10.1007/978-3-319-53594-4

- McDermott, C. (2016, November). Strategies to help ELLs develop skills for academic writing. TESOL International: Secondary Accents.
- Obenchain, K. M., & Morris, R. V. (2015). 50 Social studies strategies for k-8 classrooms. (4th ed.). Boston, MA: Pearson.
- Ovando, C. J., & Collier, V. P. (2011). *Bilingual and ESL classrooms: Teaching in multicultural contexts* (5th ed.). Boston, MA: McGraw-Hill.
- Short, D., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners - A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education. Retrieved from <http://www.carnegie.org/literacy/pdf/DoubletheWork.pdf>
- Turkan, S., de Oliveira, L. C., Lee, O., & Phelps, G. (2014). Proposing a knowledge base for teaching academic content to English language learners: Disciplinary linguistic knowledge. *Teachers College Record*, 116(3). Retrieved from <http://www.tcrecord.org/library> ID Number: 17361
- U.S. Department of Education (DOE). (2015). *English learner toolkit for state and local education agencies (SEAs and LEAs)*. Retrieved from <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>
- Yoder, P. J., Kibler, A., & van Hover, S. (2016). Instruction for English language learners in the social studies classroom: A meta-synthesis. *Social Studies Research and Practice*, 11(1), 20-39. Retrieved from http://www.socstrpr.org/wp%20content/uploads/2016/04/MS06635_Yoder.pdf

Information Literacy Statement:

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

- Determine the extent of information needed;
- Access the needed information effectively and efficiently;
- Evaluate information and its sources critically;
- Incorporate selected information into one's knowledge base;
- Use information effectively to accomplish a specific purpose; and
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.
- American Library Association. [Presidential Committee on Information Literacy. Final Report](#) (Chicago: American Library Association, 1989.)

This course will address Information Literacy in the following ways:

1. Develop an interdisciplinary unit in which materials are developed, activities and lesson plans are designed.
2. Construct formative assessments within each lesson that reflect NYS Standards.
3. Adapt and modify Standards-aligned content-area curriculum and assessments when planning a unit for instruction of ELs.
4. Participate in online discussions, in which they assess and critique materials, strategies, tests and lesson plans.

Policies and Statements

Health and Wellness

Molloy Health Services is committed to the health and wellbeing of the students. Therefore, students are urged to monitor the website and all health and safety updates for any health-related changes in campus procedures. See [Student Health Services](#) or email healthservices@molloy.edu or by phone at 516-323-3467. The [Student Personal Counseling Center \(SPCC\)](#) is a confidential and free service available to all currently enrolled Molloy University students. If you are interested in scheduling an appointment with

SPCC, please call 516-323-3484 (Monday-Friday), scan the QR code, or walk in to request a time and day to meet.

To schedule an appointment with the **Student Personal Counseling Center (SPCC)** scan QR Code:



Attendance Policy

It is the accepted practice at Molloy University that faculty take attendance in all courses. Students should notify **faculty** if an absence is necessary as the result of a serious situation. Failure to attend class for seven (7) consecutive days at any point in the semester for 7 week/ ½ semester courses and two consecutive (2) weeks for full semester classes, without notification of extenuating circumstances, will result in an administrative withdrawal from the course. In the case of an online or hybrid course, attendance is considered similarly important. Therefore, failure to participate in academic activities in any given week is considered an absence. Examples of participation in academic activities representing attendance would be participation in a class chat or discussion board on an academic topic, submissions of a required assignment, digital interaction with the professor on an academic topic, and completion of a quiz or exam. Administrative withdrawal results in removal from the course.

Course Withdrawal Policy

Withdrawal from a course after the Add/Drop period ends can be administrative, voluntary, or non-voluntary. (See [Withdrawal Policy](#) for potential financial implications; the [Academic Calendar](#) and/or the course syllabus for the last day to withdraw dates.)

Administrative withdrawal can occur from a course if a student is absent from class for two (2) consecutive weeks at any point in the semester without providing notification to their faculty of extenuating circumstances.

Voluntary Withdrawals from a course may be requested by the student from the faculty before the end of the 10th week of the semester (prorated for shorter sessions and terms). After the end of the 10th week, the student may complete the course for a grade or receive a grade of WF.

Non-Voluntary Withdrawal may be assigned by the faculty with a grade of "WF" when the student's work is failing after the 10th week of the semester and if the student did not complete the course (prorated for shorter sessions and terms). "WF" is not computed as a failure in quality points/GPA, but a course failure for some program progression requirements.

Students should consult the University catalog for complete details regarding withdrawals and the potential financial implications of a withdrawal.

Incompletes

A grade of incomplete or "I" will be granted only in cases of hardship (circumstances which, in the judgment of the faculty, warrant special consideration), when all coursework is not completed by the last day of class, and when the student contacts the faculty within 24 hours of the final examination. Students have until the last day of the following semester to submit their completed assignments to the faculty. (See [Incompletes Policy](#).)

Expectations of Academic Integrity for All Students

Engaging in any form of academic dishonesty is an academic infraction subject to referral to the student conduct process. Students will be held accountable for infractions regarding cheating, plagiarism, facilitating academic dishonesty, falsifying documents, and fabrication.

Use of Generative Artificial Intelligence (AI) To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless a faculty member for a given course specifically authorizes their use. Faculty use Turnitin.com to monitor unauthorized use of AI tools.

The consequences for academic infractions include but are not limited to, participating in an interactive online academic integrity course with a written final paper, suspension, or dismissal. (See [Honor Pledge and Academic Honesty Policy](#).)

Email Accounts

Students are to utilize their Molloy e-mail account or via Canvas when communicating throughout the semester. Those who use a non-Molloy account may miss important messages. Students are responsible for responding to all methods of communication in a timely fashion relating to this course.

Center for Access and Disability (ACCESS)

Molloy University provides reasonable accommodation for any student with a documented disability or chronic illness. Students requiring accommodations are urged to contact the at access@molloy.edu. See [ACCESS](#) for more information.

Disabilities Statement

Candidates with documented disabilities who believe they may need accommodations in this class are encouraged to contact the Director of the Disabilities Support Service Office, Casey Building, Room 11. The telephone number is 516-323-3315/6.

Diversity Statement

Diversity will be highlighted in this course in the following ways:

1. The course is designed to prepare teacher candidates to respond to the literacy needs of diverse English as a New Language students in the inclusive classroom.
2. Multicultural literature will be explored and included in the completion of lesson plans and Learning Experience projects by each course participant.

Ally for Canvas

Students are able to download course materials in different formats that fit your device, need, and learning preference. For more information see [Supportive Tools and Resources/ Ally](#) or contact CourseDesign@molloy.edu.

Online & Hybrid Class Attendance Policy

Since the online experience consists of an exchange of ideas and discussion which cannot be repeated, students are expected to participate in all online assignments and discussions punctually and regularly. The completion of online assignments/discussions will contribute to your attendance grade. By thoroughly reading the text and completing the assignments each week, you will be more prepared to participate in weekly discussions and activities. Attendance and participation represent 10% of a student's final grade in all graduate education courses. It is the student's responsibility to contact the professor if there are special circumstances relating to the lack of participation/ absence. Failure to participate in online assignments and discussions, at any point in the semester, for two consecutive weeks in a full semester course or one week in five to seven-week semester, will result in an administrative

withdrawal from class. Administrative withdrawal results in removal from the course with a grade of “WA” or “WI” determined by the point in the term and the academic performance. Students should consult the university catalog for complete details regarding withdrawals and the potential financial implications of a withdrawal.

Technology Statement

Technology will be highlighted in this course in the following ways:

1. Websites related to cultural and linguistic diversity will be accessed as sources of information for lesson plans, teaching strategies, and curricular material development.
2. Translation websites will be utilized in the preparation of materials adapted to the first languages of ELs/ MLs.
3. Electronic journal articles may be used for various assignments.
4. Computer software and websites adapted to the special academic needs of ELs/ MLs will be presented and evaluated in class.
5. An online discussion board will be used for the discussion of readings and videos.

Computer Specifications for Use of Canvas

Canvas will work properly on most modern (5 years old or newer) computers and the mobile application will run on iOS and Android devices. In order to ensure the best experience using Canvas, please use the latest version of any popular web browser in conjunction with the latest versions of Flash and Java. Please note that “Internet Explorer” may conflict with some content in Canvas. Firefox, Chrome or Safari are more reliable options. A webcam is needed to participate in Conferences and for online proctoring. Please make sure that you have access to a computer that is compatible with Canvas. Please remember that there are several computer labs on campus that you can use. It is your responsibility to ensure access to adequate equipment. For more information about supported browsers and software, please visit: <https://community.canvaslms.com/docs/DOC-1284>

Molloy Student Tour

The Molloy Student Tour (MST) helps students locate appropriate student resources and contact information, navigate Canvas effectively, and identify ways to be successful during your time at Molloy University. Students can access MST by selecting “Courses” from the left navigation in Canvas and then selecting “All Courses.” Select the star next to its name to turn it orange and include it on your Canvas dashboard for easy access.

Technical Support at Molloy

Canvas Support is accessed through the HELP feature in the lower left-hand corner of Canvas. You can also call 844-408-6455 or use the online chat feature 24 hours 7 days a week. *Technology Support Services* and *The Information Commons* are available to support students’ technology needs. *Technology Support Services* is located in Kellenberg 022 and can be reached via phone: 516.323.4800 or email: helpdesk@molloy.edu. *The Information Commons* is located on the second floor of Public Square and can be reached at 516.323.4817 or email: slewis2@molloy.edu. For more information see [Student Account, Technology and Canvas](#).

Rubrics for Online Discussions and Major Project Assignments

Guidelines and Rubric for Online Discussions

Online Discussion Guidelines

The purpose of the discussion board is to frame and promote collaborative learning. Active and regular participation is not only important for me to see, but also important for you in learning the course content and in developing your thoughts and positions on various topics.

The three cardinal rules for Discussion and Assignment Posts on Canvas:

- Please remember that the culture of mutual respect that is part of this course extends into the virtual classroom environment.
- Participation in these discussion posts and assignments are required.
- Participation alone is not enough; a thoughtful and meaningful approach in your posts is required (Quality counts!)

The total of your participation in a single discussion board question (topic) will be graded on a two, three, or five-point scale.

Protocol for posting and contributing to an online discussion:

- a) You are expected to participate daily.
- b) You should begin at least one thread and provide at least two posts in response to other participants' threads.
- c) Posting should be a minimum of one short paragraph and a maximum of two paragraphs (unless specifically stated). Word totals for each post should be in the 100-200 words range. Whether you agree or disagree explain why with supporting evidence and concepts from the readings or a related experience. Include a reference, link, or citation when appropriate.
- d) Be organized in your thoughts and ideas.
- e) Incorporate correlations with the assigned readings or topics.
- f) Stay on topic.
- g) Provide evidence of critical, university-level thinking and thoughtfulness in your responses or interactions. Avoid summarizing.
- h) Contribute to the learning community by being creative in your approaches to topics, being relevant in the presented viewpoints, and attempting to motivate the discussion.
- i) Be aware of grammar and sentence mechanics.
- j) Use proper etiquette. Remember that being respectful is critical.

Online Discussion Rubric (50%)

ELEMENTS	Level 1 – EMERGING	Level 2 – DEVELOPING	Level 3 – MEETING EXPECTATIONS	Level 4 – EXCEEDING EXPECTATIONS
<i>Content/ Knowledge/ Understanding/ applicability to professional practice</i>	Candidate demonstrates a rudimentary knowledge of content. The use of concepts and terminology is limited and not clear. Examples and references depict minimal understanding of concepts, critical thinking, and applicability to professional practice. Candidate makes minimal connections to resources.	Candidate demonstrates a basic understanding of content knowledge. The use of concepts and terminology is limited in most threads. Examples and references depict some understanding of concepts, critical thinking, and applicability to professional practice. Candidate makes few connections to resources.	Candidate consistently meets expectations and demonstrates knowledge of content. This is evidenced by use of concepts and terminology in most threads. Examples and references depict clear understanding of concepts, critical thinking, and applicability to professional practice. Candidate makes connections to a variety of resources.	Candidate consistently exceeds expectations and articulates mastery of content knowledge. This is evidenced by extensive use of concepts and terminology in all threads. Examples and references depict clear and articulate understanding of concepts, critical thinking, and applicability to professional practice. Candidate includes a variety of resources to extend learning.
<i>Connection</i>	Candidate demonstrates a rudimentary knowledge by addressing only part of the task and making minimal connections to previous and/ or current learning. Posts draw almost no links between course content and professional practice with limited or no direct connections to the candidate's professional practice and experience.	Candidate demonstrates a basic understanding by addressing some of the task and making some connections to previous and current learning. Posts draw minimal links between course content and professional practice with limited direct connections to the candidate's professional practice and experience.	Candidate consistently meet expectations by addressing the components of the task and connecting them to previous and current learning. Posts draw insightful links between course content and professional practice with direct connections to the candidate's professional practice and experience.	Candidate consistently exceeds expectations by addressing all of the components of the task and making clear connections to previous and current learning. Posts draw insightful links between course content and professional practice with direct connections to the candidate's professional practice and experience.
<i>Professional communication/ Etiquette</i>	Candidate demonstrates rudimentary understanding of expectations in written interactions with peers. Candidate correspondence is minimally sensitive to peers' gender, culture, linguistic background, sexual orientation, political, and religious views. Discussion posts minimally add to discussion of peer's responses and are not supported by personal experience or related research.	Candidate demonstrates a basic understanding of expectations in written interactions with peers. Candidate correspondence is somewhat sensitive to peers' gender, culture, linguistic background, sexual orientation, political, and religious views. Discussion posts stimulate some discussion to build on peer's responses. Candidate attempts to make a specific point, ask a new related question, or make an oppositional statement supported by personal experience or related research.	Candidate meets expectations in written interactions with peers. Candidate correspondence is sensitive to peers' gender, culture, linguistic background, sexual orientation, political, and religious views. Discussion posts stimulate further discussion by building on peer's responses to make a specific point, ask a new related question, or make an oppositional statement supported by personal experience or related research.	Candidate consistently exceeds expectations in written interactions with peers. Candidate correspondence is sensitive to peers' gender, culture, linguistic background, sexual orientation, political, and religious views. Discussion posts actively stimulate and sustain further discussion by building on peer's responses to make a specific point, ask a new related question, or make an oppositional statement supported by personal experience or related research.

ELEMENTS	Level 1 – EMERGING	Level 2 – DEVELOPING	Level 3 – MEETING EXPECTATIONS	Level 4 – EXCEEDING EXPECTATIONS
<i>Assignment submission</i>	Candidate does not meet expectations. Assignments and discussions are posted after the scheduled due date and somewhat if at all adhere to the length appropriate to fulfil the requirements.	Candidate meets basic expectations by posting assignments and discussions after the scheduled due date and mostly adhering to the length appropriate to fulfil the requirements.	Candidate meets expectations by successfully posting assignments and discussions on the scheduled due date and adhering to the length appropriate to fulfil the requirements.	Candidate exceeds expectations by successfully posting assignments and discussions before or on the scheduled due date and adhering to the length appropriate to fulfil the requirements.
5. Writing quality	Candidate’s posts are written using a casual writing style which lacks clarity and is difficult to read. Posts contain frequent errors in grammar, punctuation, usage, and spelling.	Candidate’s posts are written using a casual writing style which is generally clear standardized English, with some errors in grammar, punctuation, usage, and spelling.	Candidate’s posts are clear and well-written using standardized English, characterized by elements of strong writing style, correct grammar, punctuation, usage, and spelling.	Candidate’s posts are consistently clear and well-written using standardized English, characterized by elements of strong writing style, correct grammar, punctuation, usage, and spelling.

Unit Plan Portfolio (50%)

ELEMENTS	Level 1 – EMERGING	Level 2 – DEVELOPING	Level 3 – MEETING EXPECTATIONS	Level 4 – EXCEEDING EXPECTATIONS
<i>Unit Planning & Language Integration</i>	Missing objectives or inappropriate modifications	Weak connection between language/content, unclear sequence	Adequate integration of objectives, logical sequence, basic modifications	Masterful integration of language/content objectives, clear progressions, comprehensive modifications
<i>Scaffolding & Differentiation</i>	Limited scaffolding or differentiation is included in unit	Rudimentary scaffolding with minimal differentiation is included	Strategic scaffolding present, with a variety of differentiation	Multiple effective scaffolding strategies, thoughtful differentiation across proficiency levels
<i>Cultural Responsiveness & Materials</i>	Missing cultural elements or inappropriate materials	Superficial cultural inclusion, basic materials	Some cultural elements, adequate materials	Rich cultural connections, engaging materials, strong academic vocabulary support
<i>Assessment & Implementation</i>	Missing/ weak assessments or implementation evidence	Weak assessment modifications, with limited evidence	Includes some basic assessment modifications, adequate implementation evidence	Includes well-modified assessments, thorough implementation evidence, and thoughtful reflection
<i>Instructional Resources</i>	Includes rudimentary planning for use of instructional resources with heavy reliance on textbook. Technology is used inappropriately or not at all.	Includes basic plans for use of resources to support learning. Technology is used but makes little contribution to learning.	Includes some appropriate resources to implement instruction and support student learning. Technology is used appropriately to enhance learning. Most resources are aligned with learning goals.	Includes a variety of appropriate resources to implement instruction and support student learning. Technology is used appropriately to enhance learning. Resources are aligned with learning goals and contribute to active inquiry and collaboration.