

**MOLLOY UNIVERSITY  
GRADUATE EDUCATION**

**Professor: Dr. Carrie McDermott Goldman**

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**Office Hours: Online by appointment**

**Asynchronous Online**

**Summer 2024**

**June 24 - 27**

**EDU 5900.15 – Multilingual Learners: Scaffolding Instruction**

**Catalogue Description:**

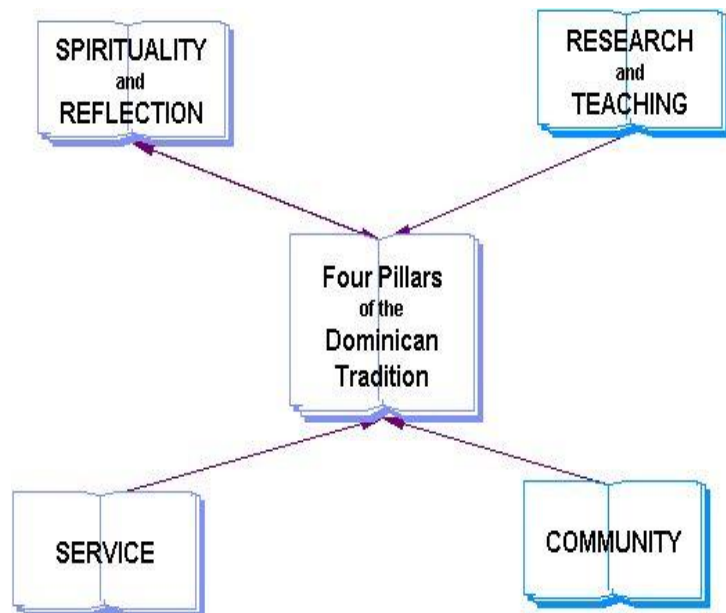
In this course, teachers will examine the scaffolding framework for planning instruction and assessment to support multilingual learners' linguistic and academic development. Participants will explore the eight aspects of the framework and construct tools to support multilingual learners in strengthening their language development and meeting grade-level academic demands in grades K-12. Teachers will walk away with practical ideas to implement in their classrooms.

**Shared Vision**

The Molloy College Teacher Education faculty has derived its vision for the exemplary teacher from the College's mission statement, the four pillars of the Dominican tradition, comments and input from the Professional Education Unit's Advisory Board and degree participants 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



## **Course Reading:**

Supplemental readings and videos to be provided by the instructor in the course.

## **Course Objectives:**

Teacher's will:

- strengthen their sensitivity to and awareness of the academic needs of *MLs and bilingual learners* when addressing programmatic and curricular concerns about instruction;
- integrate language learning strategies and scaffolding techniques into their instruction;
- develop a repertoire of tools to enable MLs and bilingual learners to cope with academic language and content-area materials;
- adapt content-area instructional materials to respond to the multiple language ability levels and special needs of MLs and bilingual learners;
- develop tools to reflect their knowledge of the 8 dimensions of scaffolding and embedding it into the SIOP Lesson (Sheltered Instruction Observation Protocol);
- adapt and modify Standards-aligned content-area curriculum and assessments when planning thematic units of instruction for MLs and bilingual learners; and
- know and use a variety of performance or class-based assessment tools and techniques to inform instruction as well as apply the principles and techniques of language authentic assessment procedures to accommodate the various proficiency levels of MLs and bilingual learners in K-12 classrooms.

## **Course Requirements and Evaluation:**

**See attached rubrics for all assignments.**

The following assignments are required:

### **1. Online Discussions, Assignments, and Participation (50%)**

Participants will respond to articles/ text excerpts 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 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 asynchronous online course, assignments and discussions are your class sessions.

### **2. Unit Plan (50%)**

**Part 1:** Curricular Calendar - Develop a 1<sup>st</sup> Quarter or 1<sup>st</sup> Semester Calendar with specific learning targets and expectations for students.

**Part 2:** Unit Plan - Include at least three (3) integrated SIOP lessons (based on your area of instruction) in which you develop teacher-created materials, activities and assessments related to your content:

**Each lesson must include:**

- The SIOP Lesson plan format
- All components of the lesson from start to finish (presentation of material, learning tools, activities, at least 2 dimensions of scaffolding per lesson, differentiation, etc.)

- 1-2 formative assessments to assess both content and language skills and are differentiated to meet the needs of the students in an integrated classroom (you must include differentiated assessments for at least 3 language levels including entering).

Your project submission will include: **(Curricular Calendar & Unit Plan 50%)**

- Curricular Calendar (Part 1)
- Three **fully developed** SIOP lesson plans with assessments (Part 2)

**PLEASE NOTE:** (1) This project should be based on what you will do in class with your students next year. I want this to be realistic for you. Use this course to make something you will implement. It will take some of the pressure off as the school year begins. (2) 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. **Due Thursday, June 27, 2023**

### **Recommended Journals and Important Link**

<b>Website Name</b>	<b>URL</b>
Language Magazine	<a href="https://www.languagemagazine.com">https://www.languagemagazine.com</a>
Educational Leadership	<a href="http://www.ascd.org/publications/educational-leadership.aspx">http://www.ascd.org/publications/educational-leadership.aspx</a>
Language Learning	<a href="https://onlinelibrary.wiley.com/journal/14679922">https://onlinelibrary.wiley.com/journal/14679922</a>
Mathematics Teacher	<a href="https://www.nctm.org/publications/mathematics-teacher/">https://www.nctm.org/publications/mathematics-teacher/</a>
Science Teacher	<a href="https://www.nsta.org/highschool/msguidelines-tst.aspx">https://www.nsta.org/highschool/msguidelines-tst.aspx</a>
Social Studies and the and the Young Learner	<a href="https://www.socialstudies.org/publications/ssyl">https://www.socialstudies.org/publications/ssyl</a>
Colorin Colorado	<a href="http://www.colorincolorado.org/educators/">http://www.colorincolorado.org/educators/</a>
National Association for Bilingual Education	<a href="http://www.nabe.org">http://www.nabe.org</a>
National Center for ENL Literacy Education	<a href="http://www.cal.org/nclce">http://www.cal.org/nclce</a>
National Clearinghouse for Bilingual Education	<a href="http://www.ncbe.gwu.edu">http://www.ncbe.gwu.edu</a>
National Council of Teachers of English	<a href="http://www.ncte.org">http://www.ncte.org</a>
NYS TESOL	<a href="https://nystesol.org">https://nystesol.org</a>
TESOL	<a href="http://www.tesol.org">http://www.tesol.org</a>

### **Select Bibliography**

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., Vogt, M., Short, D., & Toppel, K. (2023). *Making content comprehensible for Multilingual learners: The SIOP model* (6<sup>th</sup> ed.). Needham Heights, MA: Allyn and Bacon.

Gottlieb, M. (2018). *Assessing English language learners: Bridges to educational equity* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.

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. (2018). *English learners' strategies to adapt instruction in content areas*. Naples, FL: NPR, Inc. <https://www.nprinc.com/english-learners-strategies-to-adapt-instruction-in-content-areas/>
- 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
- 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>
- 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-content/uploads/2016/04/MS06635\\_Yoder.pdf](http://www.socstrpr.org/wp-content/uploads/2016/04/MS06635_Yoder.pdf)

### **Academic Integrity Statement**

The college maintains and affirms a strong policy of academic honesty. Every member of the academic community has a duty neither to cheat nor to condone cheating, fabrication, plagiarism, or facilitation of academic dishonesty. Academic infractions are subject to disciplinary action as described in the Graduate Education Student Handbook and the Molloy College Graduate Handbook and Calendar.

Plagiarism is claiming the words, ideas, concepts, outlines, handouts, and drafts of works-in-progress of another as your own without giving credit where it is due. As a component of academic integrity, plagiarism is prohibited at Molloy College. To prevent even the suggestion of plagiarism, quotation marks must be used to indicate the exact words of another author. Additionally, each time you paraphrase another author [*i.e.*, summarize a passage or rearrange the order of a sentence and change some of the words], you will need to credit the source in your text. Adapted from Principle 6.22 of the *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.).

### **Ally for Canvas**

You can now download your course materials in different formats that fit your device, need, and learning preference. Click the download icon next to your course files and select “Alternative Formats” from the dropdown menu. Then select your preferred format. The file may take a few minutes to download, so continue with your work while you wait. The quality of the alternative formats can vary based on the original file, so if something looks out of place, consult the original file. Depending on the type of file, you will see the following options:

- An OCR'd PDF improves the quality of scanned PDFs
- A Tagged PDF for Word and PowerPoint documents or for improved navigation with screen readers
- An HTML version will be simple and responsive to mobile devices with zoom-in capabilities.
- An ePub version for use with ePub readers that allows for font customization, contrast adjustment, and annotation/highlighting.
- An Electronic Braille version for your Refreshable Braille Display.

- An Audio MP3 for listening to your content on the go for more information, please visit Ally Alternative Formats.

### **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 college catalog for complete details regarding withdrawals and the potential financial implications of a withdrawal.

### **Disability Statement**

Molloy University has a continuing commitment to providing reasonable accommodation for any student with a documented disability or chronic illness. Like so many things this semester, the need for accommodation and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students who may need accommodations in order to fully participate in this class are urged to contact Disability Support Services (DSS/STEEP) at [dss@molloy.edu](mailto:dss@molloy.edu), as soon as possible.

### **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.

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- An ePub version for use with ePub readers that allows for font customization, contrast adjustment, and annotation/highlighting.
- An Electronic Braille version for your Refreshable Braille Display.
- An Audio MP3 for listening to your content on the go for more information, please visit Ally Alternative Formats.

**E-Mail Policy:** It is mandatory that every participant have a Molloy College e-mail account and check it daily. Information re: the programs as well as communication from course professors utilize this media. This Molloy e-mail account must be activated immediately. If not utilized within 30 days, the account becomes defunct and needs to be reinstated.

### **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. Construct a complete Unit Plan and curricular calendar.
2. Participate in classroom discussions.

### **APA Manuscript Style**

All manuscripts in the field of education are written in the style format of the American Psychological Association. Candidates in the Graduate Education Programs are required to purchase the Publication Manual of the American Psychological Association (6<sup>th</sup> ed.). (2010). Washington, DC: American Psychological Association. All papers written in every course must adhere to the manuscript prescriptions defined in this manual.

### **Health and Wellness**

Molloy University is committed to maintaining a healthy environment. Therefore, students are urged to monitor the website and all health and safety updates for any health-related changes in campus procedures. If you suspect contracting a contagious disease you are encouraged to use good judgment, monitor your symptoms, consult a medical professional, and remain home if needed. At the present time, masks are not required while on campus. However, we respect individual preferences and encourage members of the community to support the individual right to determine their need to wear a face covering. If you have health questions or concerns the **Student Health Services** can be reached by email at [healthservices@molloy.edu](mailto: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, please call 516-323-3484 Monday-Friday, scan the adjacent QR code using the camera on your phone, 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:



**Technology Statement:** Technology will be highlighted in this course in the Following Ways:

1. Websites related mindfulness and self-compassion practice will be accessed as sources of information for lesson plans, teaching strategies and curricular material development.
2. Electronic journal articles will be used for conference proposal.

### **Technical Support at Molloy**

Canvas Support is accessed through the HELP feature in the lower left-hand corner of Canvas. You can either call Canvas at 844-408-6455 or use the online chat feature and both services are available 24 hours 7 days a week. Technology Support Services and The Information Commons are available to support students' technological needs. Technology Support Services is located in Kellenberg 022 and can be reached via phone: 516-323-4800, email: [helpdesk@molloy.edu](mailto: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](mailto:slewis2@molloy.edu). Check their website for hours: <http://www.molloy.edu/tss>.

### **Use of Generative Artificial Intelligence (AI)**

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI). These tools are shaping the future of work, research, and technology. Used in the wrong way, they stand in conflict with academic integrity guidelines at Molloy University. 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 (Please refer to the Student Handbook for additional information.).

### **Guidelines and Rubric for Online Discussions (50%)**

#### *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!)

*Protocol for posting and contributing to an online discussion:*

- a) You are expected to participate on at least 3 different days each week.

- b) You should begin at least one thread and provide at least three 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, college-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.



## Discussion Rubric (50%)

ELEMENTS	Level 1 – EMERGING	Level 2 – DEVELOPING	Level 3 – MEETING EXPECTATIONS	Level 4 – EXCEEDING EXPECTATIONS
<b>Content/ Knowledge/ Understanding/ applicability to professional practice</b>	Participant 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. Participant makes minimal connections to resources.	Participant 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. Participant makes few connections to resources.	Participant 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. Participant makes connections to a variety of resources.	Participant 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. Participant includes a variety of resources to extend learning.
<b>Connection</b>	Participant 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 participant's professional practice and experience.	Participant 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 participant's professional practice and experience.	Participant 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 participant's professional practice and experience.	Participant 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 participant's professional practice and experience.
<b>Professional communication / Etiquette</b>	Participant demonstrates rudimentary understanding of expectations in written interactions with peers. Participant 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.	Participant demonstrates a basic understanding of expectations in written interactions with peers. Participant 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. Participant attempts to make a specific point, ask a new related question, or make an oppositional statement supported by personal experience or related research.	Participant meets expectations in written interactions with peers. Participant 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.	Participant consistently exceeds expectations in written interactions with peers. Participant 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
<b>Assignment submission</b>	Participant 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.	Participant meets basic expectations by posting assignments and discussions after the scheduled due date and mostly adhering to the length appropriate to fulfil the requirements.	Participant meets expectations by successfully posting assignments and discussions on the scheduled due date and adhering to the length appropriate to fulfil the requirements.	Participant 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.
<b>Writing quality</b>	Participant’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.	Participant’s posts are written using a casual writing style which is generally clear standardized English, with some errors in grammar, punctuation, usage, and spelling.	Participant’s posts are clear and well-written using standardized English, characterized by elements of strong writing style, correct grammar, punctuation, usage, and spelling.	Participant’s posts are consistently clear and well-written using standardized English, characterized by elements of strong writing style, correct grammar, punctuation, usage, and spelling.

**Curricular Calendar and Integrated Unit (50%)**

ELEMENTS	Level 1 – EMERGING	Level 2 – DEVELOPING	Level 3 – MEETING EXPECTATIONS	Level 4 – EXCEEDING EXPECTATIONS
<b>CURRICULAR CALENDAR</b>	Participant Candidate demonstrates a rudimentary knowledge of the curricular calendar and uses this to create a very fragmented plan. The plan may not clearly identify learning targets, expectations, and strategies with little consideration for ELs.	Participant demonstrates a basic understanding of the curricular calendar and uses this to construct a fragmented plan to identify learning targets, expectations, and strategies with little consideration for ELs.	Participant consistently meets expectations and creates a detailed calendar which clearly identifies learning targets, expectations, and strategies with specific consideration for ELs.	Participant consistently exceeds expectations and constructs a detailed calendar which clearly identifies learning targets, expectations, and strategies with specific consideration for ELs.
<b>GOALS/ ESSENTIAL QUESTIONS/ OBJECTIVES</b>	Candidate demonstrates a rudimentary knowledge of articulation of learning goals, essential questions, objectives, and outcomes, while addressing the components of the Molloy Lesson Plan objective(s).	Candidate demonstrates a basic understanding and articulation of learning goals, essential questions, objectives, and outcomes, while addressing the components of the Molloy Lesson Plan objective(s).	Candidate consistently applies knowledge and articulation of learning goals, essential questions, objectives, and outcomes, while addressing the components of the Molloy Lesson Plan objective(s).	Candidate consistently exceeds expectations and articulates learning goals, essential questions, objectives, and outcomes, while addressing the components of the Molloy Lesson Plan objective(s).
<b>CONTENT STANDARDS</b>	Candidate demonstrates a rudimentary knowledge of adapting instruction based on knowledge of student learners, learning theory, while addressing the NY State and Next	Candidate demonstrates a basic understanding of adapting instruction based on knowledge of student learners, learning theory, while addressing the NY State and Next Generation Learning Standards for	Candidate consistently demonstrates knowledge of adapting instruction based on knowledge of student learners, learning theory, while addressing the NY State and Next Generation Learning	Candidate consistently exceeds expectations regarding adapting instruction based on knowledge of student learners, learning theory, while addressing the NY State and Next Generation

ELEMENTS	Level 1 – EMERGING	Level 2 – DEVELOPING	Level 3 – MEETING EXPECTATIONS	Level 4 – EXCEEDING EXPECTATIONS
	Generation Learning Standards for ELs in each of the content areas and appropriate indicators.	ELs in each of the content areas and appropriate indicators.	Standards for ELs in each of the content areas and appropriate indicators.	Learning Standards for ELs in each of the content areas and appropriate indicators.
<b>INSTRUCTIONAL STRATEGIES/ BIG IDEAS</b>	Candidate demonstrates rudimentary planning of instructional strategies based on big ideas and essential questions that are evidenced in the developmental procedures of the lesson. Candidate plans for strategies that do not promote students’ development of big ideas, critical thinking, problem, solving, and performance skills through language acquisition.	Candidate demonstrates a basic understanding of instructional strategies based on big ideas and essential questions that are evidenced in the developmental procedures of the lesson. Candidate plans for some instructional strategies to promote students’ development of big ideas, critical thinking, problem, solving, and performance skills through language acquisition.	Candidate consistently demonstrates understanding of instructional strategies based on big ideas and essential questions that are evidenced in the developmental procedures of the lesson. Candidate plans to use effective instructional strategies to promote students’ development of big ideas critical thinking, problem, solving, and performance skills through language acquisition.	Candidate consistently exceeds expectations in planning instructional strategies based on big ideas and essential questions that are evidenced in the developmental procedures of the lesson. Candidate uses a variety of effective instructional strategies to promote diverse students’ development of big ideas, critical thinking, problem, solving, and performance skills through language acquisition.
<b>LANGUAGE PROFICIENCY</b>	Candidate demonstrates a rudimentary understanding of a variety of language proficiency instruments, with specific attention to the NYSESLAT (its internal organization, and its role in measuring AYP), assuring correct placement, and reclassification of ELs.	Candidate shows growing confidence but does not yet consistently use a variety of language proficiency instruments, with specific attention to the NYSESLAT (its internal organization, and its role in measuring AYP), assuring correct placement, and reclassification of ELs.	Candidate consistently and independently uses a variety of language proficiency instruments, with specific attention to the NYSESLAT (its internal organization, and its role in measuring AYP), assuring correct placement, and reclassification of ELs.	Candidate exceeds expectations consistently and independently uses a variety of language proficiency instruments, with specific attention to the NYSESLAT (its internal organization, and its role in measuring AYP), assuring correct placement, and reclassification of ELs.
<b>DIFFERENTIATION OF INSTRUCTION</b>	Candidate demonstrates rudimentary knowledge of differentiation of instruction based on individual learners and their needs. The 5 levels of language acquisition levels are not addressed. It is minimally evident and does not meet the needs of all learners.	Candidate demonstrates a basic understanding for differentiation of instruction and individual learners and their needs. The 5 levels of language acquisition levels are minimally addressed. Differentiation of instruction is generally evident and somewhat meets the needs of all learners.	Candidate consistently provides appropriate differentiation of instruction based on knowledge of individual learners and their needs. Differentiation of instruction is realistic, addresses the 5 levels of language acquisition are addressed in depth, and appropriate and meets the needs of all learners.	Candidate provides thoughtful and appropriate differentiation of instruction based on knowledge of individual learners and their needs. Differentiation of instruction is realistic, addresses the 5 levels of language acquisition are addressed in depth, appropriate and effective, and meets the needs of all learners.

ELEMENTS	Level 1 – EMERGING	Level 2 – DEVELOPING	Level 3 – MEETING EXPECTATIONS	Level 4 – EXCEEDING EXPECTATIONS
<b>INSTRUCT- IONAL RESOURCES</b>	Candidate demonstrates rudimentary planning for use of instructional resources with heavy reliance on textbook. Technology is used inappropriately or not at all.	Candidate demonstrates basic plans for use of resources to support learning. Technology is used but makes little contribution to learning.	Candidate consistently plans to use appropriate resources to implement instruction and support student learning. Technology is used appropriately to enhance learning. Most resources are aligned with learning goals.	Candidate consistently exceeds expectations in using 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.
<b>ASSESSMENT STRATEGIES</b>	Candidate demonstrates a rudimentary use of limited/few assessment tools and techniques to inform instruction/ adaptation for ELs, as demonstrated in the formative/ summative assessment measures and tasks designed as well as the creation of assessment tools used to provide feedback to students.	Candidate shows growing confidence but does not yet consistently uses a variety of assessment tools and techniques to inform instruction/ adaptation for ELs, as demonstrated in the formative/ summative assessment measures and tasks designed as well as the creation of assessment tools used to provide feedback to students.	Candidate consistently and independently uses a variety of assessment tools and techniques to inform instruction/ adaptation for ELs, as demonstrated in the formative assessment measures and tasks designed as well as the creation of assessment tools used to provide	Candidate exceeds expectations and independently uses a variety of assessment tools and techniques to inform instruction/ adaptation for ELs, as demonstrated in the formative assessment measures and tasks designed as well as the creation of assessment tools used to provide
<b>LANGUAGE USE AND CONVENTIONS</b>	Candidate demonstrates a rudimentary knowledge base and use of English language conventions and tools and presents multiple errors in mechanics, usage, spelling, grammar, punctuation, capitalization, and sentence structure.	Candidate demonstrates a basic understanding of English language conventions and tools and presents minimal errors in mechanics, usage, spelling, grammar, punctuation, capitalization, and sentence structure.	Candidate consistently demonstrates knowledge and use of English language conventions and tools in mechanics, usage, spelling, grammar, punctuation, capitalization, and sentence structure.	Candidate consistently exceeds expectations and use of English language conventions and tools and presents full control of inherent skills in mechanics, usage, spelling, grammar, punctuation, capitalization, and sentence structure.