

Degree Qualification Profile
School of Education Learning Outcomes
Spring 2013 Pilot

Specialized Knowledge

1. Defines and properly uses the principal terms in the field, both historical and contemporaneous.
2. Demonstrates fluency in the use of tools, technologies and methods in the field.
3. One of the following:
 - Evaluates, clarifies, and frames a complex question or challenge using perspectives and scholarship from the student's major field and at least one other.
 - Constructs a project related to a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs or techniques.
 - Constructs a summative project, paper, case study or practice-based performance that draws on current research, scholarship and/or techniques in the field

Intellectual Skills (Required)

1. **Critical Thinking:** Differentiates and evaluates theories and approaches to complex standard and non-standard problems within his or her major field. *Note the ETS exam will also measure critical thinking.*
2. **Information Literacy:** Incorporates multiple information resources in different modes or languages in projects, papers or performances, with appropriate citations; and evaluates the relative merits of competing resources with respect to clearly articulated standards.
3. **Written and Oral Communication:** Constructs sustained, coherent argument or presentation on technical issues or processes in more than one medium for general and specific audiences. *Note the ETS exam will also measure written communication.*

Quantitative reasoning is the fifth graduation proficiency required by WASC. Note that the ETS exam will measure quantitative reasoning.

Note that DQP has two other categories that might be used to further describe a project.

Applied Learning: (One or more)

1. Presents a project, paper, performance or other appropriate task linking knowledge and skills from work, community or research activities with knowledge acquired in academic disciplines; explains how elements were combined to shape meaning or findings; and shows to relationship to relevant scholarship.
2. Formulates a question on a topic that addresses more than one academic discipline or practical setting, locates appropriate evidence that addresses the question, evaluates the evidence in relation to the problems contexts, and articulates conclusions that follow logically from analysis.
3. Completes a field-based argument in the course of study that employs insights from others; evaluates a significant question in relation to concepts, methods or assumptions in at least one academic field; and explains the implications of learning outside the classroom.

Civic Learning: (One or more)

1. Explains diverse perspectives on a contested issue and evaluates insights gained from different kinds of evidence reflecting scholarly and community perspectives.
2. Describes historical and contemporary positions on democratic values and practices, and presents his or her position on a related problem.
3. Collaborates in developing and implementing an approach to a civic issue, evaluates the process and, where applicable, weighs the result.



School of Education

EDU 306 **Principles of Language Acquisition** *Spring, 2013* **3 units**

Instructor: Dr. Conni Campbell, office: Evans Hall 101
(619) 849-2532

connicampbell@pointloma.edu

Office Hours: T, Th 9:00-11:00a.m. and by appointment

T, Th 12:10-1:25p.m., Taylor Hall 314
1/8/13 - 5/7/13

All 3 unit semester courses meet for 45 clock hours. In addition to the scheduled class sessions, additional hours of instructional time will be fulfilled in fieldwork assignments and direct instruction provided through EClass.

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

School of Education Mission Statement

Equip • Transform • Empower

PLNU School of Education is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community.

Conceptual Framework

The SOE's outcomes focus on a "whole person" transformation throughout the preparation program. The unit's themes – equip, transform, and empower serve as the foundational and philosophical structure on which each of the programs is developed, implemented, assessed, and improved. The measures integrate the unit's values and beliefs that are shared about the landscape of learning:

- The EQUIP category focuses on a deep and coordinated understanding of the knowledge, skills, and dispositions demonstrated by effective educators.
- The TRANSFORM category focuses on the candidate's ongoing development and competence to apply the knowledge, skills, and dispositions of effective educators in supportive diverse environments.
- The EMPOWER category focuses on the capacity of program completers, their sustaining high levels of mastery and demonstrating continual transformation in their professional practice.

COURSE DESCRIPTION (from the PLNU 2012-2013 Undergraduate Catalog)

This theory course focuses on the principles of language acquisition and effective instructional practices for English learners. It further examines the pedagogy of educational equity to provide English learners access to the core curriculum. Foundational knowledge and classroom instructional practices are linked through the systematic study of phonemic awareness, oral language, and literacy development. Special emphasis is placed on the Structured English Immersion model as practiced in California schools. Effective instructional strategies that ensure active and equitable participation of learners who are culturally, ethnically, and socioeconomically diverse are introduced and applied through fieldwork experiences. This course requires 15 clock hours of observation and participation specific to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting. Candidates are responsible for transportation to and from school site. Task stream registration required.

Prerequisite(s): [EDU 304](#) and [EDU 402](#).

COURSE POPULATION

This course is taken by the following candidates:

Liberal Studies degree candidates as a requirement in the major toward the Multiple Subjects Teaching Credential.

Other undergraduate degree candidates, taken as an elective toward the Single Subjects Teaching Credential.

COURSE TEXTS

Peregoy, Suzanne F. and Owen F. Boyle. *Reading Writing, and Learning in ESL: A Resource Book for K – 12 Teachers*. 5th ed. Boston: Pearson, 2008.

RECOMMENDED RESOURCES

Herrell, Adrienne L. & Jordan, Michael, *Fifty Strategies for Teaching English Language Learners*. 3rd ed. Columbus: Pearson, 2008.

REQUIRED RESOURCES

1. TaskStream - All PLNU candidates must purchase a student account on taskstream.com in order to fulfill requirements for courses and practicum experiences and for Point Loma School of Education to assess its program effectiveness. You will be submitting a “signature assignment” utilizing this forum.

Tutorial for Taskstream:

Find the student tutorial for TaskStream at <https://portal.pointloma.edu>. Click on “Departments”; choose “Education”. Click on “TaskStream, and then “Student Tutorial”. Instructions for important TaskStream tasks are found here, including “How to create an account”, and “enrollment codes” for every program. Go to www.taskstream.com and purchase an account from their webpage for one – two school years. One year is \$42 and two years is \$69.

TaskStream Enrollment codes:

- Liberal Studies = **undergrad**
- Single Subject credential = **undergrad**

2. E-Class - Many instructors use E-Class as a classroom management tool for assignments, due dates and other important information. Candidates should expect to check E-Class regularly.

3. Electronic communication - Candidates are expected to use their PLNU e-mail accounts to communicate with university personnel and instructors. Candidates should check their PLNU accounts regularly. Many instructors use E-class as a classroom management tool. Students have access to the PLNU computers at Mission Valley, on main campus, Arcadia and Bakersfield.

ASSESSING DISPOSITIONS

In alignment with our Conceptual Framework, Point Loma Nazarene University is committed to supporting our candidates as whole persons. Course professors and fieldwork partners will participate in the assessment of candidates' knowledge, skills and dispositions in an effort to equip, transform and empower each individual personally and professionally. Dispositions of Noble Character will be addressed in each course and will be assessed in designated courses across all programs.

*In this course, dispositions are NOT formally assessed.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum academic standards for completion of their courses as established by the instructors, students with special needs may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center contacts the student's instructors and provides written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. This policy assists the university in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with special needs and guarantees all qualified students equal access to the benefits of PLNU programs and activities.

Students have the right to appeal decisions regarding academic accommodations. In order to provide prompt and equitable resolution, the student must submit a written or verbal statement to the Director of Academic Advising who will conduct the appeal process in consultation with the Vice President for Student Development.

SPIRITUAL CARE

Please be aware that PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our students to encounter God and grow in their Christian faith. The faculty and staff of your department will be happy to field any faith questions you might have and refer you to pastoral care if desired. There are resources for your Christian faith journey and email contacts for prayer requests at:

www.pointloma.edu/SpiritualDevelopment.htm

ACADEMIC HONESTY

Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examination. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course.

CELL PHONES AND COMPUTERS

In consideration of others, please turn your electronic devices to off or the silent mode. Please also refrain from texting, checking email or conducting Internet activities during class unless otherwise directed by the instructor. Class participation points may be deducted for students conducting these activities during class.

DISPLAY OF STUDENT WORK

Student assignments or projects are routinely shared in class or across classes for others to review. They may also be submitted to state or accrediting agencies as exemplars or evidence.

FERPA

The Family Educational Rights and Privacy Act of 1974, as amended (also sometimes referred to as the Buckley Amendment), is a federal law regarding the privacy of student records and the obligations of the institution, primarily in the areas of release of the records and the access provided to these records. Any educational institution that receives funds under any program administered by the U.S. Secretary of Education is bound by FERPA requirements. For further information click on PLNU's policy at: <http://www.pointloma.edu/FERPA.htm>

METHOD OF EVALUATION

Assignments in this class are assigned a point value. Point values are shown on the assignment chart. Final grades will be determined by the grade scale listed below.

Grading Scale - At the end of the semester, a letter grade for the course will be based on the following scale:

A	93-100%	C+	76-79%
A-	90-92%	C	73-75%
B+	87-89%	C-	70-72%
B	83-86%	D	60-69%
B-	80-82%	F	Below 59%

COURSE REQUIREMENTS

Class Attendance:

Students are responsible for ALL course content, announcements, and handouts distributed in their absence. Identify a class buddy to take notes and collect handouts for you if you are not able to attend class. Students MUST NOTIFY course Professor in advance (if possible) when they anticipate an absence. Students need to arrive on time and stay the entire session. Due to the fast-paced and highly interactive nature of the course, regular attendance and full participation are expected.

Exceptions to the foregoing attendance regulations due to extenuating circumstances beyond the student's control may be granted only by appeal to the Vice Provost for Academic Administration. Whenever the number of accumulated absences in a class, for any cause, exceeds ten percent of the total number of class meetings (more than 3 absences for purposes of our course), you may be dropped.

Class Participation:

The faculty in the School of Education believes that each student has something important to contribute to class, that learning is greatly enhanced by interaction with other students, and that classes provide students with valuable structured experiences and a knowledge base. Active participation is

expected, and for this course is measured by in-class discussion, participating in RGO sharing, team-based learning and in-class presentations.

Deadlines/Late Assignments:

All assignments are to be submitted at the beginning of class on their due date. If an assignment is submitted late the grade may be lowered.

English Conventions:

All work is expected to be of superior quality, with the correct use of standard English and academic language in MLA format. Points will be deducted for work that contains excessive errors. Sources to help you with your writing and research:

- a. PLNU's Writing Center.
- b. Meet with instructor during office hours (or schedule a time outside of that); alternately, you can email me with a question.
- c. Smarthinking.com is a website <http://www.smarthinking.com> (notice there is only one "t" between the words) that allows you to submit your paper for tutoring. It costs around \$35 per submission and is helpful in detecting errors you have left unchecked after your proofreading has been done.
- d. PLNU's librarians are very helpful in finding the research that you need.
- e. Purdue University has an excellent website for writers: <http://owl.english.purdue.edu> (do NOT put www before the address)

Study Time:

Plan enough study time to do justice to the subject. As a general rule, college classes are set up to require about two hours work per week per unit. Multiplying your unit load by two should give you a good idea of the amount of time that you will need for studying. Also be aware of your own special needs (e.g. needing extra reading time).

Course Evaluations:

Improving our instruction and programs is vitally important to making sure each candidate in the School of Education receives the knowledge, experiences, and practical applications necessary for their success as teachers and instructional leaders. To ensure that we are constantly improving and meeting the needs of all of our students, you will be asked to evaluate your professor using the Individual Development and Educational Assessment (IDEA) online IDEA evaluation system. Towards the end of this course, you will be receiving an email on your Point Loma account asking you to log into the IDEA system and evaluate your professor. This evaluation is totally confidential, and it is crucial that ALL candidates complete the evaluation so that the instructor can have the feedback he/she needs to improve the course and so that the School of Education can receive data necessary to improve the program in which you are enrolled.

ASSIGNMENT DESCRIPTIONS

We will work from the following “Big Ideas” in the creation of every assignment:

How do English Learners acquire their second language? How is it similar to, and different from, acquiring their first language?

What role(s) do teachers play in the process of language acquisition for English learners? How is it similar to, and different from, the role of their parents? The role of their classmates and friends?

What are the teaching and assessment techniques, strategies and pedagogy the teacher must employ to assure the English learner is consistently engaged in meaningful learning?

Signature Assignment: Your Focus Student Study is derived from your fieldwork observations hours and includes observation and response, assessment, research, an oral presentation to the class, and a written 3-5 page essay in MLA format. As the basis for your Student Study, you will tutor one ELL student in a classroom setting for five to seven consecutive weeks (15 hrs). It is your responsibility to make sure you are placed in a classroom that allows you to fulfill these requirements. **The completed assignment is due April 9. Make sure it is submitted in a binder with index tabs labeling each section (Essay, CELDT scores, writing Samples, SARC/STAR Reports, etc.).** A Signature Assignment/Student Study grading rubric is attached in EClass for your reference.

Other course assignments:

Homework	10%
Quizzes	15%
Midterm – whole class lesson plan	15%
ELD Lesson Plan	20%
Signature Assignment/Student Study	25%
Final Exam	15%

Homework: This entails required reading, notes taken on your Reading Graphic Organizer, watching teaching videos and lesson planning. The due date for homework is the “next class session” as it states in the weekly calendar. RGOs are only worth half points if you have someone else turn it in in your absence.

Quizzes: Quizzes will occur frequently and are based on reading and lectures. Quiz dates are noted on weekly schedule. When quizzes are taken both individually and as a team, you receive the total points accumulated out of 20.

Midterm Exam (Whole Class Lesson Plan): In lieu of an in-class Midterm, students will design and deliver a lesson in their fieldwork assignment using a detailed lesson plan. **See Lesson Plan Template and grading rubric in EClass. Due March 26.**

ELD Lesson Plan: You will prepare an ELD lesson plan that is appropriate for your fieldwork and teach it to your class. Then, you will present it to us exactly as if you were presenting it to your ELs. Students will create a lesson plan using the format provided that is age and content appropriate to

introduce or review specific English language linguistic forms. **This lesson will be presented in your fieldwork classroom** and then taught to your PLNU classmates (approximately 10 minutes in length). Comment afterwards on whether the lesson was successful or not in your fieldwork setting. The lesson will include the identification and use of specific ELD materials and instructional strategies designed to promote English language development. **See ELD lesson plan template and grading rubric posted in EClass. Due April 9.**

Final Exam: This is an open-book written final exam using the computer lab. The final exam will draw from content covered in class and readings plus a constructed response to a case study. Students must demonstrate in writing your understanding of the general classroom applications of material presented in class and through the readings. Attendance is MANDATORY and it will not be given any other date/time for any reason. **Final Exam Tuesday, May 7, 1:00-3:00pm.**

Candidate Learning Outcome (CLO)	CTC Standard Addressed	Assessment	Conceptual Framework
1. Identify the stages of primary language development and second language acquisition and demonstrate a thorough understanding of the theoretical framework of first and second language acquisition theory and practice.	3a, 13a	Quizzes	Equip, Empower
2. Identify the linguistic principles of phonology, morphology, syntax, semantics, language functions and variations, discourse, and pragmatics.	9	ELD Lesson Plan	Equip, Empower
3. Articulate the pertinent aspects of California’s Proposition 227, Title VII, and other relevant state and federal legislation as it relates to English Language Learners.	9	Signature Assignment: Student Study	Equip, Empower
4. Identify the foundational philosophy and design of ELD materials and examine, evaluate, and become proficient in the use of a variety of ELD materials/methods/strategies in an instructional setting.	9	ELD Lesson Plan	Equip, Empower
5. Identify the foundational philosophy, design, and goals of school-based ELD programs.	5	Signature Assignment: Student Study	Equip, Transform
6. Articulate an understanding of the importance of language	5	Signature Assignment:	Equip, Empower, Transform

proficiencies and the role of the school in developing communicative and academic language.		Student Study	
7. Become familiar with the CELDT administration, scoring, and interpretation.	3a, 13a	Signature Assignment: Student Study	Equip, Empower
8. Recognize and identify instructional practices that are conducive to meaningful language learning and assessment of proficiency.	10,12	ELD Lesson Plan; Whole Class Lesson Plan	Equip, Empower
9. Plan, develop, and teach an ELD lesson designed for all levels of ELL students.	10,12	ELD Lesson Plan	Equip, Empower
10. Plan, develop and deliver a lesson that delivers content and language concurrently using strategies appropriate for ELLs at various fluency levels.	10	Whole Class Lesson Plan	Equip, Empower

EDU306 Signature Assignment:

English Learner Focus Student

Overall Assignment: Your assignment is to work with an English Learner from your fieldwork hours and includes research, an essay, application of assessments and strategies and an oral presentation. As the basis for your assignment, you will participate in fieldwork experience, primarily tutoring one ELL student in a classroom setting for five to seven consecutive weeks (15 hrs). It is your responsibility to make sure you are placed in a classroom that allows you to fulfill these requirements. **All components are due April 9. Make sure it is submitted in a binder with index tabs labeling each section (Essay, CELDT scores, Writing Samples, SARC/STAR Reports, etc.).** A Signature Assignment grading rubric is attached in EClass for your reference.

NOTE: For privacy, please black out student's name on all work and do not reference full name in your Case Study.

Essay Required

You will write a 3-5 page scholarly essay (a FULL three pages not including the required works cited page) using MLA format and grammatical correctness to summarize the research (see below), to analyze your fieldwork experience overall, and to make academic recommendations for this student. The essay should demonstrate pedagogical knowledge and vocabulary. You should take notes during and after your tutoring sessions to use in your written essay to discuss any techniques and strategies you learned. You must cite all research obtained and include your text if you refer to it. Refer to Fieldwork Observation Reference sheet in EClass.

Oral Presentation Required

You will present an oral presentation to the class summarizing your fieldwork findings which should be approximately 10 minutes in length. You should provide the writing samples of the ELL you are tutoring (via PPT or via handouts) and comment on them using pedagogical vocabulary. You may use handouts, videos, audio-visual tools, etc. to make the presentation interesting and impactful to the class.

Research

You will locate the following items and include with your project, as well as reflect on them in your written essay:

1. School district/site: You will use the California State web site (www.cde.ca.gov) to locate the STAR report of a self-selected school's testing data. Compare/contrast the ELL student performance to the school's non-ELL student testing performance and reflect upon the effectiveness of the school's ELD program. Additionally, search the school district's web site to access the school's School Accountability Report Card (SARC) and CELDT results (<http://celdt.cde.ca.gov/reports.asp>) and reflect upon the school program in regards to the non-English speaking population.
2. Individual ELL: You will examine the following information on the ELL student you are tutoring after conferencing with him/her and with the master teacher:

- a) Language & Culture (home background, language spoken at home, dominant language, literacy level in dominant language, cultural concerns)
 - b) CELDT results (levels in all areas) and any other descriptive assessment data (IPT, IPA transcription, SOLOM, First Steps Writing Assessment, First Steps Reading Assessment, etc.)
 - c) Social and emotional development (e.g. based on your interaction with the student, does he/she appear to be a visual, audio, or kinesthetic learner? Is this student shy or outgoing in class? How does he/she interact with students?)
 - d) Student's strengths, interests, and aspirations
3. Writing Samples. Review three or more writing or work samples (blackout student name) of the ELL and analyze them in your essay using information from the text.

Important information for students with a Fieldwork course:

1. Every student must have the following submitted to the Fieldwork Coordinator **prior to beginning fieldwork**:
 - Fingerprint clearance from the Commission on Teacher Credentialing (CTC)
 - TB test results
 - Fieldwork application submitted through Task Stream

**Failure to have the above requirements fulfilled right away could leave you with very little time to complete your required 15 hours in the classroom.

2. The PLNU Fieldwork Coordinator assigns you to a *school site*. The school personnel assign you to a *classroom*. Students: check in at the school office to receive your classroom assignment **immediately upon receiving notice of your placement location (they are expecting to hear from you right away)**.
3. **You have course assignments associated with your fieldwork. Those assignments could include:**
 - Observing for specific classroom elements and reflecting on those in writing
 - Working with a group of students, or an individual student, in math
 - Working with a group of students, or an individual student, in reading
 - Working with a group of students, or an individual student, who is an English Learner

KNOW YOUR ASSIGNMENTS SO YOU KNOW HOW TO SPEND YOUR TIME IN THE CLASSROOM. Share your assignments with the classroom teacher right away so he/she can support your efforts. **If your fieldwork requires you to work specifically with an English Learner, Special Needs, or a particular area of content, *politely* let them know right away in case an adjustment must be made!!**

4. The school where you are placed is **assigned by our Fieldwork Coordinator** based on partnership agreements we have in place. Please take good care of our partnerships by being polite, prompt and responsible to the hours you have committed to spend there. This is a give and take relationship...at the same time that the teacher is giving you a venue to complete your assignments, you can also feel free to be helpful in the classroom and give any extra time you desire to that school site.

Point Loma Nazarene University
Dispositions and Indicators of Noble Character

Candidate: _____ Date: _____ Course: _____

Check one: Self-assessment Professor/University Supervisor Mentor/Cooperating Teacher

- Use the participation rubric to indicate the performance level earned for each indicator.
- Share behavioral evidence to substantiate rating. Performance levels indicated as 1 or 2 require an evidence statement. Evidence box will expand as needed.

Indicator	Performance Level (1-4)	Evidence
1. Dignity & Honor The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, <i>committed to civility, respect, hospitality, grace, and service.</i>		
2. Honesty & Integrity The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community.		
3. Caring, Patience, and Respect The candidate demonstrates caring, patience, fairness and respect for the knowledge level, diversity, and abilities of others, ensuring that all students have the opportunity to achieve.		
4. Spirit of Collaboration, Flexibility and Humility The candidate actively participates in and contributes to the achievement of the learning community, explaining own thought process with humility and considers those of others with a positive, open-minded attitude.		
5. Harmony in Learning Community The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community.		
6. Self-Awareness/Calling The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate <i>demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential.</i>		
7. Perseverance with Challenge The candidate perseveres, remains engaged, and persists as a life-long learner, especially when academic and professional assignments are perceived as challenging.		
8. Diligence in Work Habits & /Responsibility for Learning The candidate attends to the roles and responsibilities of the learning community, and is well-prepared and on time. The candidate completes required assignments on time and is reflective and receptive to formative feedback.		

RUBRICS FOR PERFORMANCE LEVEL

- 4 - Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed
- 3 - Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.
- 2 - Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.
- 1 - Demonstrates indicator infrequently if at all.

EDU306 Signature Assignment:

English Learner Focus Student

Overall Assignment: Your assignment is to work with an English Learner from your fieldwork hours and includes research, an essay, application of assessments and strategies and an oral presentation. As the basis for your assignment, you will participate in fieldwork experience, primarily tutoring one ELL student in a classroom setting for five to seven consecutive weeks (15 hrs). It is your responsibility to make sure you are placed in a classroom that allows you to fulfill these requirements. **All components are due April 9. Make sure it is submitted in a binder with index tabs labeling each section (Essay, CELDT scores, Writing Samples, SARC/STAR Reports, etc.).** A Signature Assignment grading rubric is attached in EClass for your reference.

NOTE: For privacy, please black out student's name on all work and do not reference full name in your Case Study.

Essay Required

You will write a 3-5 page scholarly essay (a FULL three pages not including the required works cited page) using MLA format and grammatical correctness to summarize the research (see below), to analyze your fieldwork experience overall, and to make academic recommendations for this student. The essay should demonstrate pedagogical knowledge and vocabulary. You should take notes during and after your tutoring sessions to use in your written essay to discuss any techniques and strategies you learned. You must cite all research obtained and include your text if you refer to it. Refer to Fieldwork Observation Reference sheet in EClass.

Oral Presentation Required

You will present an oral presentation to the class summarizing your fieldwork findings which should be approximately 10 minutes in length. You should provide the writing samples of the ELL you are tutoring (via PPT or via handouts) and comment on them using pedagogical vocabulary. You may use handouts, videos, audio-visual tools, etc. to make the presentation interesting and impactful to the class.

Research

You will locate the following items and include with your project, as well as reflect on them in your written essay:

1. School district/site: You will use the California State web site (www.cde.ca.gov) to locate the STAR report of a self-selected school's testing data. Compare/contrast the ELL student performance to the school's non-ELL student testing performance and reflect upon the effectiveness of the school's ELD program. Additionally, search the school district's web site to access the school's School Accountability Report Card (SARC) and CELDT results (<http://celdt.cde.ca.gov/reports.asp>) and reflect upon the school program in regards to the non-English speaking population.

2. Individual ELL: You will examine the following information on the ELL student you are tutoring after conferencing with him/her and with the master teacher:
 - a) Language & Culture (home background, language spoken at home, dominant language, literacy level in dominant language, cultural concerns)
 - b) CELDT results (levels in all areas) and any other descriptive assessment data (IPT, IPA transcription, SOLOM, First Steps Writing Assessment, First Steps Reading Assessment, etc.)
 - c) Social and emotional development (e.g. based on your interaction with the student, does he/she appear to be a visual, audio, or kinesthetic learner? Is this student shy or outgoing in class? How does he/she interact with students?)
 - d) Student's strengths, interests, and aspirations
3. Writing Samples. Review three or more writing or work samples (blackout student name) of the ELL and analyze them in your essay using information from the text.

EDU306 Case Study Grading Rubric

Student: _____ Score: _____/100

_____ /20 Oral Presentation—minimum of 10 minutes and uses PowerPoint, handouts

- ____/5 Student provided information in a clear and concise manner
- ____/5 Information provided demonstrates knowledge of strategies used in working with ELLs
- ____/5 PowerPoint presentation was professional and of adequate length
- ____/5 Student's writing samples were displayed and discussed

Comments:

_____ /80 Written Case Study Essay

- ____/20 Reflects on the fieldwork experience
- ____/10 Demonstrates pedagogical knowledge and vocabulary from text (cited in works cited)
- ____/5 Discusses CELDT results (levels in all areas if possible) and other assessment data
- ____/5 Compares/contrasts ELL student performance to the school's non-ELL student testing performance & reflects upon effectiveness of school's ELD program
- ____/5 Discusses ELL's language & culture (____home background, ____language spoken at home, ____dominant language, ____literacy level in dominant language, ____cultural concerns)
- ____/5 Discusses ____social and ____emotional development (e.g. is student a visual, audio, or kinesthetic learner? Shy? Outgoing? Interaction in class?). Discusses student's ____strengths, ____weaknesses, ____interests, and ____aspirations.
- ____/10 Analyzes student's writing samples
- ____/10 Essay is 3-5 pages long (FULL 3 PAGES MINIMUM NOT INCLUDING WORKS CITED), MLA format is followed, and demonstrates knowledge of essay structure including a thesis statement, transitions between paragraphs, a conclusion, and few grammatical errors
- ____/10 Attachments required: CELDT results, school STAR performance, SARC report card, other assessment items (e.g. SOLOM), student's writing samples

Comments:

		Student Scores																	
Critical Thinking	Explanation of Issues	3	1	2	4	4	3	2	4	3	2	4	3	3	3	4	2	4	3
	Conclusions and Related Outcomes (Implications and Consequences)	3	1	2	3	4	3	2	4	3	2	4	2	3	3	3	2	4	3
	Blended Score	3	1	2	3.5	4	3	2	4	3	2	4	2.5	3	3	3.5	2	4	3
Information Literacy	Access the needed Information	3	2	3	3	4	2	2	4	2	2	3	3	3	3	2	2	4	3
	Use Information Effectively to Accomplish a Specific Purpose	3	1	2	4	3	3	2	4	3	2	4	2	3	2	3	2	4	3
	Blended Score	3	1.5	2.5	3.5	3.5	2.5	2	4	2.5	2	3.5	2.5	3	2.5	2.5	2	4	3
Oral Communication	Delivery	3	2	3	3	1	2	3	3	3	2	3	2	3	3	3	3	4	3
	Supporting Material	3	2	2	3	3	3	2	4	3	3	3	3	3	2	3	3	4	3
	Blended Score	3	2	2.5	3	2	2.5	2.5	3.5	3	2.5	3	2.5	3	2.5	3	3	4	3
Written Communication	Context of and Purpose for Writing	3	2	2	4	3	3	2	4	3	3	3	2	3	3	4	3	4	4
	Genre and Disciplinary Conventions	3	1	2	3	3	3	1	3	3	3	2	2	3	3	3	3	3	3
	Control of Syntax and Mechanics	3	2	2	3	3	3	2	3	3	3	3	3	3	3	4	2	3	3
	Blended Score	3	1.667	2	3.333	3	3	1.667	3.333	3	3	2.667	2.333	3	3	3.667	2.667	3.333	3.333
Specialized knowledge	Use of principal terms in the field	3	2	2	3	2	3	2	4	3	2	3	2	2	2	4	2	3	3
	Use of tools, technologies and methods in the field	4	2	3	3	2	3	2	4	3	2	3	2	2	2	4	2	4	3

3 or more
2.5 or more

66.7% 72.2%

44.4% 77.8%

55.6% 88.9%

66.7% 77.8%

S	K	Blended Score	3.5	2	2.5	3	2	3	2	4	3	2	3	2	2	2	4	2	3.5	3
Applied Learning	Applies knowledge and skills acquired from research and field experience		4	2	3	3	3	4	2	4	3	2	3	2	2	3	4	2	4	3

50.0% 55.6%

		Student Scores																	
Critical Thinking	Explanation of Issues	3	1	2	4	4	3	2	4	3	2	4	3	3	3	4	2	4	3
	Conclusions and Related Outcomes (Implications and Consequences)	3	1	2	3	4	3	2	4	3	2	4	2	3	3	3	2	4	3
	Blended Score	3	1	2	3.5	4	3	2	4	3	2	4	2.5	3	3	3.5	2	4	3
Information Literacy	Access the needed Information	3	2	3	3	4	2	2	4	2	2	3	3	3	3	2	2	4	3
	Use Information Effectively to Accomplish a Specific Purpose	3	1	2	4	3	3	2	4	3	2	4	2	3	2	3	2	4	3
	Blended Score	3	1.5	2.5	3.5	3.5	2.5	2	4	2.5	2	3.5	2.5	3	2.5	2.5	2	4	3
Oral Communication	Delivery	3	2	3	3	1	2	3	3	3	2	3	2	3	3	3	3	4	3
	Supporting Material	3	2	2	3	3	3	2	4	3	3	3	3	3	2	3	3	4	3
	Blended Score	3	2	2.5	3	2	2.5	2.5	3.5	3	2.5	3	2.5	3	2.5	3	3	4	3
Written Communication	Context of and Purpose for Writing	3	2	2	4	3	3	2	4	3	3	3	2	3	3	4	3	4	4
	Genre and Disciplinary Conventions	3	1	2	3	3	3	1	3	3	3	2	2	3	3	3	3	3	3
	Control of Syntax and Mechanics	3	2	2	3	3	3	2	3	3	3	3	3	3	3	4	2	3	3
	Blended Score	3	1.667	2	3.333	3	3	1.667	3.333	3	3	2.667	2.333	3	3	3.667	2.667	3.333	3.333
Specialized knowledge	Use of principal terms in the field	3	2	2	3	2	3	2	4	3	2	3	2	2	2	4	2	3	3
	Use of tools, technologies and methods in the field	4	2	3	3	2	3	2	4	3	2	3	2	2	2	4	2	4	3

3 or more
2.5 or more

66.7% 72.2%

44.4% 77.8%

55.6% 88.9%

66.7% 77.8%

S	K	Blended Score	3.5	2	2.5	3	2	3	2	4	3	2	3	2	2	2	4	2	3.5	3
Applied Learning	Applies knowledge and skills acquired from research and field experience		4	2	3	3	3	4	2	4	3	2	3	2	2	3	4	2	4	3

50.0% 55.6%